

Token Response 2.0 Lesson Plan

Intermediate Game

OBJECTIVES

1. Students will be able to propose and support interpretations of artworks.
2. Students will be able to identify functions of artworks beyond being beautiful or interesting.
3. Students will be able to speculate about how viewers' backgrounds might affect their interest in unfamiliar artworks.
4. Students will be able to speculate about how artworks can reflect the cultures in which they are made.
5. Students will be able to formulate questions to help them better understand and appreciate artworks.

AUDIENCES

Play Token Response with groups of individuals from middle-school students to adults who have some prior interest in or experience with art.

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 intermediate token/s with beginner token/s, or using the "Make Your Own" token. You might draw a sample "Make Your Own Token" and write a question related to your teaching goals. Perhaps your players are ready to draw their own tokens and write their own questions.

VENUES

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

ARTWORKS AND DISPLAY

The game 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.

PLAY

Introduce the tokens one at a time, reading the prompt for each. 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, it's a good idea to communicate in advance with the art museum educator and to 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.

TRANSITION TO GROUP DISCUSSION

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, or the most similar tokens, or common pairings of tokens. You may wish to focus discussion on one token at a time, asking players to stand in front of the artwork they matched with that token and, share their responses using their memory or notes on the card.

IDEAS FOR GENERATING GROUP DISCUSSION



How much agreement is there among players about the clarity of artworks' messages? What about a player's background or experience might affect her/his conclusion about the clarity of an artwork's message?



Are players interested in sharing the artwork broadly, for example on social media? Are others considering sharing the artwork with particular individuals or groups? Why?



What sorts of actions or reflection do various artworks inspire? How diverse are players' inspirational take-aways from artworks? (for example: increased curiosity about people or place, environmental or social action, new directions in art making, inner reflection, other)?



Do players see clear references to cultures in artworks? How confident are players in their conclusions about how artworks reflect particular cultures?



What types of questions are players interested in learning more about? What sources are they ready to pursue? A discussion of ways to assess the credibility of sources might be a relevant follow-up topic.

VISUAL ART ANCHOR STANDARDS ADDRESSED WITH TOKEN RESPONSE

Creating #1 Generate and conceptualize artistic ideas and work



Viewers may find inspiration for their own artwork in the art of others.

Responding #9: Apply criteria to evaluate artistic work



Viewers may be ready to consider ways that artworks might impact diverse individuals or groups differently.

Responding #8: Interpret intent and meaning in artistic work



After speculating about the message of an artwork, viewers can support their interpretations by pointing to evidence in that artwork,

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



Intermediate viewers are ready to consider how the experiences of individuals from different cultures or times might affect the kind of art they make and appreciated.

ARIZONA AND NATIONAL ANCHOR STANDARDS BASED ON FOUR ART PROCESSES **Creating, Presenting, Responding, & Connecting**

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

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