

Instructional Focus Chart Basic Model Lesson Plan – Day 1

Instructional Focus Chart

Date:	Class: Fundamentals or Technical Theatre	Teacher: Mr. King
<p>Standard(s): <i>Primary: TAHSTT.CR.1 Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound).</i></p> <p><i>a. Explore and utilize the elements of design and principles of composition for a theatrical context.</i></p> <p><i>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</i></p> <p><i>e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).</i></p> <p>Secondary: <i>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</i></p>		
<p>Lesson Target:</p> <ul style="list-style-type: none"> - Design a set for a short play - Build a model for your design 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> - Play discussion - Designer’s notes 	
<p>Evidence of Mastery:</p> <ul style="list-style-type: none"> - Completed set model employing the elements of design 		
<p>HOT:</p> <p>How does a designer help tell the story of the play?</p> <p>Create an original set design</p>	<p>Vocabulary:</p> <p>Elements of Design: line, shape, texture, mass, composition, color</p>	<p>Homework:</p> <p>Tech annotations or notes</p> <p>Find 5 images vision images for the play</p>
<p>Agenda:</p> <p>Day 1: Design Elements</p> <p>Warm up: 5 - 7 minutes</p> <ul style="list-style-type: none"> - Have students do a quick write explaining ways they think a set designer can tell the story - Discussion their answers <p>Introduction to Design: 15 – 20 minutes</p> <ul style="list-style-type: none"> - 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. <p>Play Reading & Discussion: 10-15 minutes</p> <ul style="list-style-type: none"> - I use the short play <i>Bread</i> 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. <p>Recap: With remainder of class have students recap what they learn in some way and assign/remind students of the homework.</p>		
<p>Day 1 of 3</p>		

Basic Model Lesson Plan – Day 2

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Lesson Target: <ul style="list-style-type: none"> - Design a set for a short play - Build a model for your design 		Formative Assessment: <ul style="list-style-type: none"> - Play discussion - Designer's notes
Evidence of Mastery: <ul style="list-style-type: none"> - 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 2: Design, Sketch, & Plan Warm up: 5 - 7 minutes <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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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Lesson Target: <ul style="list-style-type: none"> - Design a set for a short play - Build a model for your design 		Formative Assessment: <ul style="list-style-type: none"> - Play discussion - Designer's notes
Evidence of Mastery: <ul style="list-style-type: none"> - 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 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.) <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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.		
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