**Instructional Focus Chart**

**Basic Model Lesson Plan – Day 1**

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| **Date**: | **Class**: Fundamentals or Technical Theatre | | | **Teacher**: Mr. King |
| **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 of       days in chapter/unit. | |  | | |