**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
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| **Evidence of Mastery**:* Completed set model employing the elements of design
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| **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 notesFind 5 images vision images for the play |
| **Agenda**:Day 3: Complete the Model and CritiqueFinish 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.
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| Day of       days in chapter/unit. |   |