



Longwood Center for the Visual Arts
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Professional Development Teacher Workshop
Integrating Art Therapy into the Classroom
February 14th, 2014

Lesson: *The Deserted Island*

Grade Level: 8

This lesson can be adapted for multiple grade levels.

Sometimes we take for granted the things that are most important to us. By taking the time to think about things we could not live without, it can give us insight even into our own lives.

This is a project that is meant to have time for a discussion! Once students have finished drawing their Islands, the class should sit down together and express their feelings about what they think is important to them. As well, it is a great way to learn about your students and for peers to learn about their friends.

Goals	Virginia Standards of Learning
By adding important items to their deserted island students will communicate their ideas, feelings, and thoughts through their drawings.	8.6 The student will communicate ideas, experiences, and narratives through the creation of original works of art, using selected media.
The students will describe how their life has affected their choice as to what to have drawn on their island.	8.12 The student will describe how works of art are influenced by social, political, and economic factors.
The students will all look at each other's finished islands and discuss their thoughts.	8.18 The student will critique personal work and the work of others.

Supplies and Materials:

- Large paper
- Makers
- Pens
- Colored pencils
- Crayons

This lesson could be a one day lesson or a project that is done over multiple class periods.

TEACHER AND STUDENT PROCEDURE

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE
<p>MIN</p> <p>10 Minutes</p>	<p>The teacher will prompt students about the things they think are important to have.</p> <p>The teacher will then ask the students that if they were on a deserted island (and could not leave) what they would bring with them.</p> <p>The teacher will explain that students will create a deserted island and fill it with the things they think would be most important to them, to have on the island.</p> <p>The teacher will ask questions like:</p> <ul style="list-style-type: none"> • How do you divide up the space? • Do you have resources? Tools? Supplies? Where? Why? • Do you choose to bring family? Friends? • Is there anything already on the island that you have to deal with? Is it a good problem, or a bad one? • What is the weather like on your island? <p>The teacher will show a teacher example of their own island. (This could also be a great way to introduce yourself to your students.)</p>	<p>The students will answer the prompted questions.</p> <p>The students will think about items they would want to have, and answer the prompted question.</p> <p>The students will understand that they are going to create their own deserted island. They will make notes on items they think about while being prompted by questions from the teacher.</p> <p>The students will see a teacher example of the project.</p>
<p>Remainder of Class</p>	<p>The teacher will facilitate classroom work time. The teacher will continue to prompt students about their choices (remember, no choice is wrong, it just needs to be explained logically.)</p>	<p>Using the provided materials, students will create their own deserted island.</p>
<p>Critique or Class Discussion</p>	<p>After students have finished their islands, the teacher will lead a positive classroom discussion about the student's deserted islands.</p>	<p>Students will participate in a positive discussion about their peer's deserted islands. They will explain the reasoning for the items they chose to put on their deserted islands.</p>

References:

Darley, Suzanne, and Wende Heath. *The Expressive Arts Activity Book: A Resource for Professionals*. London: Jessica Kingsley, 2008. Print.