

Understanding by Design (UbD) Unit Plan

Title: The Scale of Design	Subject/Course: Theatre Workshop
Topic: Scene Design	Designers: Hailey Haymond J.S. Peterson
Grade: 8-12	

Stage 1 – Desired Results (PLAN)

Established Goals: (What do students need to learn and be able to do?)

Theatre Create Standard L1.T.CR.1:
Develop imagination to create artistic ideas and work

Theatre Create Standard L1.T.CR.4:
Investigate the collaborative nature of the actor, director, playwright,
and designers and explore their interdependent roles in a drama/
theatre work.

Understandings: <i>Students will understand that...</i>	Essential Question/Big Idea:
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<i>Students will know....</i>	<i>Students will be able to....</i>
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Be sure to include both language and content objectives.

Stage 2 – Assessment Evidence (STUDY)

Performance Task (How will we know if they learned it?)

Summary in GRASPS form

Here is where you will develop a scenario for the activity/project.

This section is for you to develop a guide for the students on what to do.

Goal(s):

(Scenario for Assignment/Project)

Role:

(Student's role)

Audience:

(Who will see this information? It can be the teacher only.)

Situation:

(How – individually, partners, groups – the goal will be accomplished.)

Performance:

(What will the student do?)

Standards:

(The criteria for success and how it will be assessed.)

Key Criteria: to reflect Performance Tasks: *Examples: Rubric, Checklist, etc.*

By what criteria will performances and products be judged?

Other Evidence (How will we know if they learned it?)

Summarized (tests, essays, work sample(s), etc.)

What other evidence (quizzes, observations, Homework, etc.) will be collected to determine whether or not Desired Results identified in Stage One have been achieved?

Stage 3 – Learning Plan (DO)

Learning Activities (How will students learn it?)

Hook:

1. Facilitators will introduce themselves to the workshop including areas of emphasis, most recent show credits.
2. They will then survey the class of experience levels in technical theatre and design. Asking the students what work they have completed in these field
3. This will lead to asking who has worked or seen scenic models for the construction of sets for plays
4. The Facilitators will pull out several model boxes from preexisting projects and pass them around to use to pique interest and as examples though out the lesson.

What's in the box:

1. Facilitators will introduce the concept of scale
 - a. They will Explain it is a way of communicating designs in a way that can be carried from workshops to production meetings
 - b. That scale is a way they keep the distance and measurements of scenic elements accurate when shrinking down the design
 - c. Then Give examples of types of scale used
 - i. E.g., 1:1, 1/8", 1/2"
 - ii. 1 inch = 1 foot
 - iii. Also note ways of measuring scale (scale rulers, calculations etc.)
2. They will then discuss that using these models is how a designer communicates to the director, tech director, and crews what they need to plan for and build for the show
3. Give a few minutes for questions, discussions, and tangents before moving on with the students

Stock and Flats:

1. Facilitators briefly explain the use of "stock" scenic elements that are often incorporated into designs to save time and money on show
 - a. Flats: A thin piece of scenery that is made as a façade and painted to look like a wall or backdrop
 - i. Hollywood
 - ii. Theatre
 - b. Platforms: A sturdy raised level surface on which people or things can stand. Usually made 8'x4' based of how they sheet goods are sold
 - c. Stairs: a series of platforms that incrementally increase in height to allow the user to walk vertical heights (Literally nightmares to make for every show)
2. They will then explain in order to make these stock elements to fit from show to show they need to be painted so to blend with the other scenic elements on stage

Paint the world how you want it:

1. Facilitators will introduce painting (highlight and shadow) (texture)
2. Set for the construction and painting of scale (1'=1") flats for each student
3. Have them choose a backdrop or wall to paint on the facing of the flat
 - a. Walk around helping with measurements, textures, and techniques

Show and Tell

1. Have the student show off their work and explain there choices

Resources

2-3 Model Boxes of shows

Paints

Brushes

Drop cloth/paper to cover table

Tacky glue

Luan Wood (cut to the scale of the pieces of a flat) (Face, Rail, Stile, Toggle, keystone, Cornerstone)

Reflection (ACT)

Were the lessons successful? How do you know? What would you do differently next time?

Intervention (What will we do if students don't learn it?)

Enrichment (What will we do if students do learn it?)