

Lesson Plan: Design Your Own Furniture

Grade level: 6-12



Duration: 4-5 class periods

Media Type: drawing on paper

Subject Integration or Collaboration: Industrial Technology

Objective: To create a 3-D room drawing, containing unique student furniture design ideas

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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Vocabulary:

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

Materials and Procedure:

White drawing paper, pencils, markers, colored pencils, erasers

Day 1:

Start the lesson by showing students the following *Making It Up North* video about the Duluth, MN business Loll.

<https://makingit.wdse.org/watch/sustainable-outdoor-furniture-loll-designs-making-it>

(7:16)

Discussion Questions:

How did the Benson brothers start their business? Where did the ideas come from?

What material is used to create their current furniture? What is the “Salmela chair”?

(Designed by Duluth architect David Salmala: <https://www.salmelaarchitect.com>)

Now that you are familiar with Loll furniture, have you ever noticed it around Duluth? In other places around the state of MN? What else did you learn by watching the video about Loll furniture?

Give each student white drawing paper. Ask students to sketch out ideas of their own furniture designs. What will the furniture look like? Will it be used for use indoors or

outdoors? Have students start to think about what colors they would like their furniture to be? Maybe consider types of material? Recycled? Wood? Metal?

Day 2:

Share the following “how to” videos with students: The following videos will help students to create their own 3-D room drawings.

Share artwork by famous artists, Horace Pippin and Gabrielle Munter.



(4:36) ["How to" video #1](#)

(2:15) ["How to" video #2](#)

(9:15) ["How to" video #3](#)

Day 3-4:

Students create a finished drawing of a room containing their own furniture designs. Students spend time on detail: color, design, function of their furniture. Some students may need more time to complete their drawing, depending on size and details of artwork.

Extensions:

- Students present their ideas to their peers. Students share their ideas and processes when creating their concepts for furniture design.
- Local furniture designers visit the classroom to share their knowledge of design and design concepts pertaining to furniture.
- **Websites**
 - [National Museum of Women in the Arts](#)
 - [National Gallery of Art](#)
 - [Artnet](#)
 - [Princeton Art Museum](#)

Further Understanding:

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

[National Standards for Visual Arts link](#)

Sample Standards:

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

Industrial Technology Sample Learning Targets:

1. Good teaming practices and processes
2. Safe conduct with equipment and processes in the Production Lab
3. Technical skill development
4. Logical processing per the Engineering Design Cycle (EDC)
5. Career exploration