**Instructional Focus Chart**

**Basic Model Lesson Plan – Day 2**

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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 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 of       days in chapter/unit. | |  | | |