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 practice using a scale ruler to create drawings in various scales.

Resources/Materials/Tools	
Technology Resources	Computer and TV **or** projector screen,
Other Resources	Sheets of paper, scale rulers (class set), pencils, whiteboard and dry erase markers (if no computer and method of display available)

Lesson Procedures	
Warm-Up (motivational hook)	Prior to the students entering the classroom, leave a sheet of paper and a scale ruler on each of the students' desks/work areas. Write down on either a whiteboard or display on a projector/TV screen the following questions: - What is this tool? - What are three observations you notice about this tool? - How can this tool be used in the world of technical theatre? Once the class has begun, allow the students 5 minutes to complete the task. Remind the students to try their best to answer the questions, even if they have never seen the tool in front of them before today. Once the five minutes have elapsed, open the floor up for students to share their observations and guesses as to what is in front of them. After a few students have discussed their own observations, explain to the students that the tool in front of them is known as a scale ruler. Further, describe to the students how this is applicable to the practice of scenic designing, noting that scale rulers are used to draw in scale, and drawing a scale model of a scenic design is very common in theatrical practices. (8 min)

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Direct Instruction (How are you teaching the content)	After explaining what scale rulers are used for, explain to the students that they must learn how to read the scale ruler before practicing to use it. To demonstrate to the students how to read the scale ruler, show the video titled "How to use Scale Ruler" (link provided below). Allow the students to keep the scale rulers that were distributed to them before class and encourage them to follow along as the video explains each side/scale of the ruler. (10 min) Video Link: https://www.youtube.com/watch?v=m-aPFBUIXVo
Guided Practice (What are the students doing with your help)	Once the video has finished, distribute sheets of unlined paper to the students and ask them to take out a writing utensil. Once all the students have a sheet of paper, a ruler, and a writing utensil, begin walking the students through using ½ inch and ¼ inch scale. First, have all the students identify the side of the ruler that is in ½ inch scale. Explain to the students that they will be drawing various shapes in each scale, including triangles, rectangles, and houses. First draw a triangle on the whiteboard that is labeled as being 3 ft on each side. Then, beginning drawing the triangle in ½ in scale on your sheet of paper. As you draw the triangle, have the students follow along on their own sheets of paper. Once all the students have completed their triangle, move onto drawing a rectangle on the board, so the students will practice drawing a shape with unequal sides. The length of the rectangle will be 7 ft and the width of the rectangle will be 3 ft. Repeat the same walkthrough process as you did with the triangle, but now with the rectangle. Finally, draw a simple house on the white board, with a rectangular base and a triangular roof. The base will have a length of 8 ft and a height of 10 ft. The roof will have a base of 12 ft, and the two sides will be 9 ft long. Once the students have completed the drawing of the house, open the floor for questions regarding drawing in ½ in scale. (15 min)
Independent Practice (reteaching and enrichment)	Now that the students have drawn in ½ in scale, instruct the students that they are now to recreate all the previous drawings in ¼ in scale, and in another scale of their own choosing. Provide the students with extra paper as needed. Be sure to walk around and monitor the students to ensure they receive assistance if they need it. (15 min)
Closure	Once the students have all completed their recreations of their scale drawings, allow students to volunteer and share their drawings with the class, explaining what scale they chose as their 3rd option, and what challenges, if any, they encountered using the scale. Before the class is dismissed, instruct the students to leave their drawings on their desks/workplaces and collect them. (2 min)

Plans for Differentiated Instruction/Accommodations	
Special Education Students	- Be sure to turn on the subtitles for the video - The scale rulers can be color coded on the different sides that will be used in the lesson. Displayed on the whiteboard/computer display setup can be each scale and the color that match the corresponding scale. - If students would prefer to not draw on their own, provide them with worksheets that have pre-drawn shapes in various scales. Instruct them to measure the sides of the shapes and identify the scale that it was drawn in.
English Language Learners	- Be sure to turn on the subtitles for the video - Walking through the drawing as you lead the class in the guided practice will help provide visual aids
Gifted and Talented	- Allow the students to create their own drawing on an 8.5" by 11" page and

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	draw it in a different scale, i.e. if 1 inch = 1 foot, convert to ¼ inch scale.

Potential Challenges/Plan B

- It may be hard for some students to see your drawing during the guided practice. If your space is not setup in a way that limits their visibility, using a projector/TV screen and a phone to display your drawings through a Zoom meeting would help students be ablet to see your drawing as you are creating it.
- Some students may not finish in time to draw a in a third scale of their choice; it is okay to accept just a recreation of the first drawings that were done together with the class
- In the same way, some students may finish early. In this case, encourage the students to practice using other scales they haven't practiced, or invite them to draw their own picture and recreate it in a different scale.

Assessment

The students will pick a drawing created out of geometric shapes, provided by the teacher. The drawing will have only one of the sides of one of the shapes labeled with the correct length. The students must identify the scale that was used to create the drawing and include a visual key depicting the length of one foot in their scale. Once the student has identified the scale, they must label each side of all the shapes used in the drawings. After labeling all the dimensions of the drawing, the student will then create replications of the drawings, converting the image in two different scales, one larger and one smaller than the original drawing. The new drawings must include a visual key depicting and identifying the scale that was used to create the drawings, and at least one side from each of the shapes must be labeled with the measurement. The students will turn in all 3 drawings.

Scale Drawing Assessment Rubric

	Unsatisfactory	Adequate	Intermediary	Advanced	Exemplary
Measurement of Sides on Original Drawing (20 points)	The student does not label the measurements for any of the sides on the drawing. (0 points)	The student labels **some** of the sides on the drawing, but there are inaccuracies. (5 points)	The student labels **some** of the sides on the drawing with **no inaccuracies**. (10 points)	The student labels **most** of the sides on the drawing with **no inaccuracies**. (15 points)	The student labels **all** sides of the drawing with **no inaccuracies**. (20 points)
Scale Key (20 points)	The student does not include a scale key on any of the drawings. (0 points)	-	The student creates a scale key on all of the drawings, but does not include the visual depiction of one foot. (10 points)	-	The student creates a scale key on all of the drawings and includes a visual depiction of one foot for **all** 3 drawings. (20 points)
Scale Conversion Accuracy (60 points)	The student does not turn in the two scale conversion drawings. (0 points)	The student turns in **one** scale conversion drawing with **several** inaccuracies. (15 points)	The student turns in **two** scale conversion drawings with **several** inaccuracies. (30 points)	The student turns in **two** scale conversion drawings with **few** inaccuracies. (45 points)	The student turns in **two** scale conversion drawings with **no** inaccuracies. (60 points)

TOTAL SCORE: _____/100