

**Sample Lesson Plan – Set Design Show & Tell**  
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<b>VITAL INFORMATION</b>	
<b>Subjects (s) &amp; Topic(s) Covered</b>	Theater – Design
<b>Grade/Level</b>	9 <sup>th</sup> -12 <sup>th</sup> Grade (H)
<b>Standard(s)</b>	<p><b>Content Area Standard: Theatre Production (D); Discipline: Theatre (T)</b>  <b>*Based on the Wisconsin Standards for Theatre Education</b></p> <p>Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.</p> <p>Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p><u>TD.P.18.h: Design &amp; Management</u>            Documentation: Assemble documents, renderings, and artifacts in a portfolio that includes design concept and working within the parameters of a production.</p> <p><u>TD.R.10.h: Analysis</u>            Critically analyze the effectiveness of design and technical elements for a theatrical production.</p>
<b>Objective(s) (I Can...)</b>	<ul style="list-style-type: none"> <li>• Identify important aspects of inspiration and develop research strategies for a set design.</li> <li>• Analyze the reasons for inspiration and research choices for set design.</li> <li>• Present the set design project to the class.</li> <li>• Establish appreciation, develop connections, and learn from others' creative work through set design.</li> </ul>
<b>Assessment/Rubrics</b>	Students will be assessed on an individual basis, even though they will be paired. See rubric below this lesson plan for details.
<b>Collaboration</b>	<p>Students will work in pairs to create a presentation of set design research.</p> <p>Students will work together as a pair to find inspiration, research, and analyze a set design concept for a play, musical, TV show, or movie of their choice.</p>
<b>Time Allotment</b>	This lesson will take approximately 90 minutes, with more time allotted for presentations depending on the number of students.
<b>Materials</b>	<p><b>Teacher Materials:</b> Laptop, access to the internet, <a href="#">Google Slides</a>, Projector/SmartBoard, Google classroom, Pinterest board for examples, adequate sound speakers for video.</p> <p><b>Student Materials:</b> Laptop, access to the internet, Google classroom, <a href="#">Google slides</a>, pen/pencil, journal.</p> <p><b>Space:</b> Standard Classroom space with enough space for presentations.</p>
<b>Resources</b>	Wisconsin Academic Standards for Theatre Education
<b>IMPLEMENTATION</b>	

<b>Introduction/Anticipatory Set</b>	<p>The instructor will show a set design video from: <a href="https://www.youtube.com/watch?v=2wBNOCifaE">https://www.youtube.com/watch?v=2wBNOCifaE</a> "Behind the Scenes Episode 1: Set Design Research   Emil and the Detectives" on set design research and inspiration to the class. The class will then participate in a discussion (slide 3) about what they saw in the video and think of examples of inspiration.</p>
<b>Procedures</b>	<p><b>Direct Instruction (I Do):</b> The instructor will assign student pairings. The instructor will go over directions for the project, with detailed information on Google slides.</p> <p><b>Guided Practice (We Do):</b> As a class-wide discussion, the students will bounce ideas off of each other as a collaborative effort and review elements of inspiration, research questions, and analysis, the "how" and "why." Time will be allotted for students to ask clarification questions after direct instructions and guided practice.</p> <p><b>Collaborative Independent Practice (You Do Together):</b> The students will work in pairs and pick a play, musical, TV show, movie, or another approved performance medium for their project. Based on their choice, they will create a set design based on three categories: inspiration, research, and analysis. They will present their findings verbally at the end of the class.</p> <p>For an enrichment activity or if time permits, the pairings can create a physical aspect of their set design, including but not limited to a 3D model of their design, a poster, a painting done by the student, a small set piece/prop that represents the theme of the show, etc.</p> <p>The pairings will present their project to the class. Although the pairs will work together, they are required to make individual contributions to the project. A virtual (PowerPoint-like) presentation will be encouraged for time efficiency, but physical posters will not be eliminated as an option for a presentation medium.</p> <p>The rubric for the project is attached above in the "Assessments/Rubrics" category.</p>
<b>Check for Understanding</b>	<p>Time will be allotted for students to ask clarification questions after direct instructions and guided practice.</p> <p>The instructor will circle around during worktime to be of assistance for students who have questions or need additional help.</p>
<b>Closure</b>	<p>The instructor will lead a class-wide discussion to review aspects of inspiration, research, analysis, and creativity.</p> <p>The students will write in their journals to answer the questions on the conclusion slide (slide 10) which will serve as a debriefing/reflection time. The journals will serve to document progress in many areas of theatre so that the student can look back and be inspired by what they have learned in class for future theatrical endeavors.</p>
<b>Differentiation: Remediation and Enrichment</b>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Students who need guidance picking out a piece of theatre will be able to pick a play/musical out of a hat. More specifically, if they need a "concept" to aim their focus, concepts such as "in the jungle", "Wild west", "in the mountains", "in outer space" etc. can also be randomized by selecting the concept from a hat.</li> <li>• Students who struggle with writing and analysis will be paired with a student who is a strong writer.</li> </ul>

	<ul style="list-style-type: none"> <li>NOTE: This whole lesson can be modified towards picking specific concepts (listed above), based on the discretion of the instructor. For example, students may pick their favorite play/musical and then pick a concept out of a hat to promote perspective.</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>For students who have completed their project early may be challenged to create a stunning visual of any medium; including but not limited to a painting by the student (inspired by the themes of the production), a 3D model of the set design, a handmade prop or small set piece from the show, etc.</li> </ul>
<b>Homework</b>	<p>Although this lesson plan did not originally have a homework component, there is an option for homework if the instructor feels it would be appropriate. This assignment will focus more on the standard:</p> <p><u>TD.R.10.h: Analysis</u>  Critically analyze the effectiveness of design and technical elements for a theatrical production.</p> <p>Students will pick a set design from any play or musical of their choice. They will write a one-page paper and include the designer’s name, the name of the show, the year the show was produced and analyze the design. Students should also include information about the designer’s research process (if available), what they find effective, what they love, and what they would do to improve or add to the design. The student should also include at least two photos of the design. Students will do this as an individual assignment, which are in addition.</p> <p>Detailed rubric is listed below this lesson plan.</p>

# RUBRIC FOR SHOW & TELL – SET DESIGN PROJECT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Partner: \_\_\_\_\_

Play/Musical/Movie/TV Show chosen: \_\_\_\_\_

## **INSPIRATION:**

Select five images (different than your partner's) of inspiration and list the sources of each.

/10

## **RESEARCH:**

Select 3 different resources for your research. List at list three questions that you had while researching. List your sources.

/10

## **ANALYSIS:**

Write a half of a page, explaining your reasoning, the “why” and “how.”

/10

## **PRESENTATION**

Present your findings to the class from all three categories.

The presentation should be effortful and thoughtful. You will present your findings with your partner to the class.

/15

## **COLLABORATION & PARTICIPATION**

/5

## RUBRIC FOR SET DESIGN HOMEWORK ASSIGNMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: You will pick a set design from any play or musical of your choice. You will write a one-page paper and include the designer's name, the name of the show, the year the show was produced and analyze the design. You should also include information about the designer's research process (if available), what you found effective, what you love about the design, and what you would do to improve or add to the design. The student should also include at least two photos of the design. The pictures do not count towards your one page, they are separate.

Name of the Show	2 points
Name of the Designer	2 points
At least 2 Images of the Design	5 points (2.5 pts each)
<u>Content</u> <ul style="list-style-type: none"><li>• Research process of the designer (if available)</li><li>• What you found effective</li><li>• What you like</li><li>• What you'd improve</li></ul>	15 points
At least one page	3 points
Effort and professionalism	3 points

**Teacher Resources:**

"Behind the Scenes Episode 1: Set Design Research | Emil and the Detectives." *YouTube*, uploaded by Sydney Opera House, 10 Mar. 2020, [www.youtube.com/watch?v=2wBNOcCifaE](https://www.youtube.com/watch?v=2wBNOcCifaE).

Hishon, Kerry. "Full Class Project: Complete Show Design." *Theatrefolk*, [www.theatrefolk.com/blog/full-class-project-complete-show-design](http://www.theatrefolk.com/blog/full-class-project-complete-show-design). Accessed 17 Sept. 2023.

**Resources to suggest to the students in class:**

Creative Boom: <https://www.creativeboom.com/resources/50-of-the-best-websites-for-daily-inspiration/>;  
a list of 50 resource websites for inspiration

Colossal: <https://www.thisiscolossal.com/>

National Geographic: <https://www.nationalgeographic.com/>

Pinterest: <https://www.pinterest.com/>

Pin Down: <https://chrome-stats.com/d/flieckppkcgagklbnnhnnkeladdghogp>

Public Domain Review: <https://publicdomainreview.org/>