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| **Book themed door display** | | |
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| Decorating a classroom door with a book theme | | |
| **Subject(s):** English, Art, Design & Technology  **Approx time:** 120-180 minutes |  | **Key words / Topics:**   * book * door * display * constraints * literacy * World Book Day |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To be able to summarise the identifying features or characteristics of a story. * To be able to design and decorate a door based on a book theme. | | |
| **Introduction** |  |  |
| This is one of a set of resources developed to support the teaching of the primary national curriculum. This resource was inspired by World Book Day and supports the development of literacy by creating a decorated door that will inspire learners to find out more about books. When passing through the door, learners could imagine that they are exiting their normal reality into the reality created in that literature.  The decorated door could be produced by a teacher or teaching assistant; however, here the learners themselves will design and create the displays. | | |
| **Purpose of this activity**  In this activity learners will identify a favourite book and use this as inspiration to design a decorated door. This links reading in English, the design process in Design & Technology and the use of art skills to produce the design.  This activity could be used as a main lesson activity, to support learners’ engagement in literacy. It could also be used as a learner-led means of generating class/door displays. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction and starter (5-10 minutes)**  Teacher to introduce the activity and ask learners to identify their favourite book. Why do they like this book? What are the most important elements or characteristics of the story?  **Research (5-10 minutes)**  Teacher to identify the door(s) that can be used. Learners to identify the key constraints that will apply to their design, such as the size of the door and any features that must be accessible on the door.  **Generate ideas (20-30 minutes)**  Using the questions in the presentation for inspiration, learners to sketch an idea for the door, adding labels to explain the features.  **Implementation (90-130 minutes)**  Learners to implement their design. This could involve producing artwork or cutting and sticking images. ⚠  The design could be ‘pre-assembled’ on lining paper (such as that used with wallpaper). An advantage of this approach is that learners may be able to more easily adapt and modify their design before attaching it to the door. This can also simplify the attachment to the door. |  | This activity could be carried out individually, or with the designs produced individually then learners being organised into small groups who have to select and implement the best design. This could be also done on a competitive basis, with the winning design in a class being implemented.  **Introduction**  A selection of books with interesting covers could be used for engagement or to inspire designs.  **Safety Considerations**  When considering how the design will be attached to the door, if it is a fire door care must be taken to ensure that the material of the door is not pierced or penetrated (for example by using thumb tacks or staples) as these would damage the integrity of the door.  **Generate Ideas**  When considering the design, ensure that no essential features of the door are obstructed.  A wide variety of ideas could be generated, as shown in the links to additional websites below. These could range from the simple [for example, wardrobe doors with a ‘beware of the lion’ sign for the Lion, The Witch and the Wardrobe] to copies of book covers to a complicated design like that shown in the presentation.  Learners could self & peer assess at this stage, to either adapt their designs or to select a design to progress as a group/class, as desired.  **Implementation**  The time for implementation will need to be extended if this tasks is being carried out as individuals, or reduced if the whole class works together to produce one selected design. |
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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Specify the book to be used and provide a pre-identified image bank. * Provide the dimensions of the door or lining paper templates of the required size, for learners to attach their final designs to. * Learners work in teams, each generating their own idea but the team selecting their preferred idea to work on together with peer support. |  | | * Design covers for other books. Would any of these be suitable for a door? |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| These will depend upon the designs, but could include:   * paper and/or card, writing and colouring implements, lining paper etc. * access to an image bank, either printed out or electronic with access to a colour printer. * scissors and glue sticks. * sticky tack. * A selection of books for inspiration. |  | | icon-ppt Presentation Book themed door display |
| **Additional websites** |  | |  |
| * **World book day website:** https://www.worldbookday.com/ * Examples of decorated doors inspired by books: <https://www.pinterest.co.uk/nadajabban/world-book-day/>, <https://www.pinterest.co.uk/pin/534450680760077787/>, and https://www.pleckgate.com/world-book-day-decorate-a-door/ * YouTube video showing designs at a school in Seoul: https://www.youtube.com/watch?v=440lt9XWL8M | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Watch the video <https://www.youtube.com/watch?v=440lt9XWL8M> or look at the websites listed in the additional websites. * Discuss which books the learners most like. | | **Plenary**   * Self/peer assess designs produced. * Implement the (selected) design on a door. | |
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| **The Engineering Context** |
| * Engineers have to be able to summarise ideas and present their key points to other people, such as customers or business owners. |

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| **Curriculum links** | |
| **England: National Curriculum**  English, Key Stage 1  Reading – comprehension   * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.   English, Key Stage 2  Reading – comprehension   * develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry … * identifying main ideas drawn from more than one paragraph and summarising these   Art and Design, Key Stage 1   * to use a range of materials creatively to design and make products. * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   Art and Design, Key Stage 2   * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | **Northern Ireland Curriculum**  Language and Literacy, Key Stage 1  Reading   * retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT. * use a range of comprehension skills, both oral and written, to interpret and discuss texts.   Language and Literacy, Key Stage 2  Reading   * represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital.   The Arts, Key Stage 1   * Look at and talk about resource material to stimulate their own ideas. * Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas. * Talk about their own and others’ work and how it was made, use observations to identify difficulties and suggest modifications. * Experiment with a range of media, materials, tools and processes such as: drawing, painting …   The Arts, Key Stage 2   * Engage with observing, investigating, and responding to first hand experiences, memory and imagination. * Collect, examine and select resource material to use in the development of ideas. * Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas. |
| **Scotland: Curriculum for Excellence**  Reading   * LIT1-11a / LIT 2-11a   Expressive Arts   * EXA 1-02a / EXA 2-02a * EXA 1-03a / EXA 2-03a * EXA 1-04a / EXA 2-04a * EXA 2-05a / EXA 2-05a * EXA 2-06a / EXA 2-06a | **Wales: National Curriculum**  Languages, Literacy and Communication  Literature (fires imagination and inspires creativity)   * I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.   Expressive Arts  Creating (combines skills and knowledge…)   * I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work. * I can create my own designs and work collaboratively with others to develop creative ideas. * I can use creative materials safely and with some control under supervision. |

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| **Assessment opportunities** | | |
| * Formal and informal teacher assessment of finished designs. * Self/peer assessment of finished designs. | | |
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