

**GRADE 1 LESSON PLAN  
PLAYGROUND ARCHITECT – WOODWORKING**

<b>Playground Architect - Woodworking Lesson Plan Information</b>	
Grade: 1 Subject: Arts (Visual Arts), Science and Tech (Understanding structures and mechanisms) Topic: Materials, objects, and everyday structures Duration: 2 hours	
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<b>Curriculum Expectations</b>
<b>The Arts</b> <b>D1.2</b> Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic. <b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings. <b>D1.4</b> Use a variety of materials, tools, and techniques to determine solutions to design challenges. <b>D3.1</b> Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences. <b>D3.2</b> Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places.
<b>Science and Technology – Understanding structures and mechanisms: Materials, objects, and everyday structures</b> <b>1.2</b> Assess objects in their environment that are constructed for similar purposes in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed. <b>2.2</b> Investigate characteristics of various objects and structures, using their senses. <b>2.3</b> Investigate, through experimentation, the properties of various materials. <b>2.4</b> Use technological problem-solving skills and knowledge to design, build, and test a structure for a specific purpose. <b>3.1</b> Describe objects as things that are made of one or more materials. <b>3.2</b> Describe structures as supporting frameworks. <b>3.5</b> Identify the materials that make up objects and structures. <b>3.9</b> Identify the sources in nature of some common materials that are used in making structures.

<b>Fundamental Concepts for Grade 1</b>
<b>Elements of Design</b> <i>line</i> : jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made) <i>shape and form</i> : geometric and organic shapes and forms of familiar objects (e.g., geometric: circles,

blocks; organic: clouds, flowers)

**space:** depiction of objects in the distance as smaller and closer to the top of the art paper; shapes and lines closer together or farther apart; horizon line; spaces through, inside, and around shapes or objects

**colour:** mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours

**texture:** textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake’s skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon)

**value:** light, dark

**Principles of Design**

**Contrast** – light/dark; large/small; pure/mixed colour

**Lesson Plan Overview and Objectives**

Students will design and build a playground based on their understanding of structures and mechanisms using sculptural materials. They will discover how structures and mechanisms are connected, and how purpose of structures and its mechanisms influence the final design. Through their sculpture, they will demonstrate an understanding of elements of design and principles of design.

Students will learn basic woodworking techniques. They will learn about different types of sculptural/building materials and how they can be used to build their structures.

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

<b>Playground Architect - Woodworking</b>	
<b>Materials</b>	Drawing tools, 2D planning template (11x17), wooden base panel (11”x17”), clear plastic, cardboard, wood scraps, dowels, cardboard rolls, cork, hot glue gun, hot glue stick, handsaw, hand drill, sand paper, scissor, yarn, elastic band
<b>Introduction Inspiration</b>	<p>Students explore and discuss playground structures and their purposes. Show examples from Monstrum, Isamu Noguchi, and Tom Otterness. Discuss the design you see – varieties, styles, materials used to build structures. Explore playground structures using elements of design and principles of design. Discuss purpose of a playground structure. Personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- What kinds of lines or shapes can you find from the structure?</li> <li>- What can you do on the structure? Can you slide, climb, swing, ride or jump?</li> <li>- What makes the structure a ‘good’ or ‘special’ structure? Does it depend on safety, size, uniqueness or variety of activities that you can do?</li> <li>- What types of materials are used for the structure?</li> </ul> <p><b>Art terms to be covered:</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> <li>- Principles of design (contrast)</li> <li>- Design (composition)</li> </ul>

	<ul style="list-style-type: none"> <li>- Dimension</li> <li>- Geometric shape</li> </ul>
<b>Demonstration Activity</b>	<p><b>Planning – Idea Sketch:</b> Students create an idea sketch of a playground using a 2D planning template. The instructor shows them images of various playgrounds by architects, such as Monstrum, Isamu Noguchi, and Tom Otterness. What kind of playground do they want to design? When designing, ask students to think about the purpose of their structures and how it will influence their design and materials.</p> <p><b>Demonstration by the woodworking instructor:</b> The woodworking instructor explains different types and characteristics of building materials, and how they can be used to build a structure. The instructor demonstrates woodworking techniques (sawing, drilling, sanding, gluing).</p> <p><b>Building/Woodworking:</b> Based on the instruction and demonstration, students build their playground structures on their wooden base panel based on their idea sketches.</p>

### POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Artist reflection questions, drawing (optional)
<b>Materials</b>	Pencil, eraser, paper, crayon
<p><b>Artist Reflection</b> Students describe structures they have created for their playground – what is special about them? How has the understanding of the structures’ mechanisms influenced the creation of their playground structures? What do they like best about their finished work and why?</p> <p><b>Drawing – Designing a Town</b> Students create a town drawing based on the playground that they have created. What kind of houses or buildings do they want to design? What’s special about their town?</p> <p><b>Resources</b> Who Built That? Modern Houses by Didier Cornille Who Built That? Bridges by Didier Cornille Who Built That? Skyscrapers by Didier Cornille Sunrise to Highrise by Lucy Dalzell Monstrum Isamu Noguchi Tom Otterness</p>	

### CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Science and Technology
<i>Science and Technology (Understanding structures and mechanisms)</i>	
<p><b>Clay Sculpting – Family for your playground</b> Using air-drying modeling clay, create small figurines of children and families. Make them in</p>	



proportion to your playground. Let them dry for 24 hours and then paint them with acrylic paint. Then play at each others' playgrounds to discover and experience what each student has built.