

Token Response 2.0 Lesson Plan

OBJECTIVES

1. Students will be able to compare their own responses with responses of others.
2. Students will be able to identify personal connections to artworks.
3. Students will be able to formulate questions to help them better understand and appreciate artworks.

AUDIENCES

Play Token Response with groups of individuals of all ages and all skill levels. Or use the questions to stimulate and generate casual conversation about artworks with one or a few friends, colleagues, or family members.

VENUES

Play Token Response with original artworks in an art gallery, at an art fair, or with reproductions in a classroom, community center, or other gathering place.

TOKENS

You may wish to tailor your selection of tokens to suit the characteristics of your players or to shorten or extend playing time by: choosing fewer tokens, adding or swapping out some token/s with intermediate token/s, or using the "Make Your Own Token". You might draw a sample "Make Your Own Token" and write a question relevant to the particular set of artworks or a question related to your your teaching goals.

ARTWORKS AND DISPLAY

Token Response works well with 10-15 diverse artworks or reproductions. Ideally, they should all be visible to all the players at the same time to facilitate group sharing and discussion.

PLAYING OPTION #1 (WITH TOKENS)

Tokens work well with younger learners and may also be engaging for older players. Read out the questions on the palm card one at a time. You might decide to give each player a palm card as a reminder of the questions. Direct players to view all the designated artworks and match each token with one work. Players may choose to match more than one token with one artwork. If you do not plan to use the tokens again, you can ask players to write their names on all their tokens, so that you will know who made which matches when you initiate discussion after all players have made all their matches.

Ask players to place each token beneath an artwork to indicate a match. If responding to original artworks, communicate in advance with the art museum educator and inform any gallery attendant or guard before distributing tokens. Be sure to explain to players that they must not touch the artworks (or, heaven forbid, slip a token in a frame!). Adolescents can be easily swayed by their peers, in which case, place a large sheet of construction paper below each artwork and ask players to slip their tokens underneath. When all tokens are distributed, you can remove the construction paper to reveal the tokens beneath.

PLAYING OPTION #2 (WITH PALM CARDS)

Give each player a palm card. Ask players to view all the designated artworks and choose an artwork for each token. They may choose more than one token with one artwork. You may wish to invite players to make notes of their choices on their cards to help with recall.

TRANSITION TO GROUP DISCUSSION

With Playing Option #1: After tokens have been played, assemble all the players to view and discuss the results. You may wish to initiate discussion about the artwork that received the widest range of tokens including some hearts and turn discussion to other works as the discussion continues.

With Playing Option #2: Provide time for all players to choose artworks that match each token on their palm card. Using their memory or notes on the card, token by token ask, players to stand in front of the artwork each matched with that token.

IDEAS FOR GENERATING GROUP DISCUSSION



Which artwork was liked by the most players? Ask players to share what they liked.



Did anyone most dislike an artwork that was a fellow player's favorite? Ask why different people sometimes prefer different artworks?



Why do you think the artwork took so long to make? Ask whether taking lots of time to make an artworks always results in the best work? What else might someone admire (colors, subject matter, feelings expressed, originality, message, etc.)?



How do you relate to this artwork? For example, does it relate to your memories, hobbies, values, culture, etc.?



What questions would you like to ask the artist. Beside consulting the artist, what other information might help you better understand and appreciate the work, for example, where and when it was made, who it was made for, whether it was used or had a purpose, etc.

ARIZONA AND NATIONAL ANCHOR STANDARDS BASED ON FOUR ART PROCESSES

Creating, Presenting, Responding, & Connecting



Responding #9: Apply criteria to evaluate artistic work

Many novice viewers do not distinguish personal preference ("I like it.") from a judgment based on criteria that others might also admire ("It is good."). However, they may be ready to consider the difference.



Responding #7: Perceive and analyze artistic work

Many novice viewers admire detailed realism achieved through meticulous technical effort but may be ready to consider other features.



Responding #8: Interpret intent and meaning in artistic work

Many novice viewers assume that if an artwork means anything at all, the artist's intention is the "real meaning" of an artwork. They may be ready to consider others' interpretations, including reviewers, curators, art historian, or other artists.



Connecting #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Novice viewers may understand that the art they relate to depends on their own experiences. They may be open to considering that individuals with different social or cultural experience, or who lived in another time, have different experience that will affect how they understand art.

EXTENSION OPPORTUNITIES TO ADDRESS OTHER ANCHOR STANDARDS

Presenting #6: Convey meaning through the presentation of artistic work

When playing Token Response in a gallery, viewers experience an exhibition of artworks that a curator has intentionally assembled and installed in a meaningful way. For example, an exhibition might center on the possibilities of a particular medium, cultural identity in traditional artifacts, evolution of an artist through a lifetime of work, contemporary social issues, distinctive values of a city or region, or innumerable other meaningful themes.