

Enduring Idea: Play**Integrated Discipline:** Media Arts**Unit Title:** Gender Portrayals in Toys**Unit Designer:** Molly D. Chance

Unit Description: On many occasions, the toys we play with or the games we participate in reflect roles that many of us will some day fill. These objects and events are often associated with long standing gender portrayals through the characteristics they promote. Boys have been traditionally viewed as tough and always on the move. Girls are traditionally viewed as timid, dainty, and more domestic. However, how are these roles determined? Are stereotypical toys only to be played with in one specific way? What determines a toy as one for a boy or one for a girl? How does our culture or environment influence these ideas? In this unit, learners will be exploring these ideas. Learners will look at a variety of images looking at the traditional gender roles, in particular toy advertisements. After thoroughly analyzing a chosen toy advertisement, the learner will recreate the image using the toy in a different, or unexpected way.

Images: 1. CMA 2007.6_1
- *Portrait of the Misses de Balleroy in a Landscape with a Dog*, Henri-Francois Riesener, 1805-1815, oil on canvas
2. CMA 1974.258
- *The Poacher*, William Kidd, 1818, oil on panel

Key Concept: Play can act as practice/role play often developed by culture.

Essential Question: How is play socially constructed?

CCSS Art: 1. VA5-1.2 Describe ways that different materials,

techniques, and processes evoke different responses in one who is creating or viewing artworks.

2. VA5-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.
3. VA5-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art making.

Integrated CCSS:

1. MA5-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.
2. MA5-3.1 Identify and describe the purpose and the intended audience for a variety of media texts.
3. MA5-3.3 Express opinions about ideas, issues, and/or experiences presented in media texts and give evidence from the texts to support his or her opinions.
4. MA5-4.1 Describe ways that the media arts relate to everyday life and to activates in the world at large.

Learning Outcomes:

1. The learner will analyze a variety of visual clues identifying gender portrayals through specific characteristics.
2. The learner will construct a list of stereotypical gender portrayals associated with common toys displayed in the media.
3. The learner will choose a toy advertisement and will recreate the image by displaying it in a new or unexpected way.
4. The learner will participate in both a self and group critique reflecting on how their image visually represents play.

Motivator: The teacher will show students two portraits, one depicting women and another depicting men dressed in clothing of the past. Learners will analyze these artworks, discussing what roles they believe the individuals had in their daily life. Learners will also determine words that they feel describe the women and men depicted. These ideas will be listed on the board. After a complete analysis of the artworks, learners will compare these artworks to toy

advertisements from 1980-present.

Day Breakdown: *Based on eight 50 minute class periods

Day 1: Motivator (see above)

Day 2: Learners will review gender portrayals discussed during the previous class period. After the review, the learners will choose one image from a group of toy advertisements. Learners will have a 10-15 minute time period to study the images and find one that interests them. For the remainder of the class period, the learners will compose a written analysis of their advertisement pointing out the target audience, compositional details, as well as an analysis of the text used (both what it says, its color, its size, and its effectiveness).

Day 3: The first half of Day 3 will be reserved for any learner who was unable to finish the ad analysis composed on Day 2. Once learners have completed the analysis, they will be able to begin the sketching process. The learner will need to consider the original purpose of the toy and how it can be displayed in a new or unique manner but still be functional. Additionally, learners will need to consider their intended target audience and what composition can best fit their new toy. During this period, the rubric will also be passed out and discussed.

Day 4-6: These three class periods will be used as studio days. Learners will be able to work independently on their artworks. During this time the teacher will circulate the room working with learners individually. The teacher will also review the rubric with the learners to assess progress and address any questions or concerns.

Day 7: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting the enduring idea of play through toys. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 8: Learners will use this day for making any final edits to their artworks. Any learner who has not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork.

- Materials:**
- Pencils and erasers
 - Copy paper or card stock
 - Colored pencils

Resources: Various toy advertisements ranging from 1980-present

- Assessment:**
- Advertisement analysis
 - Studio participation rubric
 - Project rubric
 - Self-critique