

Lesson Plan Thinking Map

I. Pre-Lesson Planning

1. Contextual Factors

- a. Students' prior knowledge & skills: Students have done costume design. They are familiar with theater history, time periods, and socio-economics.
- b. Students' MIs & learning styles: Kinesthetic, Interpersonal: Most of my students are hands on learners.
- c. Students' interests:

2. Learning Goals

- a. Relevancy: The students can apply the design aspect to their own things to define who they are.

TEKS/CCRS/ISTI:

TEKS

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) develop and practice technical theatre skills;
- (B) apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity;
- (C) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others in a production role to tell a story through live theatre or media performance; and
- (D) demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

OBJECTIVE:

The student will design a set that could be use for the play PROOF

- b. Variety (MIs): s
- c. Authenticity:

3. Assessment Plan

- a. Alignment with Learning Goals: TLW analysis the script. TLW will use creative drawing.
- b. Multiple approaches:
- c. Formal/informal: Informal
- d. Formative/summative: Formative
- e. Adapted to individual needs:

II. Lesson

4. Design for Instruction:

1. Get Students Ready to Learn (get attention, communicate goals, activate prior knowledge)
 - *Bloom's Knowledge*
 - ATTENTION GETTER: Students are asked to draw a picture of their bedroom.
 - NOTE: (The point of this is to be able to connect their real life setting thinking to STAGE setting thinking)
2. Present Advance Organizer (focus students' attention on specific points of your explanations)
 - a. The students will share something in the room that represents the person that they are and why it is in the room.
 - i. Students will then draw the same room on a proscenium stage, and apply the "4th wall" theory.
3. Present New Information (engage through questioning technique)
 - *Bloom's Comprehension*
 - As a class we will read the second Act of PROOF
 - The students will then do a script analysis (attached)
 - This will help them find the theme, and make their design tie into the play concept.
 - We will then go over USITT standards for drafting a set so that students can apply this to their ground plan.
 - After going over the standards I will have two students come to the board and draw 2 examples of the standards.
4. Explanation/Demonstration (task analysis for *skills*)
 - *Bloom's Comprehension & Application*
 - The students will use a drafting program called vector works for the drafting portion of their assignment.
 - As a class we will go through the different functions of this program
 - We will discuss how to:
 - Create walls
 - Put the drawing in 3-D

- How to add color to the drawing
- How to insert furniture
- How to create textured floor
- How to insert a window or door.

5. Guided Practice (for **skills**)

→ *Bloom's Application*

- The students will draw the rough draft of their ground plan, and then write a concept statement.
 - Their statement will consist of reasoning as to why their design choices were made.
 - As students are working, I will walk around the room and view over concept statements and rough drafts and help were needed

6. Extended Practice (for **skills**)

→ *Bloom's Application & Analysis*

- The students will draft their ground plan in vector works
- The students will provide a color rendering.
- The students will make a final copy of their ground plan
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7. Closure Activities (assessment & expand student thinking)

→ *Bloom's Synthesis & Evaluation*

- The students will present their design. They will explain why they made the design choices that they did and provide evidence from research.
- Their peers will give constructive criticism on the design.

8. Differentiated Instruction

a. Facilitating

- Blind student- They could describe what they see, and have someone draw it for them. I could pair them up with another student and make it group project
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b. Challenging

- I could challenge these students to take their design out of the box. I could challenge their creativity but yet have evidence and reasoning for that design choice

Design Questions

1. Title of play, playwright
2. When written, time and place first produced
3. Notes on the playwright, e.g., life span, social status, connection to culture and politics of the times, purpose for writing, etc.
4. List of other major plays written.
5. Playwright's set descriptions -- abridged.
6. Notes found in text. Begin each section with Act#, Scene#, general description of setting.

Note stage directions and dialogue reference that answer the following questions:

Where are we? geographic location, socioeconomic environment, physical surroundings.

When are we? historic period, time of day, passage of time, etc.

What are action requirements? necessary exits and entrances, interaction with set, abuse of set, etc.

What are essential motivational units? furniture, levels, set dressing, etc.

What are essential properties? hand, dressing, costume, etc.,

What are the lighting requirements? motivational lighting, mood shifts, special effects, etc.

What are sound requirements? type and location of sounds, etc.

What are pivotal dramatic moments?

What is the playwright really saying in this play?

How does the setting change or evolve over time?