**Instructional Focus Chart**

**Basic Model Lesson Plan – Day 1**

**Instructional Focus Chart**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Class: Fundamentals or Technical Theatre</th>
<th>Teacher: Mr. King</th>
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**Standard(s):**

*Primary*: TAHSTT.CR.1 Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound).

- *a. Explore and utilize the elements of design and principles of composition for a theatrical context.*

- *c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism*

- *e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).*

*Secondary*: TAHSTT.RE.1 Respond to technical elements of theatre using appropriate supporting evidence. *a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements*

**Lesson Target:**

- Design a set for a short play
- Build a model for your design

**Formative Assessment:**

- Play discussion
- Designer’s notes

**Evidence of Mastery:**

- Completed set model employing the elements of design

**HOT:**

- How does a designer help tell the story of the play?
- Create an original set design

**Vocabulary:**

Elements of Design: line, shape, texture, mass, composition, color

**Homework:**

- Tech annotations or notes
- Find 5 images vision images for the play

**Agenda:**

**Day 1: Design Elements**

**Warm up: 5 - 7 minutes**

- Have students do a quick write explaining ways they think a set designer can tell the story
- Discussion their answers

**Introduction to Design: 15 – 20 minutes**

- Discussion or present the elements of design. Use images of completed designs to showcase different design elements. *(I normally start by asking them what they know or what they think might be included in design elements. I start by going through a couple of designs with them and then have they either find images that showcase each design element clearly or have preselected images that they have to write about or discuss/identify elements for.)*

**Play Reading & Discussion: 10-15 minutes**

- I use the short play *Bread* because it has enough clarity of environment that students can either create simple design or they can be extra creative and give it a very unique spin.
- We read the play out loud including stage directions. Have a brief discussion about stage direction afterward.
- Have student fill out an annotation sheet or make notes of any technical needs of the show present in the dialogue and stage directions.

**Recap:** With remainder of class have students recap what they learn in some way and assign/remind students of the homework.

**Day 1 of 3**
Basic Model Lesson Plan – Day 2

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Day 2: Design, Sketch, & Plan

**Warm up:** 5 - 7 minutes

- Have students do a quick sketch of what they envision for the set design of the play
- Have them share with peers

**Play Discussion:** 5 - 7 minutes

- Using the play from lesson 1, discuss what goes into a design vision/concept. Period, locale, mood, themes, etc.
- You can modify this to go deeper or be less intense as needed for your skill group
- Ask students if they want to change their vision after discussing concept.

**Finalize Research:** 10 – 15 minutes

- Students will determine period, locale, etc. and finalize their image research by selected at least 2 clear and specific photos (for example: one student of mine set the play in the stone hut with a thatched roof while another set it in a run down apartment in the 1950s)

**Prep Model Material and Build:** 15 – 20 minutes

- Students will be provided with one manila envelope, one project packet with model cut-outs, color pencils, glue stick, scissors/cutting devices
- Students should draw and color their pieces, cut them out according to the instructions, and construct them.

Day 2 of 3 days in chapter/unit.

Instructional Focus Chart
### Basic Model Lesson Plan - Day 3

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**Day 3: Complete the Model and Critique**

**Finish Model:** 15 – 20 minutes  
(You can adjust this timing however you need based on where your students are in the process.)  
- Students should finish building the model to the project specs and prepare a brief statement for their vision/concept to share with class

**Present & Critique:** 25 – 30 minutes (or time as needed depending on number of students)  
- Each student presents their project to the class. They must showcase the model, briefly discuss their vision/concept, and briefly describe how they used the design elements to realize their concept.  
- Once everyone has presented, set the models out on a table or counter where students can view them on their own time.  
- Students will provide feedback verbally or using pre-determined areas on a note card.  
- *I have a silent vote where the top three designs (those that both clearly tell the story of the play & clearly use all design element effectively) get a prize  
- You can most certainly do small group critiques or individual instructor feedback if you so choose.

**Recap:** Rest of period  
- Briefly discuss with student what they learned, where they struggled, where they succeeded, and how they can use this in other areas of their lives.

Day 3 of 3 days in chapter/unit.