

Lesson Plan Title: "Secret Doors"

Length: 5 days

Grade: 3rd grade

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

I observed students abilities to work with both wood and painting. The students knew how to mix colors, apply paint and build a structure out of wood.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

In this lesson students will invent a secret place and create a hidden door that is found somewhere in the "real world". The prompt is open ended and the students can create whatever environment they desire to be behind the secret door.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Paradox, Space/Time, Value, Movement

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists explore the idea of time and space when creating a paradox that shows a door opening into an unrealistic destination.

Artists use value when creating their backgrounds and include movement by creating the openable 3d door.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

After listening to the introduction to the project, students will be able to **discuss** what interactive art is and why artists make it by participating in a group discussion.

(Blooms: understand, Standard: 1, GLE: 1, technique, literacy)

After watching the demonstration on filling out the ideation sheet, students will be able to **sketch** ideas about what to create for their backgrounds for their secret doors by sketching two different design ideas for both the background and what will be behind the door.

(Blooms: Apply, Standard: 2, GLE: 2, composition)

After watching the demonstration on assembling their doors, students will be able to **construct** their door out of popsicle sticks by counting out 15 sticks, carefully aligning them and then adhere 4 popsicle sticks onto the door to hold it together. **(Blooms: Create,**

Standard: 2, GLE: 1, technique, numeracy)

*After constructing their doors, students will be able to use pencil to **draw** out their background designs onto their canvas board by first tracing the shape of their door onto the board and then copying their sketch. (Blooms: Create, Standard: 3, GLE: 1, technique)*

*After sketching out their design, students will be able to use tempera paint to **paint** their background by following the sketch they made and painting both the front of the door and the canvas at the same time to camouflage the door. (Blooms: Create, Standard: 2, GLE: 2, technique)*

*After painting both the front of their door and their background, students will be able to **demonstrate** proper use of a hot glue gun to apply felt to form a door hinge by cutting a slender rectangle of felt and gluing it to the inside edge of their door. (Blooms: Apply, Standard: 3, GLE 1, technique, numeracy)*

*After applying the hinge to the door, students will be able to **design** the inside of their door as well as their secret room behind the door, by using paint. (Blooms: Apply, Standard: 3, GLE 1, technique)*

*After completing their project, students will be able to **reflect** on what they created by filling out an artist card and participating in a pair and share with their classmates. (Blooms: Remembering, Standard: 4, GLE: 1, Critical reflection)*

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-Student's can use step by step drawings to guide their drawing of a background.	-Student can create their door out of poster board if they struggle assembling popsicle sticks.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-Students can use scissors to cut the popsicle sticks and create a unique shaped door.	-Student can use mixed media to decorate their door/ canvas (ex: water color, beads, string, ect)

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Interactive art

The students use literacy when having discussions about their artwork and interactive art.
The students also fill out an artist card.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Popsicle sticks, Elmer's glue, 8x10 canvas boards, tempera paint, paint brushes, paint shirts, water dishes, plates for paint, felt, step by step background drawings, pencils, hot glue.

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

(All resources found on pages after lesson plan)

-Power point

<https://docs.google.com/presentation/d/11ss1pNmMQIb0RFgd8I8dGITk0SyktYHsHyxpeCFr eLM/edit?usp=sharing>

-example of projects

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- gather materials

-create groups of 19 popsicle sticks for each student

-print ideation page

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

-when using hot glue dont touch the tip of the glue gun, or the glue.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

View powerpoint about movies that include secret doors/ worlds.

“If you could have a door that led ANYWHERE real or imagined, where would it lead to?”

“Where would you hide a secret door? How would you keep it hidden?”

Ideation/Inquiry:

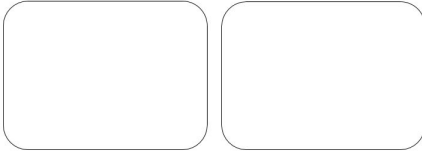
Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Name: _____ Class Code: _____

Hidden Doors

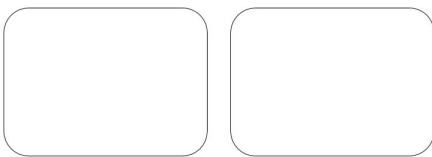
Where will your door be hidden? (Examples: forest, cave, swimming pool, tree, bookshelf, in the floor, in the ceiling, garden, mountain)

Draw two different ideas of where you may hide your door!



What will be on the other side of your door/portal? (Examples: A land made of candy, a different planet/world, a room full of video games, a secret fort, a room full of treasure)

Draw two different ideas of what might be on the other side of your door!



	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p>	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p>	<p>Time</p> <p>Total: 55 min</p>
Day 1	<p>The teacher will instruct students to grab their sketchbooks and begin to work on the step by step sketch of the day for a warm up.</p>		5 min
	<p>The teacher will ask the students to close their sketchbooks and stack them at the end of the desk. Then the teacher will pull up the powerpoint and introduce the project. (Slides 1-4) The teacher will also show her examples of this project. "How is this an example of interactive artwork?"</p> <p>"Why would an artist want to make their artwork interactive?"</p>	<p>Students will discuss what interactive art is and why artists make it by <u>participating in a group discussion.</u></p>	5 min
	<p>The teacher will then instruct the students to sit quietly and will dismiss the students by table to come up to the demo table. She will then demonstrate how to fill out the ideation worksheet. After the demonstration she will instruct students to return to their seats to work on the sheet.</p>	<p>Students will sketch ideas about what to create for their backgrounds for their secret doors by <u>sketching two different design ideas for both the background and what will be behind the door.</u></p>	5 min
	<p>The students will complete their ideation sheet.</p>		10 min
	<p>The teacher will then call the students up by table group to the demo table. She will then demonstrate how to assemble the door. "You will receive 19 popsicle sticks. First count out 15 popsicle sticks and line them up to make the base of your door. Next you will take your leftover 4 sticks and apply elmer's glue to the sticks and then adhere them to the door so that each popsicle stick is being touched</p>	<p>Students will construct their door out of popsicle sticks by <u>counting out 15 sticks, carefully aligning them and then adhere 4 popsicle sticks onto the door to hold it together</u></p>	6 min

	<p>by a support stick. When you finish gluing your door together write your name and class code on one of the support sticks.</p> <p>The teacher will then dismiss the students to create their door.</p> <p>The teacher will announce it is time to clean up. She will instruct the students to put their doors on the drying rack with their ideation paper on top of it. She will instruct the students to return the glue and then sit quietly and wait to be dismissed.</p> <p>End of day one</p>		<p>14 min</p>
			<p>10 min</p>
D ay 2	<p>The teacher will instruct students to grab their sketchbooks and begin to work on the step by step sketch of the day for a warm up.</p> <p>The teacher will ask the students to close their sketchbooks and stack them at the end of the desk.</p> <p>The teacher will then instruct the students to sit quietly and will dismiss the students by table to come up to the demo table. "Today we are going to paint the background of our paintings. When you receive your canvas board your first step will be to trace your door onto the canvas. You don't want to draw or paint inside the square where the door will be. Next you will use pencil to sketch out your background. Keep your door in place while you sketch so that you can sketch on top of the door as well When you are done sketching you then will start to paint. We are going to use tempera paints. I want you to paint both the door and the canvas but do</p>		<p>5 min</p> <p>1 min</p>
		<p>Students will use pencil to draw out their background designs onto their canvas board by <u>first tracing the shape of their door onto the board and then copying their sketch</u></p>	<p>10 min</p>

Day 3	<p>not paint the inside of the door. When you first receive your canvas I need you to write your name and class code on the back.” The teacher will then dismiss the students back to their table and call them up by table groups to collect their supplies.</p> <p>The students will spend the rest of class working on sketching and painting their backgrounds.</p> <p>The teacher will announce it is time to clean up. She will instruct the students to put their doors and canvas on the drying rack. She will instruct the students to put their paint brushes in the soap bucket and their plates in the sink. She will then have one student from each table grab a rag and wipe down the tables.</p> <p style="text-align: center;">End of day two</p>		
	The teacher will instruct students to grab their sketchbooks and begin to work on the step by step sketch of the day for a warm up.		29 min
	The teacher will ask the students to close their sketchbooks and stack them at the end of the desk.		10 min
	“Today we are going to continue to work on finishing painting our backgrounds and the front of our doors.”		5 min
	The students will work on completing their background and the front of their door.		1 min
	The teacher will announce it is time to clean up. She will instruct the students to put their doors and canvas on the drying rack. She will instruct the		1 min
	<p>Students will use tempera paint to paint their background by <u>following the sketch they made and painting both the front of the door and the canvas at the same time to camouflage the door. .</u></p> <p>Students will use tempera paint to paint their background by <u>following the sketch they made and painting both the front of the door and the canvas at the same time to camouflage the door. .</u></p>		38 min
			10 min

	<p>students to put their paint brushes in the soap bucket and their plates in the sink. She will then have one student from each table grab a rag and wipe down the tables.</p> <p style="text-align: center;">End of day 3</p>		
Day 4	<p>The teacher will instruct students to grab their sketchbooks and begin to work on the step by step sketch of the day for a warm up.</p>		5 min
	<p>The teacher will ask the students to close their sketchbooks and stack them at the end of the desk.</p>		1 min
	<p>The teacher will then instruct the students to sit quietly and will dismiss the students by table to come up to the demo table. "Today we are going to be attaching a hinge to our doors. So your first step is going to be to lay your door on top of a piece of felt. Next you will use a pencil to make a line along the entire edge of the door. After you make a line you will remove your door and turn that line into a 1 inch rectangle. After you draw your rectangle you will use scissors to cut it. Your next step will be to go to the glue gun station and carefully adhere your felt to the edge of your door, half of the felt rectangle should be hanging off the side of your door, this will be the part you attach to the canvas later. Your next step is going to be to paint the inside of your door and the felt that is attached to the door. Don't paint the felt that is hanging off the door. Keep in mind that when you paint the inside of the door you can decorate it to match what is in the secret room. The teacher will then dismiss the students back to their table and call them up by table groups to collect their supplies.</p>		6 min

Day 5	<p>The students will collect their supplies.</p>		5 min
	<p>The students will spend the rest of the class attaching a hinge to their doors and painting the inside of the door.</p>		28 min
	<p>The teacher will announce it is time to clean up. She will instruct the students to put their doors and canvas on the drying rack. She will instruct the students to put their paint brushes in the soap bucket and their plates in the sink. She will then have one student from each table grab a rag and wipe down the tables.</p> <p style="text-align: center;">End of day 4</p>		10 min
	<p>The teacher will instruct students to grab their sketchbooks and begin to work on the step by step sketch of the day for a warm up.</p>	<p>Students will demonstrate proper use of a hot glue gun to apply felt to form a door hinge <u>by cutting a slender rectangle of felt and gluing it to the inside edge of their door.</u></p>	5 min
	<p>The teacher will ask the students to close their sketchbooks and stack them at the end of the desk.</p>		1 min
	<p>The teacher will then instruct the students to sit quietly and will dismiss the students by table to come up to the demo table. "Today we are going to attach our doors to our canvas and paint/sketch our secret rooms. Your first step will be to sketch out what you will paint behind your secret door. Your next step is going to be to use the hot glue gun and glue the hinge to the canvas. After you glue the hinge you are ready to paint the inside of your secret room. Make sure to also paint the felt. When you are done painting I want you to come to the back counter and quickly blow dry the</p>		7 min

Day 5	wet paint so that when your door is closed it won't ruin the paint."		
	The teacher will then dismiss the students back to their table and call them up by table groups to collect their supplies.		5 min
	Students will then spend the rest of class completing their project.		
	The teacher will announce it is time to clean up. She will instruct the students to put their doors and canvas on the drying rack. She will instruct the students to put their paint brushes in the soap bucket and their plates in the sink. She will then have one student from each table grab a rag and wipe down the tables.		28 min
	End of day 4		10 min
	The teacher will instruct students to grab their sketchbooks and begin to work on the step by step sketch of the day for a warm up.		5 min
	The teacher will announce that today is the last day to complete your project. "When you are finished you will fill out an artist card!"	Students will design the inside of their door as well as their secret room behind the door, <u>by using paint.</u>	2 min
	The students will work on finishing their project and filling out artist cards.		20 min
	The teacher will announce that we are going to do a pair and share, "When I say pair up you will find a partner and partner A will give partner b's artwork a title and partner B will title partner A's artwork and then both partners will discuss what they created. Okay Pair up!"		18 min
	"Switch partners!"		

	<p>The teacher will announce it is time to clean up. She will instruct the students to put their doors and canvas on the drying rack. She will instruct the students to put their paint brushes in the soap bucket and their plates in the sink. She will then have one student from each table grab a rag and wipe down the tables.</p>	<p>Students will reflect on what they created by <u>filling out an artist card and participating in a pair and share with their classmates.</u></p>	<p>10 min</p>
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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will fill out an artist card to reflect upon their work, they will also do a pair and share where their partner will give their work a title and ask about the work they created.

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

3.2.1 → ART!

Name _____ Project/Unit _____

3 Things I learned _____

2 Things I like about my work _____

1 Thing I would change or do differently _____

STUDIO RUBRIC NAME _____
THEME _____

STUDIO HABITS	GOAL	I didn't do this. 	I kind of did this. 	I did this!
DEVELOP CRAFT	I used my tools and materials appropriately.			
ENGAGE AND PERSIST	I embraced problems and my art has a focus.			
ENVISION	I mentally pictured my next steps.			
EXPRESS	I created art that conveys an idea.			
OBSERVE	I paid attention to details.			
REFLECT	I talked with a partner about my art process.			
STRETCH AND EXPLORE	I tried something new.			
UNDERSTAND THE ART WORLD	I used other art as inspiration for my own art.			

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

After completing this lesson I realized that this concept was too difficult for this age group. The students were able to form amazing ideas but had trouble clearly executing their compositions. In the future I would either keep this lesson for this age and change




the materials from paint to markers or I would change this lesson and make it for 4th graders. For my next lesson I envision introducing students to 3d art.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

STUDIO RUBRIC

NAME: _____

THEME: _____

STUDIO HABITS	GOAL	I didn't do this. 	I kind of did this. 	I did this! 
DEVELOP CRAFT	I used my tools and materials appropriately.			
ENGAGE AND PERSIST	I embraced problems and my art has a focus.			
ENVISION	I mentally pictured my next steps.			
EXPRESS	I created art that conveys an idea.			
OBSERVE	I paid attention to details.			
REFLECT	I talked with a partner about my art process.			
STRETCH AND EXPLORE	I tried something new.			
UNDERSTAND THE ART WORLD	I used other art as inspiration for my own art.			

3·2·1 → ART!

Name

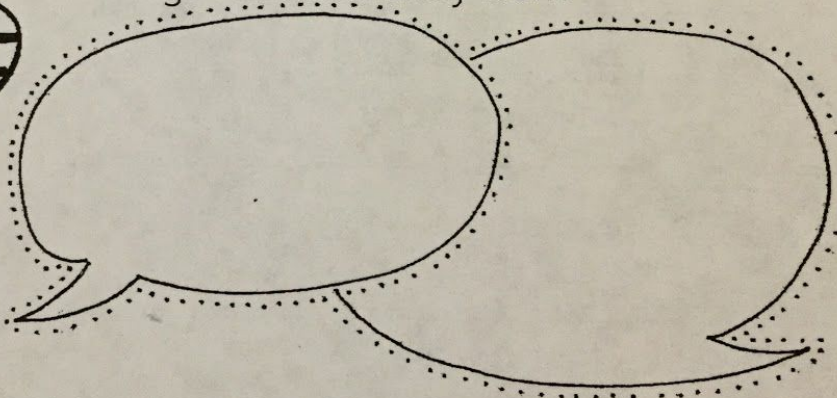
Project/Unit

3

Things I learned

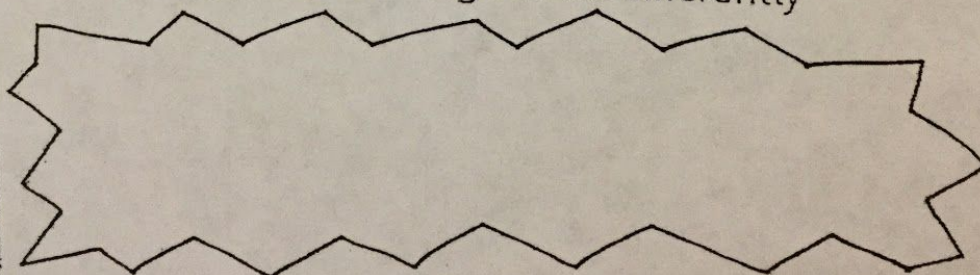
2

Things I like about my work



1

Thing I would change or do differently

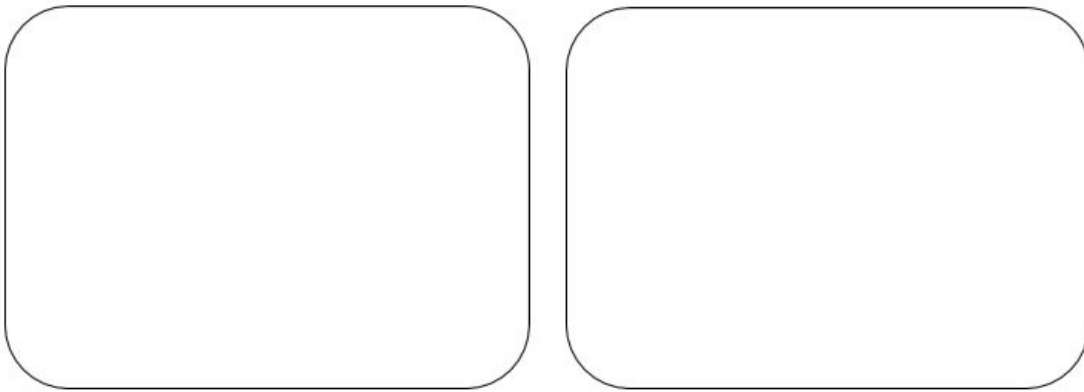


Name: _____ Class Code: _____

Hidden Doors

Where will your door be hidden? (Examples: forrest, cake, swimming pool, tree, bookshelf, in the floor, in the ceiling, garden, mountain)

Draw two different ideas of where you may hide your door!



What will be on the other side of your door/portal? (Examples: A land made of candy, a different planet/world, a room full of video games, a secret fort, a room full of treasure)

Draw two different ideas of what might be on the other side of your door!

