

# Julia Jaquette Lesson Plans

## Lower School Lesson

**Lesson Title:** Best Playground Ever

**Activity:** Students will create an illustrated booklet that tells the story (real or imagined) of a great experience in a playground.

**Grade level:** 3-5

**Time:** 3x45 min. periods

**Objectives:**

By the end of this lesson, each student will create an illustrated booklet, which tells the story (real or imagined) of a great experience in a playground. The booklet will include a drawing of the playground as well as additional drawings inspired by the text.

**Materials:** For each student:

- A small booklet made by folding 2-3 sheets of 9x12 drawing paper
- Drawing materials (cray-pas, graphite bars, pencils etc.)
- Scrap paper

*(Paper Sculpture Variant)*

For each student:

- Scissors
- White drawing paper
- Glue, or Glue stick 9x12
- piece of chipboard
- A small booklet made by folding 2-3 sheets of 9x12 drawing paper
- Drawing materials (cray-pas, graphite bars, pencils etc.)
- Scrap paper

**Vocabulary:**

**Inspiration:** Julia Jaquette's exhibition at the Visual Art Center of New Jersey includes pages of drawings and text from her book Playground of My Mind. Her book describes her special memories of playgrounds she played in as a child in New York City and Amsterdam. In particular, she remembers Adventure Playgrounds. These were playgrounds without swing sets, or basketball courts, but with sand pits, things to climb on, tunnels to climb into, all designed to inspire kids to imagine and play.

What was your favorite playground as a young child? What made it special? What was the best time you had at a playground? Who was with you? How did the playground help make the day so great?

For this project, you will first make some drawings of your favorite playground (or some drawings of a great playground). The first drawing should be like a map, showing the different shapes of parts of the playground and where they are. Then you can make some drawings of what it looks like to be in the playground.

When you have some good drawings, they will go into your booklet, where you can also write the story of the Best Playground Ever.

### *Paper Sculpture Variation:*

**Inspiration:** Julia Jaquette's exhibition at the Visual Art Center of New Jersey includes pages of drawings and text from her book Playground of My Mind. Her book describes her special memories of playgrounds she played in as a child in New York City and Amsterdam. In particular, she remembers Adventure Playgrounds. These were playgrounds without swing sets, or basketball courts, but with sand pits, things to climb on, tunnels to climb into, all designed to inspire kids to imagine and play.

What was your favorite playground as a young child? What made it special? What was the best time you had at a playground? Who was with you? How did the playground help make the day so great?

For this project, you will first make a sculpture of your favorite playground (or a sculpture of a great playground). The sculptures will be made out of white paper. The paper can be cut, folded and scored to make different parts of the playground. The parts of the playground will then get glued onto a piece of cardboard. After your sculpture is done, you will make drawings of your playground. The first drawing should be like a map, showing the different shapes of parts of the playground and where they are. Then you can make some drawings of what it looks like to be in the playground.

When you have some good drawings, they will go into your booklet, where you can also write the story of the Best Playground Ever.

### **Procedure/Activity:**

#### Period 1

- Review images from Julia Jaquette
- Discussion Questions:

- How are the playgrounds in Julia Jacquette’s drawings different from playgrounds you have seen?
- How are the playgrounds in Julia jacquette’s drawings similar to playgrounds you have seen?
- Introduction to project
- Discussion: What is a map? How is a map of a playground different from a drawing of a playground?
- Working individually or in small groups, students draw maps of classroom and/or school playground.

### Period 2

- Students make a series of drawings of Best Playground Ever-either from memory or imagination. The first drawing is a map. Additional drawings can show other views and may include people playing in the playground.

### Period 3

- Students collage drawings into booklet and add text to tell the story of the best playground ever.

## **Procedure/Activity: (*Paper Sculpture Variant*)**

### Period 1

- Review images from Julia Jaquette
- Discussion Questions:
  - How are the playgrounds in Julia Jacquette’s drawings different from playgrounds you have seen?
  - How are the playgrounds in Julia jacquette’s drawings similar to playgrounds you have seen?
- Introduction to project/ demonstration of scoring, folding and twisting paper
- Working individually or in small groups, students begin to create a perfect playground by working with strips of white paper that are cut, scored, folded and manipulated to suggest playground equipment.

### Period 2

- Discussion: What is a map? How is a map of a playground different from a drawing of a playground?
- Working individually or in small groups, students draw maps of paper sculpture playground.
- Working individually, students make a series of drawings of Best Playground Ever-either from paper sculpture. The first drawing is a map. Additional drawings can show other views and may include people playing in the playground.

### Period 3

- Students collage drawings into booklet and add text to tell the story of the best playground ever.

### **Standards:**

#### **New Jersey Student Learning Standards for English Language Arts**

NJSLSA. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NJSLSA. W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### **New Jersey Core Curriculum Content Standards for Visual and Performing Arts**

1.1.5.D.1: Understanding the function and purpose of the [elements of art](#) and [principles of design](#) assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

1.3.5.D.1: The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems.

1.3.5.D.4: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

1.4.5.A. 3: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and [genre](#) provides the foundation for making value judgments about the arts.

1.4.5.B. 5: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).



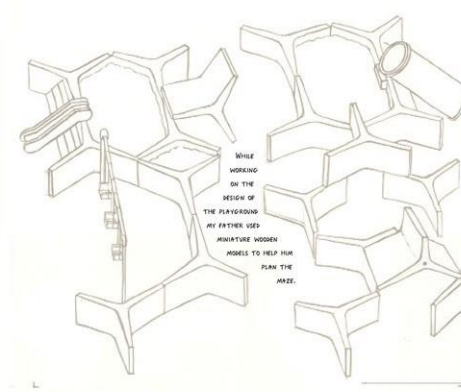
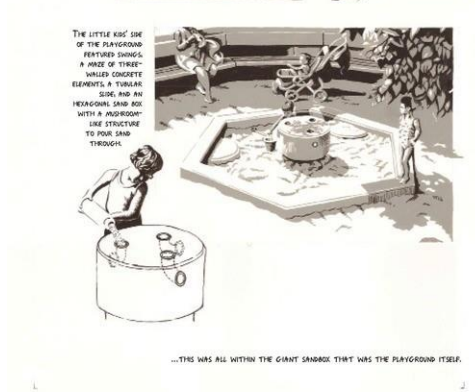
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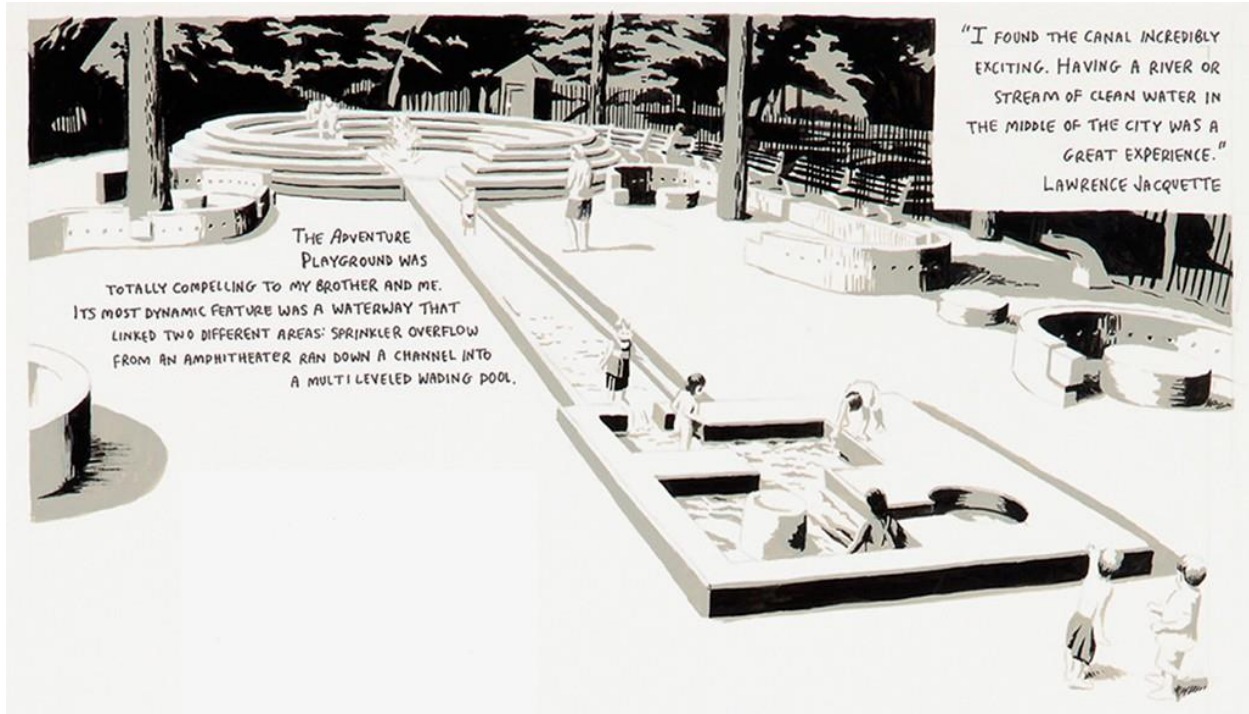


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## Images from Julia Jaquette



<http://www.juliajacquette.net/playground-of-my-mind/>



Richard Dattner's Adventure Playground in Central Park.  
Detail from Playground of My Mind  
<http://urbanomnibus.net/2016/09/playground-of-my-mind/>