

Van Buskirk ES Summer School

2nd – 3rd Grades



Week 2
06/13, 14, 15, 16
(Duration: 30 min.)
Chika Hayashi-Willis

Visual Arts and SEL Integrate Lessons

Lesson Title: Isamu's Playground Creation

Objectives: Student will:

- Learn that Landscape Architects design outdoor spaces
- Learn that Isamu Noguchi was an artist who designed playgrounds for children
- Use Elements of Arts by designing their own playground.
- Understand how artists express who they are with delivering their own ideas

Fine Arts Standard(s): VA CR 2.3a Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).

Core Curriculum Standard(s):

ELA:

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.8 Describe how reasons support specific points the author makes in a text.

Social Justice Standard(s): Identity/ ID.K-2.1 I know and I like who I am and can talk about my family and myself and name some of my group identities.

SEL:

M3. Positive attitude toward work and learning

Relationship skills: The abilities to establish healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

Lesson Instructions:

Monday Practice: Reminder of classroom rules, the 3 B's: Be safe, Be respectful, Be responsible. Also let students tell me their own learning/behavior goals for the week.

Session 1 30 min. (06/13/22) Who is Isamu Noguchi and what did he make?

Step 1: I show students one of pictures of Isamu Noguchi's playgrounds using a PPT format.

Questions: What do you think the picture is about? Can you describe what is going on in the picture? After couple student volunteers share out, I ask students to talk with their neighbor about what it could be. → A playground!

I will start showing more playgrounds Isamu Noguchi designed/ created through the PPT.

Step 2: I ask students to review who usually goes to playgrounds and why.

Questions: What makes us feel welcome on the playground? Is it the same for everyone? Do some of us feel more or less welcome when certain structures or layouts are in place?

Step 3: I show students some images of Isamu Noguchi and explain that he was a Japanese American artist who also designed playgrounds for children. "He was a landscape architect is someone who designs outdoor spaces like gardens parks and playgrounds."

Questions: What do you think about his designs of playground? Do you like it? Why/ Why not?



After listening to students' responses, I announce to students that they are going to study how Isamu Noguchi started developing his environment awareness and artistic perspectives about landscapes.

I say, "I wonder why Isamu Noguchi had such unique ideas for playgrounds. Let's imagine how he started to see and think about things something different tomorrow."

Exit Ticket: Name of the artist, A type of artist (what kind of artist), What his famous art (what he designed)

Session 2 30 min. (06/14/22) A Boy Named Isamu

Step 1: As I start the lesson, I ask students to think of things that should be part of a playground. They can think of any playgrounds they have been to. Equipment belongs for everyone such as swings, slides, sandbox, jungle gym, garden, bench, etc.) Then I ask them to think of figure/shapes of those equipment and draw 3-4 of them (quick and simple).

Questions: What things are there at playgrounds that everyone can enjoy, play, have fun?

(Drawing collections on the one table) Do the swings look the same (shapes)? Slides? Sandbox? Benches?

Step 2: After I record students' responses and check the drawing, we review Isamu Noguchi and his playgrounds. I ask them to remember and describe how unique Noguchi's playgrounds are.

Show one of his playgrounds and ask students:

Questions: Which part of his playground might be a slide? swings? sandbox? jungle gym? etc.? How do you think of that?

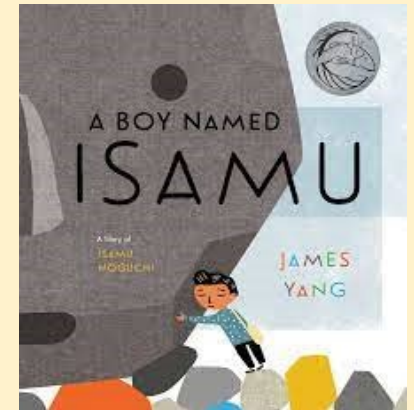
Step 3: I introduce a book, ***A Boy Named Isamu*** by James Yang. "James Yang imagines a day in the boyhood of Japanese American artist, Isamu Noguchi. Wandering through an outdoor market, through the forest, and then by the ocean, Isamu sees things through the eyes of a young artist . . .but also in a way that many children will relate. *Stones look like birds. And birds look like stones.*" ([GoodReads.com](https://www.goodreads.com/book/show/41851818-A_Boy_Named_Isamu))

Before I read the book, I ask students to focus on Isamu's emotions with colors and what questions he gets from things he finds in the story. → I read the book (shared reading)

During reading the book, students can answer Isamu's questions and point out Isamu's discoveries in nature.

After reading the book, students share their imagination and fun experiences, something like Isamu's. (Making connections with the character.)

Exit Ticket: How are Isamu Noguchi's playgrounds different from usual playgrounds? What do you think Isamu would imagine the playground equipment if he found a feather?



Session 3 30 min. (06/15/22) Paper playground project

Step 1: I start with reviewing the book, *A boy named Isamu* and ask students to summarize the story including some of questions the character mentions in the story.

As a boy Isamu imagines anything from simple items, students use simple paper strips to create some shapes and imagine how the paper strips would be used for playground equipment.

Questions: How can I make the papers like fun playground equipment?

Step 2: I provide students with different sizes, different types, different colors of paper strips for the projects. I explain that the strips need to be changed to 3-D because playground equipment should be built on the ground.

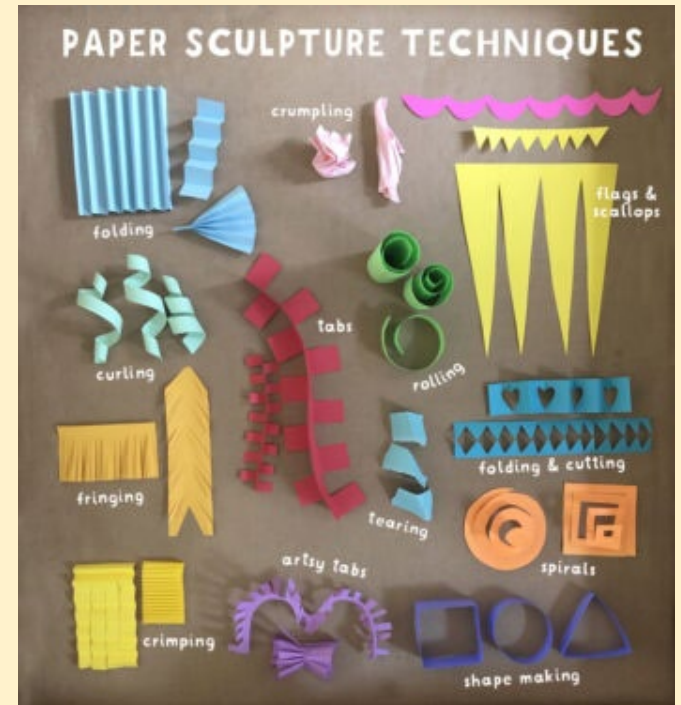
Questions: What can I do to make 2-D flat paper strips to 3-D? → Getting students' ideas such as bend, twist, curl, fold, roll, etc.

Step 3: Students pick 5-8 different paper strips and create a small playground on a sheet (12x18 or smaller).

They can be stuck up, piled up, lined up, bent, twisted, etc., any forms students can create. Students can glue them on the sheet.

Step 4: In the small group, students present their creation and describe the playground, what they are and how to play/enjoy them. They must have some safety rules for the equipment.

Exit Ticket: Name each piece of equipment on the playground and explain how to play/enjoy it as well as the safety rules.



Session 4 30 min. (06/16/22) Think like Isamu, create like Isamu Group Park project

Step 1: I start with quick reviewing the book, *A boy named Isamu* to remember how simple things we find in the nature gave him many imaginations. Students revisit Isamu Noguchi's playgrounds on PPT and analyze the shapes (2-D and 3-D) and forms.

I provide students with some items from nature, classroom craft/art materials, and recycling that I collect for the projects.

Students check the items and describe them how to connect with playground equipment that something fun/accessible for everyone.

Step 2: Each student picks 5-8 items from the collection and creates a small playground on a sheet (12 X 9).

Items can be stuck up, piled up, lined up, bent, twisted, etc., any forms students can create.

Students can glue or tape the items on the sheet. Students can draw some details such as pathways on the ground (sheet).



Step 3: At each table, students' playground needs to have connected to each other and set as a big group park.

Step 4: Students presentation → Each group names the group park, describes the park, and explains some fun facts about equipment and how to play/enjoy them. Of course, the park should have safety rules.

Step 5: Students give feedback to each other to conclude the lesson.

Exit Ticket: Name each playground equipment on the group park and explain how to play/enjoy it.

Equity Elaborations:

- include development of cultural competency and can promote more inclusive learning environments that affirm the strengths and experiences of all individuals, including those who may have been marginalized in our education systems.
- includes individual and collective goals to improve personal and community well-being. Addressing personal and group challenges to achieve self and collective goals.

Optional Extension Activities:

Find out more fun playgrounds in the world.
Research other landscape architects' playground designs and compare with Noguchi's designs.

Essential Questions:

How do artists work?

How do artists and designers determine whether a particular direction in their work is effective?

Vocabulary:

Isamu Noguchi

Landscape Architecture

Sculpture

Forms