FREE TEACHING RESOURCE / 3–5 / 23

Playground for More People

TEACHER GUIDE • lesson design & facilitation

Grade band: 3–5 | 4–5 sessions, 45–55 minutes

Media: washable art media and cut-paper supplies

The artistic problem

Redesign a play or gathering area for people with varied access needs.

Essential question: How can art and design help more people participate?

Place-based cultural lens: Study school and community outdoor spaces and their circulation routes.

Learning targets

- Investigate the question: How can art and design help more people participate?
- Apply bird's-eye diagram, icon making, scale, color coding in a deliberate original composition.
- Use critique evidence to improve bird's-eye diagram and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Redesign a play or gathering area for people with varied access needs.
- Artwork includes three clear access decisions plus a peer-tested diagram.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate bird's-eye diagram and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana Grade 3–4: VA-CE-E1, VA-CE-E3, VA-AP-E6; Grade 5 (5–8 cluster): VA-CE-M2, VA-CE-M7

Studio Habits of Mind: Develop Craft, Stretch & Explore, Express, Reflect. 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
- washable art media and cut-paper supplies
- 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 art and design help more people participate? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Study school and community outdoor spaces and their circulation routes. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate bird's-eye diagram, icon making, scale, color coding. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Redesign a play or gathering area for people with varied access needs. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (three clear access decisions plus a peer-tested diagram); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using bird's-eye diagram, icon making, scale, color coding; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of bird's-eye diagram in the work.

08 / Revise Revisit the specific checkpoint: Three clear access decisions plus a peer-tested diagram. 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 bird's-eye diagram? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Observe + question** Study school and community outdoor spaces and their circulation routes.	Notice/wonder log and initial study.
Day 2	**Develop craft** Demonstrate bird's-eye diagram, icon making, scale, color coding. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Technique trials and feedback.
Day 3	**Generate + plan** Produce three proposals and select one using criteria.	Three thumbnails and written/oral rationale.
Day 4	**Produce + critique** Create and test work against the checkpoint: Three clear access decisions plus a peer-tested diagram.	Work sample and peer response.
Day 5	**Revise + exhibit** Make one substantial change; present and reflect.	Before/after evidence and a precise next step.

Key technique to model

bird's-eye diagram, icon making, scale, color coding

Access without lowering the artistic goal

Invite mobility, sensory, social, and multilingual considerations without pretending to speak for users. 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

A student proposal is not evidence of actual user consultation.

Stretch & explore

Create a model or tactile map version of the proposed space.

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.