**Instructional Focus Chart**

**Basic Model Lesson Plan - Day 3**

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