UH Lesson Plan Template Adapted for Intro to Theatre Ed (Direct Instruction)

Name of Teacher Candidate	Samuel Gonzalez

Lesson Overview	
Grade Level	10th Grade
Estimated Time Needed	50 minutes
Lesson Description	This lesson is designed to introduce the concept and practice of drawing in scale, an important skill that is used in the process of scenic design in the theatre.
Content Area Standards	§117.324.c.1.A demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound §117.324.c.2.B apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch §117.324.c.2.F demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models §117.324.c.2.G practice proper measurement and scale as applied to design or construction §117.324.c.5.C recognize the design and technical elements of theatre as an art form and evaluate self as a creative being
Objectives	The student will create a model of a basic set and develop a ground plan.

Resources/Materials/Tools	
Technology Resources	Student's cell phones,
Other Resources	5 action blocks (can vary in size), drafting paper, pencils, scale ruler, tape, tape measure, spike tape

Lesson Procedures	
Warm-Up (motivational hook)	At the beginning of class, divide the class into 5 groups. Distribute measuring tapes to each of the groups and instruct the groups to measure and write down the dimensions of the space (length of the walls). Next, assign a different acting block to each group and have the groups measure the dimensions of the block. Once the students have written down the measurements of their block, have the students choose a random area in the acting space to place their block. Explain to them that they must stay within the space that they are in, and no blocks can go on top of one another. (7 min)
Direct Instruction (How are you teaching the content)	Now that the class has placed their blocks around the space, explain to the class that together they will be creating a ground plan for the "set" they have created with the acting blocks. Have the students measure the distance between their block and each of the walls of the space. Explain that this is important because not only should the students be aware of the size of their object, but they should also be aware of the location of their object in the space. Once the groups have measured the distance between their block and the walls of the space, have the students measure the distance between a specific corner of their block and a

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	different block nearest to them. Explain to the students that in order to make an accurate ground plan, they must be aware of the distance between all the objects in a space in relation to each other. (10 min)
Guided Practice (What are the students doing with your help)	Once the students have completed gathering all the measurements, distribute pieces of drafting paper and a scale ruler to each student. Begin guiding the students through the process of creating a ground plan, first by drafting the dimensions of the space onto the page, using ¼ in scale. Using the dimensions the students gathered, draw an outline of the space. Once the outline of the space has been drawn, have each group share the measurements of their block, including the measurements of the distance between their block and the walls of the space, and the distance between their block and the block closest to them. As each group shares the dimensions, write down the dimensions on a white board so the class is able to reference them as they are drawing them. Be sure to label the dimensions of each block as you draw them. Once you have drawn all five blocks onto the correct locations of the space, the final step to finish a ground plan is including the scale for which the ground plan has been drafted in. Have the students write down the scale at the bottom right of the page and include a visual example of one foot in ¼ in scale. (14 min)
Independent Practice (reteaching and enrichment)	Instruct the students to return to the space where the blocks are located. Arrange the blocks in a new pattern. Have the students return to their groups from before and distribute the tape measures once again. The students must now create a ground plan of the new set that has been created, following all the steps of measurement as they did together before. Once the class has finished measuring the blocks, they will create a new ground plan with the set the teacher has created, however, this time in ½ in scale. Be sure to walk around between groups and offer assistance as needed. (14 min)
Closure	Once each group has finished creating their ground plans, have the students tape their ground plans onto the whiteboard. Let the students compare their ground plans to each other and discuss their observations. You may ask the students: - Are there any differences between the ground plans? - What other observations might you notice? - What were some challenges your group faced as you created the ground plan? (5 min)

Plans for Differentiated Instruction/Accommodations	
Special Education Students	- Since most of this lesson is done either in groups or through guided practice, the students will be able to partner together and complete the required tasks together. As one student is walking around and measuring, another student can be writing down the measurements at a desk or table. - Have pre-cut models of the blocks on hand to use for students to move around on a sheet of paper that has the dimensions of the space already drawn on them.
English Language Learners	- Write on the board the measurements that the students record. - Any vocabulary that may be unfamiliar to the students should also be written on the board.
Gifted and Talented	- Students can create ground plan of the set that has been created by the teacher in a scale of their own choice, or they may even be able to create a scale of their own.

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Potential Challenges/Plan B
- It may be easy for some students to take charge of their groups and take over doing all the measuring and drawing when the students are working in groups. If this becomes an issue, make sure to periodically announce to the class when it is time to switch hands in the group, meaning the person who is holding the pencil or measuring tape has to pass it along to a new group member who has not had a chance to do so.

Assessment
The students will create a set of their own using 4 of the 5 acting blocks. The blocks will be placed within a new "theatre space" that will be created by the teacher and marked out on the floor using spike tape. The remaining acting block will be used as a constant reference point for each of the students' ground plans. Once the students have created their own "set", have the students take a picture of the set. Now, the students must measure the dimensions of the new theatre space and the distance between the blocks and the walls of the new theatre space. Using the dimensions of the blocks that were gathered during the group activities, the students will create a ground plan for the new set. The students will turn in the picture of their set, the ground plan, and a paper detailing the dimensions of all the blocks, the "walls" of the space, and the distance between the blocks and the walls. With the ground plan, the students must include all five blocks with their dimensions labeled, the perimeter of the space, and the scale that was used to draft the ground plan (with a visual representation of 1 ft in the respective scale. The students may choose the scale they want to create their ground plan in.

Scale Drawing Assessment Rubric

	Unsatisfactory	Adequate	Intermediary	Advanced	Exemplary
Submission of Picture, Ground Plan, and Dimension Sheet (60 points)	The student does not submit the picture of their set, the ground plan, nor the dimension sheet. (0 points)	The student submits **only** a picture of their set. (15 points)	The student submits only a picture of their **set** and the **dimension sheet.** (30 points)	The student submits a picture of their set, the dimension sheet, and an **unlabeled** ground plan. (45 points)	The student submits a picture of their set, the dimension sheet, and a labeled ground plan, complete with a visual representation of the respective scale . (60 points)
Accuracy of Scale (20 points)	The drafting of the blocks is entirely inaccurate, referenced to the respective scale. (0 points)	The drafting of the blocks is **mostly inaccurate**, referenced to the respective scale. (5 points)	The drafting of the blocks **contains several inaccuracies,** referenced to the respective scale. (10 points)	The drafting of the blocks **contains few inaccuracies,** referenced to the respective scale. (15 points)	The drafting of the blocks **contains no inaccuracies,** referenced to the respective scale. (20 points)
Accuracy of Placement of Objects (20 points)	The placement of the blocks is entirely inaccurate, referenced to the picture submitted. (0 points)	The placement of the blocks is **mostly inaccurate**, referenced to the picture submitted. (5 points)	The placement of the blocks **contains several inaccuracies**, referenced to the picture submitted. (10 points)	The placement of the blocks **contains few inaccuracies**, referenced to the picture submitted. (15 points)	The placement of the blocks **contains no inaccuracies**, referenced to the picture submitted. (20 points)

TOTAL SCORE: _____/100