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Uniquely Beautiful: Chair Redesign

LESSON: Uniquely Beautiful: Chair Redesign
DATE: May 2018
LEAD INSTRUCTOR: Stefanie Colarusso
LENGTH OF LESSON: 2-days; 1 hour, 30 minutes per day

GRADE LEVEL: 9th – 12th

SUBJECT AREA(S): Arts and Humanities

BIG IDEA:
The arts provide a medium to understand and exchange ideas.

ESSENTIAL QUESTIONS:
How do artists influence change?

CONCEPTS:
Artists can influence change.

COMPETENCIES:
Create a work of art that is intended to influence change.

PENNSYLVANIA EDUCATIONAL STANDARD:
9.1.12.H
Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.1.12.F
Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

STATEMENT OF LEARNING:
Students will work together to write an imagined narrative for a found object.
Students will use the narrative to create a visualization of the text onto a series of sketches for a redesign challenge.
Students will work collaboratively to give the found object new life through a redesign challenge, using limited materials.

ANTICIPATORY SET:
Students will be given post-its to write down words that describe the chair their group has been given. They will have 5 minutes to work as a group to write down as many descriptive words as they can and post them onto the chair.



VOCABULARY:

- Identity
- Narrative
- Form
- Color
- Pattern
- Descriptive

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STEP BY STEP INSTRUCTION:

DAY 1

STEP 1: Group Chair Post-It Activity (10 minutes)

Students will be given post-its to write down words that describe the chair their group has been given. They will have 5 minutes to work individually to write down as many descriptive words as they can and post them onto the chair.

Students will pair-share 2-3 descriptive words, explaining to their peers why they chose those words.

STEP 2: Investigation (15 minutes)

Through further investigation, students will work together to create a narrative for the "chair". Students will work together to identify:

1. Who may have owned the chair?
2. What makes the chair unique?
3. What kind of shapes do you see in/on the chair?
4. Where did the chair come from?
5. Where is the chair going to go next?
6. When was the chair discovered and by who?
7. Why would this person want the discarded chair?
8. What do you love about the chair?



STEP 3: Hands-On Demonstration: Large scale sketches (10 minutes)

Instructor will introduce ad campaign <http://www.raisingtheroof.org/what-we-do/public-education/campaign-for-potential/>

Instructor will open the floor for dialogue about the social issue of youth homelessness in conversation with the project at hand.

Instructor will introduce hands-on engagement of large scale sketches.

- Instructor will define two elements of art: color and pattern
- Instructor will demonstrate how students can use color and pattern can be used to enhance unique characteristics of the chair that was given to them.

STEP 4: Prepared Lesson (40 minutes)

Using the narrative and the descriptive language from the anticipatory set, students will be given several photo copies of pictures of their group chair. Students will work collaboratively to redesign the chair using color and pattern. Text may be incorporated into the redesign.

STEP 5: Clean-up and Wrap-up (15 minutes)

Students will have a few minutes to wrap-up, clean-up their areas

To close each class, students will draw or write in a daily journal given to them by the instructor. Each page will have a specific prompt.

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Day 2

STEP 1: Redesign Wrap-up (10 minutes)

In groups, students will discuss the final redesign based on their sketches from the previous class.

STEP 2: Chair redesign challenge (55 minutes)

Each group will be given a box of supplies. They may use ONLY the supplies given to them to create a new version of an old chair based on the group collaborative sketches.

Students will have 60 minutes to redesign their chair.

STEP 3: Project Critique (15 minutes)

Groups will present their narrative/chair sketches to the class

STEP 4: Project 1 Reflection (10 minutes)

Students will reflect on the first lesson in their daily journal.



ATTACHMENTS OR SUPPLEMENTAL MATERIALS TO INCLUDE:

- *Graphic Organizer for "chair narrative"*

PREP IN ADVANCE:

- *Pre-drawn chair copies *large*
- *Individual boxes of materials for each group*