

Lesson Plan Format

Title of Lesson: A Hidden Room Pop Up Card

Overarching Concept fo the Lesson/Unit: Hidden Rooms

Grade Level: Middle School 6-8

Designer of Lesson: Jacqueline Chapman and Colleen Nikopour

Essential Questions:

Why do we hide things away? What do we want to expose/conceal? What are some settings of these rooms?

Standards:

Georgia Standard - VA6.CR.1 Visualize and generate ideas for creating works of art.

a. Visualize new ideas by using mental and visual imagery.

b. Explore essential questions, big ideas, and/or themes in personally relevant ways.

c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods). d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests). e. Document process (e.g. journal-keeping, sketches, brainstorming lists).

National Standard - VA:Cn10.1.6

Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

Objectives:

Students will compile a list of concepts or objects that might be found in a Hidden Room and classify them with a word or phrase. Students will produce a sketch that will place these objects or concepts within a Hidden Room. At the conclusion of this lesson, using a variety of materials, students will create a Hidden Room, in the form of a pop up card, using perspective and paper engineering skills. Each Hidden Room will contain at least 3 pop up elements.

Sample:

attached

Resources:

Powerpoints, brainstorms, journal prompts, charts.

Vocabulary:

installation, pop-art art exhibit, origamic architecture, kirigami, scoring, one-point perspective

Introduction/Motivation:

Jot down a list of things that might exist inside a hidden room. Think about why it might be hidden or secret. Is it scary? Is it precious? Is it embarrassing? Is it a surprise? After you create a list of items in the room then identify a word or phrase to describe it. Then we will look at examples of installation art where the settings are rooms, for inspiration.

Content Paper:

powerpoint presentation attached

Instructor's Procedures:

1. The teacher introduces the lesson with the discussion of the concept of Hidden Rooms.
2. The teacher shows a slideshow of examples of installation art set in rooms.
3. The teacher shows some examples of paper engineering techniques.
4. The teacher instructs the students to draw a sketch of the card that they want to make.
5. The teacher assists as needed during the production of the cards.
6. The teacher allows the students to show their cards and explain their concepts.

Materials:

Cardstock (various colors), glue, scissors and xacto knives (maybe?), cutting, mat, graph paper, drawing utensils (markers, pens, pencils, etc), random bits (specialty papers, pieces of material)

Student Procedures:

1. The students go to their regular seats.
2. The students participate in a discussion about Hidden Rooms.
3. The students list objects and concepts that will fill their Hidden Room.
4. The students watch a slideshow.
5. The students gather to see a demo of paper techniques.
6. The students sketch their ideas for their cards.
7. The students gather supplies and produce their cards.
8. The students will present their card to the class and explain their reasoning.

Closure/Review:

Presentation and discussion of final projects

Assessment Instrument:

Check-ins

Presentation/Critique



