

## NATIONAL ART EDUCATION ASSOCIATION

### LESSON DESIGN TEMPLATE

#### VISUAL ARTS EDUCATOR

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#### LESSON INFORMATION

**Title:** Traveling Tokens

##### Lesson Starters:

Exploring students' personal values through the making and sharing of clay tokens or small round discs. Steps explored include designing, stamping, mold making, with an optional website to help unify the project.

**See Artists:** Roadsworth (Montreal, CA), Shepard Fairey, Isakari Umuhire, Keith Haring, Faith Ringgold- Protest Artwork, Norman Rockwell, Thomas Hart Benton – American along with Humanitarian and Cultural coins of the U.S. Mint.

##### What inspired the lesson?

This lesson was inspired by the 15<sup>th</sup> Century British inventor, Wedgwood. His manufactured clay coins brought an awareness to the injustices of slavery. With a new method of clay manufacturing for mass production, Wedgwood was undeniably successful. Another inspiration was taken from a fellow colleague, Michelle Livek, who had a similar method of creating and passing objects to communicate universal ideas.

##### What will the students do?

Through mold making processes, students will make multiples of a uniquely designed clay token of personal value to be shared with the community. Students will compare and contrast themes and imagery from a variety of social, protest and pop artists. Students will also discuss symbolism in art as they develop their original designs.

#### LESSON AUDIENCE

High school, museum, 6-8 modified.

#### SELECT NATIONAL VISUAL ART STANDARDS

**Choose Artistic Processes, Enduring Understandings, and Performance Standards by grade level.**

Use the National Visual Arts Standards as a reference (see more National Visual Arts Standards Information at <https://www.arteducators.org/learn-tools/national-visual-arts-standards> ). No need to copy them here. You will be able to use a dropdown menu to make selections in the online submission area. You can add as many or few standards as needed.

#### CODE YOUR STANDARDS NOTES HERE

##### Creating:

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.

VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. The standard used is from Presenting.

**Presenting:**

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

**Responding:**

VA:Re7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re7.2.1a: Compare images that represent the same subject.

**Connecting:**

VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. \*\*

VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

## LESSON PLAN DETAILS

**How will students demonstrate learning in relation to standards?**

**Assessments:**

**Informal Assessments include:** Active listening, discussion, questions posed, students' responses, teacher observations, sketches, students' ideas & notes, students' informal reflections, students' critique.

**Formal Assessments include:** Initial Sketches (showing inclusion of artists' influences), Craftsmanship of Original Token, Clarity & Creativity of Design, Craftsmanship of Multiples, Glazing Sketches, Peer Critique Suggestions (lumped together), and Citizenship (cleaning up, being prepared for class, collaborating & offering peer support). Other assessments include students' artist statement, and project reflection.

### -Traveling Tokens Reflection

### Objectives

**Students will:**

- A. Design a circular emblem that shows a specific personal positive value. Students should think of a behavior they would want others to recognize in them such as providing knowledge, kindness, laughter, help in time of need, inspiration, etc.
- B. Translate their two dimensional design into a three dimensional clay model.
- C. Learn the process and demonstrate proper mold making techniques.
- D. Compare and contrast artworks from different art movements and time periods as they relate to social issues and concepts.
- E. Evaluate social and cultural frameworks as they develop their own meaningful works of art.
- F. Organize a process to distribute the token throughout the community.
- G. Glaze their works to help express their unique imagery and clarify their message.
- H. Develop artist statements that consider the goals of their project and origins of their ideas.
- I. Use hashtags, websites, blogs or other chosen forms of digital communication to share their ideas.

Visit: [www.travelingtokens.weebly.com](http://www.travelingtokens.weebly.com) or [www.travelingtokens.com](http://www.travelingtokens.com).

J. Evaluate the effectiveness of the message of his/her token through critique and gain feedback through digital media.

### Essential questions for the lesson

#### Guiding questions:

- A. Where do we see social art?
- B. How do the arts reflect values in a culture?
- C. How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- D. How do artists and designers create works of art or design that communicate effectively?
- E. How can the viewer “read” a work of art as text?
- F. How does refining an artwork affect its meaning to the viewer?
- G. How does the presenting and sharing of artworks influence and shape ideas, beliefs, and experiences of a society?

### Materials and tools required to teach this lesson

List items: Pencils, sketch paper, oil based clay, 3 x 3” or large Plexiglas or thick plastic sheets, rulers, tracing paper, coins (for visual resource), plastic carving tools, plaster, water, dixie cups/yogurt cups (disposable), spoons, low/high fire clay, magnifying glasses or cell phone app, travelingtokens.com stamp (optional), blowdryer or heat gun, disposable masks, gloves, glaze, paints, ink, Mod-Podge or gel medium.

### References and Resources

#### Relevant links, artworks, books etc.:

##### Artists

<http://www.widewalls.ch/protest-art/>

[http://pem.org/exhibitions/177-american\\_epics\\_thomas\\_hart\\_benton\\_and\\_hollywood](http://pem.org/exhibitions/177-american_epics_thomas_hart_benton_and_hollywood)

<http://www.theartstory.org/movement-pop-art.htm>

##### Wedgwood

<https://www.youtube.com/watch?v=JHOzVtluk9w>

<https://www.youtube.com/watch?v=BTwOfJXnP4s>

##### Coins

<https://www.usmint.gov/education/artists/index9c26.html?action=Everhart>

<https://catalog.usmint.gov/medals/humanitarian-and-cultural/>

##### Undercuts- Moldmaking

<https://s-media-cache-ak0.pinimg.com/originals/a3/44/b4/a344b45278318ba554c6bdd00571f96f.jpg>

### Describe the procedure used in teaching this lesson:

#### Day 1

**Classroom Setup:** Gather focused art images, resources and videos online to share and discuss with students. For sketching, organize paper, and access to computers and books for further resources. Have students collect materials at beginning of lesson and from stations as needed. Each small group of students, divided at their tables will need: pencils, sketch paper, rulers, tracing paper, cell phone or an iPad.

**Introduction (10 minutes):** Begin class by suggesting that art can be found all around us and ask students to generate a list of ideas on where they have seen artwork outside of a museum or gallery setting. Ask: What purpose did this art serve? See what answers arise and generate a student list. Explain that what students saw may have been social art. Define this term for students and reflect through discussion with students on whether the art that was mentioned falls into this category. Next, ask: Now that you have more information does anyone have any other ideas on where they have seen positive social artwork? Do you remember what kinds of images you saw? Allow students to take turns answering.

Next, show students coins through the online site. Tell students that today they will be designing their own imagery and symbolism to create a token of personal value. Tell students: Today you will be looking at pop-art, protest art and examples of other cultural arts to examine what images you find most useful in order to help communicate your ideas. Following this discussion, you will be designing your own clay tokens to share with others.

**Focused Image Discussion (25 minutes):** Show students Roadsworth's street paintings, Shepard Fairey's icon posters and Isakari Umuhire murals. Explain how all three are different types of social art. Ask students to explain what similarities and differences they see between the three. Then ask them to identify the narrative aspects of at least one image per artist. Questions to suggest include: What and/or who is being shown? What specifically is happening? Is the image real or abstract? How can you tell? Allow students to take turns answering. Have one student go to the board and record the answers being given in a grid with the headers being the artists names and the columns listing compare, contrast, details and plot. Show the murals of Keith Haring and quilts of Faith Ringgold. Ask students to identify the different elements of their favorite images (ex. composition, scale, emphasis, subject) and add these details to the grid. Offer suggestions to provoke thought.

End the discussion by asking students if they feel these images are appropriate to be circulated within the general public. Ask: What might make these images offensive? Do you feel that you as the artist have a responsibility to be honest to your ideas and/or respectful to your viewer? Discuss. Next, suggest students take a picture of the grid on the board as a resource for the next class.

**Sketching ideas (8 minutes):** Give students a few minutes to jot down any ideas or images they connected with on a personal level.

**Focused brainstorming (15 minutes):** Work with students to generate a list of the ideas that they found most important. Ask: What do you value as a student, an American, a young man/woman, an immigrant etc. Ask students to write their responses on a sheet of paper (ex. honor, trust, health, compassion). Wait 2-3 minutes. Then ask students to take turns volunteering their responses emphasizing maturity in our safe and open classroom environment. Discuss: What is similar, surprising, profound from the list of volunteers? Ask students to select the top three personal values they truly believe in.

**Closer (5 minutes):** Using sketch paper, ask students to begin brainstorming imagery for their tokens from their list of values.

**Conclusion:** You can tell them that in tomorrow's class you will be looking at pop-art, protest art and cultural arts to examine what imagery they might find most useful to explain their ideas. Tomorrow will also involve more discussion and sketching out our final ideas.

## Day 2

**Classroom Setup:** Gather focused art images, resources and videos online to share and discuss with students. Each small group of students, divided at their tables will need: pencils, sketch paper, rulers, tracing paper, magnifying glasses, coins (ask students/faculty in social sciences if they have any to share).

**Introduction (10 minutes):** Show students the Humanitarian and Cultural coins of the U.S. Mint online. See which they find most captivating and begin analyzing them. Ask, What event/icon/image is being shown? What message or big ideas do we think of when we see these same characters or events and what might they represent? Talk to students about the layers used to form the images and the narratives they see.

**Focus Image Discussion (10 minutes):** Share two new artists with students. Show Google images of Norman Rockwell's, *Thanksgiving & Pride of Parenthood* and Thomas Hart Benton's, *Hollywood & Parks*, *the Circus*, *the Klan*, *the Press* comparing both with pop artist Andy Warhol's Campbell's Soup prints. Ask students in groups of two, to guess what ideas or values are being supported based on the imagery shown. Ask volunteers from each group to share their ideas and acknowledge the variety of responses thanking students for their thoughtful contributions. Take notes of group responses on the board. Following this discussion, show a series of universal and cultural symbols and pictographs to help students add to their list of possible resources for imagery.

**Focused Research, Sketching & Check-In (20 minutes):** Next, ask students to narrow down their ideas to two personal values. Tell students: Take the next 15-20 minutes to draw out your ideas for those two different values. You will need to include the following in your sketch: A. Clues and visuals that support your ideas, B. A composition that seems complete and considers the round shape of your token. Start with a circle about 1.75"-2" in diameter and then draw in your image. Share your list of visual resources with students and suggest they open their notes from yesterday or go and get a resource as needed. While students are working float around the room and check-in to see if anyone is in need of help. Tracing paper can support drawing details if needed.

**Informal Critique (6 minutes):** Ask students to share their ideas with their tablemates offering two suggestions to each of the other students at his/her table. Ask students to explain to one another what is effective and what could be clearer in the other person's design. Continue designing for another five minutes.

**Conclusion (5 minutes):** Tell students: Continue to refine your designs. Tomorrow we will begin with a demonstration on how to use clay tools to make a relief or raised form of your design in oil-based clay. We'll all begin to make our tokens and will then move on to mold making.

### Day 3

**Classroom Setup:** Gather focused art images, resources and videos online to share and discuss with students. Have students collect materials at beginning of lesson and from accessible stations as needed. Each small group of students, will need: pencils, sketch paper, oil based clay, 3 x 3" or larger Plexiglas or thick plastic sheets, coins and magnifying glasses.

**Introduction (5 minutes):** Pull out sketches and finish details. Ask for opinions from peers.

**Demonstration Lecture on Model Making (15 minutes):** With plexiglass and oil-based clay, show students how to create a relief image by adding layers. Begin making a rough sketch to demonstrate. Mold a 1/4" round clay disc and secure this to the Plexiglas, pushing down. Add layers from background to foreground until the full image is developed. Tell students: Your layering will also encourage your viewer to feel the image as well as see it. Demonstrate how the flat edge, round edge and angled tools allow students to smooth edges and flatten surfaces to make their imagery seamless. Show students how to use magnifying glasses to create details.

**Art Making (20 minutes):** Have students share tools and begin developing their design on their oil-based clay circle. Break them halfway through work time to reflect (turn and talk) on their progress and issues and successes they may be having.

**Conclusion (5 minutes):** Tell students: Tomorrow we will see you for a full day of modeling. Remind students to re-organize and put away all materials as they prepare to leave.

### Day 4

**Classroom Setup:** Gather focused art images, resources and videos online to share and discuss with students. Have students collect materials at beginning of lesson and from accessible stations as needed. Each small group of students, will need: pencils, sketch paper, oil based clay, clay models, plaster, spoons, masks, cold water (as needed), disposable cups, magnifying glasses.

**Introduction (5 minutes):** Review techniques of model making.

**Demonstration Lecture on Mold Making (10 minutes):** Give students directions on mold making. Tell students: Once we have our design, we will be pouring a material called plaster over our models to make the mold. Give a brief overview of plaster. Ex. plaster is used to make sculpture and is the basis of our clay wedging tables. Ask students to take notes on mold making process. Once poured, our plaster will become hard and set in 1-2 hours. Notes as follows:

- Your token should be well secure to Plexiglas before pouring your mold.
- Make sure that all exterior edges of your model are rounded and angled inwards so that the mold form will be able to lift up avoiding undercuts (one suggestions is to draw an image of your mold and demo model on the board to show students what they are looking to achieve- see links for more information).
- Get plastic gloves and a mask (plaster dust is a contaminant, mask is a safety precaution)
- Pour cold water halfway into a yogurt cup
- Add plaster until a peak forms in the center
- Mix thoroughly for 3-5 minutes until you see a thick yogurt consistency
- Tap yogurt cup on the table to remove air pockets
- Pour mixture slowly over surface of oil-clay
- Remove any remaining air pockets by gently tapping the plaster on the table (use only a little pressure to avoid plaster from thinning). Note: once plaster is poured it cannot be moved until it dries.
- To avoid breaking, your plaster should be no thinner than .5" thick

Respond to any remaining questions students have. Give directions on cleaning up plaster (must all go into garbage bin). Ask students to troubleshoot ideas and model making issues with one another before asking you (ask 3 then me prompt).

\*\* If you do not have plaster, or if students' plaster molds break, you may take soft ball clay and create a new mold out of oil based clay or fired clay token.

**Art Making (35 minutes):** Have students share tools and continue developing and refining their designs for their circular token working up in layers. Help the first set of students who are ready to mix plaster and have them help the next set and so forth.

**Conclusion (5 minutes):** Have students review their notes by discussing the steps in today's demonstration with a partner. Remind students to clean up before end of class.

## Day 5

**Classroom Setup:** Organize Supplies for students and pull out a blow-dryer, gloves and masks for students (see classroom setup Day 3). Paper tables with newsprint/newspaper for easy cleanup.

**Introduction (5 minutes):** Begin class by reviewing your original goal as an essential question. Post the Essential Questions on the board and share with the class: How does the presenting and sharing of artworks influence and shape ideas, beliefs, and experiences of others? Ask students if they remember their original goals. You can remind them about sharing a personal value with others through a social art project. Continue: Once you have your mold made you can begin to make individual tokens. My question to you is, what will you do to the physical tokens to help them travel or be exchanged from person to person? Record this question on the board and ask students to discuss.

**Focused Discussion (10 minutes):** Allow students 2-3 minutes to discuss the question posted above. Ask a student to record other students' suggestions on the board asking for multiple volunteers. Explain: We have a great opportunity to post our tokens online on the [Travelingtokens.com](http://Travelingtokens.com) website and share them with others, or if you prefer, we can share them through our own social media or another agreed upon option. Each token can receive a QR code and/or a hashtag to describe its meaning and alert the person receiving the token to take a picture with it and share with their online community. Another suggestion is to add the words, "Get & Give" to show how the token is meant to be passed from person to person.

Help students generate a list of ideas they think would support the strongest approach to sharing. allowing tokens to travel from one person to the next. Let students know that they can make their own stamp- similar to how they are making their tokens or print a stamp through a CAD machine or online at [thestampmaker.com](http://thestampmaker.com). They can engrave letters and symbols such as the Instagram logo with a clay tool. Students can also write the character or value they are looking to present on the front or back if they feel it is needed. My students suggested that the image and website along with a statement when passing the token was the best way to support their message. Furthermore, it was necessary to share with students how to engage others to pass their works on. We added "Get & Give" to the backs of the tokens to signal them forwards. We then discussed options of giving tokens to student's heroes, mentors, siblings, friends and others who have made a difference in their lives.

**Note about the stamp:** The stamps we made were 2" and 1.75 ". We felt the smaller stamp worked better to meet the size of all students' tokens.

**Notes about the Website:** The site is also linked to an Instagram with postings visible on "TravelingTokens". The site also supports a student's blogs if they would like to post a comment.

**Demonstration Lecture (15 minutes):** Once students have agreed upon the way in which they will present their tokens, show them how to stamp and refine their clay versions. Begin by pulling the oil-based clay out of the mold form by either simply lifting the mold off of the Plexiglas sheet to expose the original form or taking a curved tool and prying the oil-clay out of the mold if needed. Be sure that no residual oil-clay remains in the mold. Next, explain the steps using the plaster mold and ceramic clay.

1. **Roll out a soft ball of clay approximately the size of your oil-based clay**
2. **Smooth this clay so that it contains no cracks or creases**
3. **Press clay into mold pushing down evenly**
4. **Even out surface with water or fingertips or a hard rib scraped over top of clay with minimal pressure.**
5. **Stamp into clay token and engrave designs as needed.**
6. **Blow dry clay form in mold or let set for 5 minutes.**
7. **Using soft clay that is slightly sticky due to water put clay into coin and in the same motion pull backwards. Token should release from mold. If it does not release easily repeat step 6.**

**Art Making (10 minutes):** Handout copies of the steps listed. Give students time to practice the techniques demonstrated, finish refining their forms or making their plaster molds. You may want to remind students to see you or another class expert if they need checking for undercuts or mixing plaster.

\*If no stamp is yet available, move on to colored sketching of students' tokens.

Reminder: All students at the mixing stations must be wearing a mask and using gloves. All plaster must be thrown away in the garbage to avoid clogging the sinks.

**Conclusion (5 minutes):** Encourage students to help each other and to move through each step checking their notes and recently handed review sheets. All molds should be moved to a safe location as students begin to clean up their materials.

## Day 6

**Classroom Setup:** Organize supplies for students and pull out a blow-dryer, gloves and masks for students (see classroom setup Day 3). Set up a mold making station for students to make and pour their molds together. Organize another station for pressing and engraving students' tokens and a third station for sketching colored versions of stamps.

**Introduction (5 minutes):** Begin class by reviewing ideas for stamp token sharing. Give students a stamp if one is made or incorporate sketching until stamps have arrived.

**Art Making (10 minutes):** All students are asked to begin making their clay tokens. Depending on how many students you have you may want to set an original goal of 20 or so. Students should all make two clay tokens to use as hot and cold glaze test samples.

**Focused Discussion (10 minutes):** Ask students, what techniques they usually use to glaze their clay works and what techniques are used to decorate mixed media works. Have students brainstorm ideas if these topics are new. Have another student record as you generate a list with students of ideas for hot and cold glazing techniques.

**Art Making (15 minutes):** Ask students to begin sketching their ideas showing both front and back of their tokens with two sets of ideas or 4 token drawings in total. Ask: How can we make our individual values even clearer through our color choices and glazing materials. How can we make decisions that make glazing more efficient and effective when making 10 tokens at a time? Suggest that students can stain the backs of their clay tokens with a combination of gloss glaze and underglaze to darken their embossed/ stamped designs. A sponge to the surface of the token will remove excess color.

**Peer Critique (6 minutes):** After 15 minutes ask students to pair and share their glazing ideas with a partner for feedback offering their partner two points of constructive criticism starting with something they feel the other person did effectively.

**Conclusion (5 minutes):** Tell students to continue to stamp their token keeping them on a board labeled with their names. Ask students to clean up and organize as needed.

**Suggestion:** Tell students: Think about the impact you will have as your work is passed around and your ideas and actions are shared. Suggest how students are empowering each other as social artists while at the same time helping to make their community a better place.

\*Complete this unit project by posting images of tokens and their meanings throughout your school and community. Ask students to develop an artist statement that describes their token's message and how they developed their ideas. Have students help make publicity articles and find ways to share their views and beliefs with others.