

Lesson Plan Title: That Bottle Should Have Come with a Label: Props and Script Analysis

How can this lesson's Inherent content be based in a wide range of resources so that our students of color, students with disabilities, and other marginalized students are integral to the content?

Students can use a wide variety of scripts and stories as a basis to create props. The key to meeting a range of needs is to have a range of options for analysis and/or providing permission for students to add a lens to the analysis.

For example: What would the apothecary's poison bottle from *Romeo & Juliet* look like if it were purchased in a world you created? Use the script and your world's characteristics to influence your design. A poison bottle from a steampunk world would be very different from a bottle found in modern Chicago or a bottle picked up in traditional Verona.

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Date: 4/26/20

Description: In this design lesson, students will learn to create props based on the needs of a script and the application of a design concept.

Learning Outcomes:

Design Analysis: Students will conduct a formal analysis of technical elements in a scripted or improvised work.

- I can articulate how technical elements are integrated into a drama/theatre work (costumes, lighting, props, set, sound).

Create/Design: Students will integrate technical elements and apply artistic choices to create a design for a drama/theatre work.

- I can create a symbol or metaphor to unify the concept of a drama/theatre work.
- I can explain and justify artistic choices made in a drama/theatre work.

Refine: Students will revise and refine the expression of artistic choices through the creative process.

- I can articulate and apply original ideas and artistic choices based on script analysis.

Professional Practice - Students will develop slides for their portfolio that details their creative process.

- I can document and reflect on my creative process to show proficiency and identify areas to improve.

Grade Level: High School Advanced

2014 National Core Theatre Standards:

TH:Pr5.1.III.b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

TH:Cr1.1.III.a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions and technologies to create the visual composition of a drama/theatre work.

TH:Re8.1.III.a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work

TH:Cn11.2.III.a. Justify the creative choices made in devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

Time to Teach: (50 minute class periods)

Day 1	Day 2, 3, & 4	Day 5 & 6	Day 7	Day 8 & 9	Day 10	Day 11
<u>Opening:</u> A Bottle is A Bottle is A Bottle..or is it?	<u>Research & Design Development:</u> Assignment Intro; Script Reading; Research Cultural Influence/Lens; Document Creative Process	<u>Create & Design:</u> Sketching & Coloring Time; Document Creative Process	<u>Critique & Refine:</u> Pair (Group) & Share to gain feedback. Reflect on new ideas & changes to design	<u>Refine:</u> Finish final draft; Document Creative Process	<u>Professional Practice:</u> Reflect and compile creative process documentation onto Portfolio Slide(s)	<u>Closing:</u> Gallery walk with posted phrase.

Materials Required for Instruction:

If choosing to Create the Prop, you would have a variety of bottles/boxes/containers for students. You would also provide a variety of craft/art materials for students to build their props.

Possible Materials:

Paper Mache

Acrylic Paint

Hot Glue/Glue Gun

Sparkly Things (Gems, Beads, Glitter Glue)

Air Dry Clay

Buttons or Trinkets to add Details

However, this could be done as a Design Only lesson. In that case, you would only need paper, pencils, rulers, coloring tools, and the script/story.

Opening: Day One

A bottle is a bottle is a bottle. Or it is? Props are defined by their purpose and by the world in which they live. What can you tell about the following bottles by their appearance? What are they used for? What is the world around them like?

Show a slideshow or physical examples of bottles altered to prop or artistic uses.

Ask students to answer the above questions based on the bottles you show them.

- Ludtke's Steampunk Bottle Sketch - <https://learn.schooltheatre.org/files/241479?name=Ludtke%27s+Steampunk+Bottle+Sketch>
- Ludtke's Modern Bottle Sketch - <https://learn.schooltheatre.org/files/241480?name=Ludtke%27s+Modern+Bottle+Sketch>
- You are welcome to use my Pinterest Page, [Ludtke's Pinterest: Altered Bottles](#), for image sources.

Instructional Procedures:

Assignment Outline: Rubric (attached)

Day 2, 3, & 4: Research & Design Development

Day 2 & 3 - Introduce Assignment and Rubric (attached)

- Script Reading: [Get even more from the Folger](#)
- Audio of Script: [LibriVox](#)
- Side by side: [Romeo and Juliet Translation](#)

Gathering and Understanding Evidence: Read and analyze a section of script or story (and/or view a clip of the object's use on stage or film). I use one or more of the steps in the "Steps to Analysis" doc (attached)

- Make a list of descriptions or details from the script hint at what this prop should do and look like? Make a few quick sketches/thumbnails.

Asking Question: Design Development

- Use the "Magic If" - If you were the character who owned/created this prop, what would it look like? Make a list of what you know about the character that may influence your design. Use details from the script to justify your answers.
- Unifying Concept - What is the overall concept (vision) for the world of the play? How does this prop fit into that world?

Day 4 - Research or Brainstorm Cultural Influence/Lens;

- Discuss and write notes about how the cultural influence or lens will influence your design.
- Document Creative Process

Day 5 & 6: Create & Design - Create the Design of the magic bottle

Day 5 & 6 - Sketching & Coloring Time

- Design goals for project: How does the texture, color, label, and accessories used to communicate the bottle reflect that concept/lens used?
- Draw a design for your prop that represents the answers to your questions and builds upon your initial sketch.
- Document Creative Process

Day 7: Critique & Refine - Pair (Group) & Share to gain feedback.

- Gather feedback and make revisions.
- You could have students do a TAG [post-it critique](#).
- Reflect on new ideas & changes to design

Day 8 & 9: Create

- Create the bottle
 - Use air dry clay, paper, fabrics, hot glue, ect to create your bottle.
 - Document your process.

Day 10: Communicating Conclusions: Tie it all together!

- In writing, justify your creative choices (color, texture, materials, layers) with examples from the script.
- Look back at your notes on the questions on Day 2 & 3
- Create your Portfolio Slides using Portfolio Checklist (attached) as a guide.

Closing: Day 11

If your bottle could say one sentence, what would it say?

Assessment:

Rubric for "That Bottle Should Have Come with a Label" (attached)

Closing: Portfolio Slides

Professional Practice - Develop slides for your portfolio that details your process, including: research, concept, design, steps in creation, materials used, justifications of choices, and a reflection on the process.

Portfolio Checklist:

Use the Portfolio Checklist document (attached) to guide student creation of a Google Slides portfolio.

Variations for actors: Take a finished magic bottle and ask actors to create a script/scene/character description inspired by the bottle. They would analyze the aesthetic qualities of the bottle to inform the direction of the scene and the bottle's use.

Please use the space below for suggestions for any adaptations or accommodations for inclusion of special needs learners.

This project can be done with scripts or stories. Adjust levels to your students and their interests.

Possible Scripts/Stories to Analyze: *Addams Family* - Acrimonium bottle; *Aladdin* - Genie's lamp; *Little Mermaid* - Ursilla's shell for Ariel's voice; *Evil Dead: the musical* - the Necronomicon (Book of the Dead); *Cats*: Gus the Theatre Cat - traveling trunk; *Hello, Dolly!* - Hat Boxes; for adaptation: the story of Pandora - Pandora's Box. Perhaps Harry Potter and the wands.

For General Guidelines for Inclusion in the Arts, see [Guiding Principles for Inclusion](#) (*The National Core Arts Standards Inclusion Strategies*).

Please use the space below to list any other specific resources for multi-cultural inclusions.

Whenever possible theatre teachers should strive to include references to objects, experiences and/or text which represents the diversity of the cultures in their student body.

Works Cited:

The Tragedy of Romeo and Juliet by William Shakespeare

<https://www.folgerdigitaltexts.org/download/pdf/Rom.pdf>

Rubric for “That Bottle Should Have Come with a Label”

Designed by Joselyn Ludtke - Spring 2020

Description: In this design lesson, students will learn to create props based on the needs of a script and the application of a design concept.

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Design Analysis: Students will conduct a formal analysis of technical elements in a scripted or improvised work.

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- ★ I can explain and justify artistic choices made in a drama/theatre work.

Create/Design: Students will integrate technical elements and apply artistic choices to create a design for a drama/theatre work.

- ★ I can create a symbol or metaphor to unify the concept of a drama/theatre work.

	Above Standard	At Standard	Near Standard	Below Standard
<p>Design Analysis</p> <p>I can articulate how technical elements are integrated into a drama/theatre work.</p> <p>I can explain and justify artistic choices made in a drama/theatre work.</p>	<p>Explain technical elements used to create their bottle in detail complete with illustrations and examples and justifying choices by citing research and the script.</p>	<p>Explain technical elements used to create their bottle; justifying choices by citing research and the script.</p>	<p>Identify the technical elements used to create their bottle;however inconsistently justify choices and may or may not cite research and the script.</p>	<p>Identify some technical elements used to create their bottle;however seems unable to justify choices or cite research and/or the script.</p>

<p>Create/Design</p> <ul style="list-style-type: none"> I can build a functional character prop which fits into the world of the play and supports the story of the play. 	<p>Bottle design is appropriate for the time, place and culture of the play; and subtly enhances the story by communicating concept.</p>	<p>Bottle design is appropriate and communicates the time, place and culture of the play.</p>	<p>Bottle design is generic; time, place and/or culture of the play are not clearly communicated.</p>	<p>Bottle design is inappropriate or distracting; and fails to communicate time, place and/or culture of the play.</p>
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Teacher Notes:

Student Reflection, Goal Setting, & Plan

Based on the assessment of your work, set a SMART goal for your growth. (I will...)

List three steps to help you reach your goal.

Steps to Analysis

- 1) Read the piece.
- 2) What else have you read or seen that the piece reminds you of? Write it down. Allusion - a passing reference*
- 3) Read the piece.
- 4) Circle the words you don't know.
 - a) Look up and define the words you don't know.
 - b) Pay close attention to the denotation and connotation of the words.
 - i) Denotation - the dictionary definition of the word*
 - ii) Connotation - the feeling or ideas a word invokes*
 - iii) If reading a Shakespearean piece, use a Shakespearean dictionary.*
 - iv) If reading a period piece or piece from another culture/country, realize words may have a different meaning than you attribute to them.*
- 5) Write notes on how the new words enhance your understanding.
- 6) Read the piece.
- 7) Highlight repeated words and phrases.
- 8) Write notes on how repeated words are used differently throughout the piece. Writers write, so they use words intentionally. Meanings of repeated words and phrases often shift from the beginning of the piece to the end.*
- 9) Read the piece.
- 10) Place a box around words that invoke the piece's mood.
 - a) Mood - how you are made to feel when reading the piece, atmosphere, emotional feel*
- 11) Define the mood of the piece using a short phrase.*
 - a) Mood Words*
- 12) Read the piece.
- 13) Place a star next to words or phrases that evoke the piece's tone.
 - a) Tone - author's attitude toward the piece*
- 14) Define the Tone of the piece.*
 - a) Tone Words*
- 15) Read the piece.
- 16) Underline the capitalization, punctuation and take notice of the line breaks, and paragraph or stanza breaks*
- 17) Write notes on how the grammar usage and spacing changes your understanding.
- 18) Record yourself reading the piece aloud.
- 19) Play the recording of you reading the piece while you read along.
- 20) Write notes on your reactions how your reading aloud and the listening of your reading have changed your understanding.
- 21) *(For song lyrics only)* Listen to the musical accompaniment for the words of the piece. Write notes on the interaction of the musical and word.*
- 22) Using all of your notes, write the piece out in your own words.
- 23) Apply your analysis and your summary to your design or performance.

Other lenses: Director's concept, Historical Context...

* You may need to dig into these concepts with your students. They are a part of the English curriculum, but may need review.

Portfolio Checklist

As we work in technical theatre, it is important to document our creative process. Below is a checklist to help you know what to add to your portfolio.

Context: What is the assignment?

- Explain with images and text the context of this part of your portfolio.
- What was the purpose of this assignment in your own words.

Inspiration Images and Research: What resources did you use to guide your designs?

- Explain with images and text the source of your research and inspiration.
- Make connections from your research as you take us through your design process.

Design Process: Sketches, Sketches, and more Sketches

- Include sketches of your evolving work.
- Add notes about your thoughts at the time.
- Add notes to what you're doing well and what you're struggling with.
 - Be prepared to explain plans/steps to work through your struggles.

Critique/Feedback: This can be self-critique, peer feedback, or teacher feedback.

- Document the relevant critique and feedback you received.

Final Rendering:

- Include a clear image of your final rendering.
- Make connections from your rendering to your research and inspiration images.
- Explain how you responded to the critique and feedback with changes to your design.

Learning and Growth:

- Reflect on your learning and grow process.
 - How did you challenge yourself?
 - What did you learn?
 - What did you do well?
 - What would you like to learn next?

Work Cited/Reference Page: Give credit where credit is due.

- Include Images, Ideas, and Text credits.
 - <https://www.easybib.com/>
 - Good website for help with citation formatting.