FREE TEACHING RESOURCE / 6–8 / 34

After the Rain: Designing Care

TEACHER GUIDE • lesson design & facilitation

Grade band: 6–8 | 5–7 sessions, 45–60 minutes

Media: drawing, print, collage or approved digital media

The artistic problem

Design a visual proposal for making a shared outdoor space more usable after rain.

Essential question: How can design communicate an environmental need without dramatizing harm?

Place-based cultural lens: Investigate drainage, water pathways, and everyday environmental conditions in Louisiana.

Learning targets

- Investigate the question: How can design communicate an environmental need without dramatizing harm?
- Apply site diagram, visual symbols, material texture, poster hierarchy in a deliberate original composition.
- Use critique evidence to improve site diagram and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Design a visual proposal for making a shared outdoor space more usable after rain.
- Artwork includes a supported problem statement and two design alternatives.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate site diagram and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana 5–8 cluster: VA-CE-M1, VA-CE-M3, VA-CE-M5, VA-AP-M1

Studio Habits of Mind: Observe, Envision, Engage & Persist, Reflect, Understand Art Worlds. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- drawing, print, collage or approved digital media
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level

- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How can design communicate an environmental need without dramatizing harm? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Investigate drainage, water pathways, and everyday environmental conditions in Louisiana. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate site diagram, visual symbols, material texture, poster hierarchy. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Design a visual proposal for making a shared outdoor space more usable after rain. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (a supported problem statement and two design alternatives); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using site diagram, visual symbols, material texture, poster hierarchy; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of site diagram in the work.

08 / Revise Revisit the specific checkpoint: A supported problem statement and two design alternatives. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved site diagram? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Frame the question** How can design communicate an environmental need without dramatizing harm?; Investigate drainage, water pathways, and everyday environmental conditions in Louisiana.	Evidence/interpretation log.
Day 2	**Studio technique** Demonstrate site diagram, visual symbols, material texture, poster hierarchy. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Practice sheet with labels about choices.
Day 3	**Generate + commit** Sketch three meaningfully different outcomes.	Three proposals and criteria-based choice.
Day 4–5	**Sustained production** Build the work and conference about site diagram.	Process photos and source annotations.
Day 6	**Interpret + revise** Peer feedback related to A supported problem statement and two design alternatives.	Annotated first and revised states.
Day 7	**Present + reflect** Curate the work with evidence and ethical source credits.	Final artifact, rubric and next-step statement.

Key technique to model

site diagram, visual symbols, material texture, poster hierarchy

Access without lowering the artistic goal

Focus on community care and solutions; disaster narratives are optional. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Do not require storm trauma stories or propose unsafe flood interventions.

Stretch & explore

Model a rain-friendly garden entrance from recycled paper.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.