

Teacher: Kallie Marrison	Date: 10/28/22	Subject: Theatre Title: Objects in Space - Directing Skills Learned: “Concentrate on Detail” (inspiration from Bogart book) This lesson is perfect as a sort of “pre-requisite” lesson to teaching the blocking of actors and set pieces.	Grade Level: High School (Advanced) Note: This lesson would be perfect for the first day of class.
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Common Core Theatre Standards:

TH: Pr5.1.III HS ADVANCED

Develop and refine artistic techniques and work for presentation.

PREPARE

a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

ENDURING UNDERSTANDING

Theatre artists develop personal processes and skills for a performance or design.

ESSENTIAL QUESTION(S)

What can I do to fully prepare a performance or technical design?

TH: Pr6.1.III HS ADVANCED

Convey meaning through the presentation of artistic work.

SHARE/PRESENT

a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

ENDURING UNDERSTANDING

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

ESSENTIAL QUESTION(S)

What happens when theatre artists and audiences share a creative experience?

Overview: Students will first journal several questions related to directing, then play the “This is not an...” Game (Anticipatory Set) that focuses on the concept of students focusing on details and interacting with transformed objects (which is a perfect introduction to the idea of concentration on detail). Students will then be introduced to the idea of “Concentration on Detail” and do the “Puzzle Test Shows If You Really Pay Attention” YouTube video game and then watch the “Learn how to pay attention to details (Looking to test your attentiveness?)” YouTube video (both of which are the foundational layers for the “Objects in Space” activity). Students will then be introduced to the “Objects in Space” activity, which may be modeled with objects students will not be using (to avoid them copying the modeling). Then, students will do the “Objects in Space” activity (Guided Practice Activity), then discuss/journal what they learned in class before applying this to their homework assignments (Independent Practice Activity). The whole lesson matches both standards listed above!

Materials Needed: Student journals/writing utensil, Bell Ringer Questions <http://www.andreamontgomery.net/introduction-to-directing/>, “This is not a...” Game <https://dbp.theatredance.utexas.edu/content/not-0>, Bogart’s book *A Director Prepares: Seven Essays on Art and Theatre*, “Puzzle Test Shows If You Really Pay Attention” YouTube video: https://www.youtube.com/watch?v=gs6_rck8MAA, “Objects in Space” Activity <https://broadwayeducators.com/directing-exercise-objects-in-space/>, “Learn how to pay attention to details (Looking to test your attentiveness?)” YouTube video <https://www.youtube.com/watch?v=QNH-orOEW1I>, lots of space, objects to use for display, and a roll of tape.

Student Friendly Lesson Objective (Purpose) I can...	Teacher Activities (Teacher Strategies)	Student Activities/Differentiated Instruction	Assignments
<p>“I can create a diagram with objects strategically placed in specific areas to create a lively display that will most effectively catch the eye of others”</p> <p>“I can work with/share my ideas with others to reinvent the display to make a dynamic, dramatic display that will catch an audiences’ attention”</p> <p>Vocabulary: Concentration on Detail: “When in doubt, when you are lost,</p>	<p>Anticipatory Set: “This is not a...” Game: see below for step-by-step process details</p> <p>Note: This game is perfect to introduce the concept of concentrating on details as it allows students to interact with a transformed object (which calls for extra careful attention to detail in order to successfully interact with the object).</p> <p>Essential Questions after “This is not a...” Game:</p> <p>After the “This is not a...” Game, students will break off into small groups to discuss the following questions, then we will discuss as a group:</p> <p>“What object transformations do you most remember from our exploration? Why? How did the properties/characteristics of our</p>	<p>Guided Practice/Strategies: Students will begin the “Objects in Space” exercise, starting with the individual part of the activity. Students will first look, feel, examine, lift, etc. each individual object to get acquainted with them as well as get to know the area in which these objects will be displayed. Once students feel that they have gotten to know each detail of the objects efficiently, they will then draw a diagram or picture of how they envision the objects being displayed most eye-catchingly (with experimenting around with different ideas). Once students have their diagrams/pictures done, they will be split into groups of 3-5. Each member of the group will share their display and their ideas that inspired the display. The group will then either choose one display or combine ideas from multiple displays and work on putting the display together – using the</p>	<p>Bell Ringer: Students will take out their journals and write down their answers to the following questions: Note: If students have never heard of blocking before, just have them take an educated guess or leave it blank.</p> <ul style="list-style-type: none"> ▪ “What makes a good director?” ▪ what makes a good rehearsal? ▪ what is blocking? How does it work? Who creates it? ▪ honest feedback in the role of the director. ▪ responsibility in the role of the director. ▪ the importance of preparation in the role of the director. ▪ what is the relationship between actors and director?” <p>Questions retrieved from: http://www.andreamontgomery.net/introduction-to-directing/</p>

<p>don't stop. Instead, concentrate on detail. Look around, find a detail to concentrate on and do that. Forget the big picture for a while. Just put your energy into the details of what is already there..." (Bogart, pg. 144).</p>	<p>object (tape roll) inform your transformation choices? What skills did you use to be successful in this activity? Where else in our inquiry might we want to use these skills?" Questions retrieved from https://dbp.theatredance.utexas.edu/content/not-0.</p> <p>Input: The new vocabulary for this lesson plan is "Concentration on Detail". I will read the class page 144 from Bogart's book <i>A Director Prepares: Seven Essays on Art and Theatre</i>: "When in doubt, when you are lost, don't stop. Instead, concentrate on detail. Look around, find a detail to concentrate on and do that. Forget the big picture for a while. Just put your energy into the details of what is already there. The big picture will eventually open up and reveal itself if you can stay out of the way for a while. It won't open up if you stop. You have to stay involved but you don't always have to stay involved with the big picture. While paying attention to the details and welcoming insecurity, while walking the tightrope between control and chaos and using accidents, while allowing yourself to go off balance and going through the back door, while creating the circumstances in</p>	<p>objects and space this time (and again experimenting around with different ideas). The groups will then continue to change and experiment with different ideas until the group comes to a satisfactory decision – making sure that the objects of the final display are grouped together in a manner that is dramatic and eye-catching (that an audience would find visually pleasing). The groups will then present their display to the class.</p> <p>Independent Practice / Activities: The independent practice will be their homework assignment – which will be similar to the Guided Practice activity they did earlier except this time students will be writing a short, yet detailed story (3-5 pages long) and finding 7-10 objects that they feel go along with the story's details. They will then create their own dramatic, lively eye-catching display at home based on the details of their story. They will then bring the display to class and share both their story and display with the class (justifying their decisions of where they put their objects to make it the most eye-catching as well as relating all their choices back to the story).</p>	<p>Remediation: Students with language disabilities can either type or verbally tell me any written assignments (and I will write them down); students with physical disabilities may sit while doing all activities.</p> <p>Students who need extra practice/modification with the guided practice and independent practice will work directly with me in a small group. Students will do the same "Guided Practice/Strategies" as the rest of class, but with some additional steps. Students will work together when getting acquainted with the different objects and will journal different details that they notice about the objects. They will then discuss these details in their group. Once students feel that they have gotten to know each detail of the objects efficiently, they will then work together to draw diagrams or pictures of how they envision the objects being displayed most eye-catchingly. Once several potential diagrams (or pictures have been drawn), students will then experiment with several ways in which they could potentially arrange their objects on the display based on their different diagrams (or pictures). They will then work together to figure out which arrangement of the objects being</p>
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	<p>which something might happen and being ready for the leap, while not hiding and being ready to stop doing homework, something is bound to happen. And it will probably be appropriately embarrassing.” (Bogart, pg. 144).</p> <p>Students will then be tested on how well they pay attention to detail by watching this YouTube video “Puzzle Test Shows If You Really Pay Attention”. This YouTube video game contains three levels going from easiest to hardest. It goes through 48 images with a part of the image that is different from the rest. Students must determine which part of the image is “not quite right” or “different than the other images”. Each image is onscreen for a certain length of time before the difference is revealed and the next image is shown. Students will keep track of how many of the detailed image differences they were able to spot and how many they were not able to spot in order to assess how well they are able to pay attention to detail.</p> <p>“Puzzle Test Shows If You Really Pay Attention” YouTube video: https://www.youtube.com/watch?v=gs6_rck8MAA</p>	<p>NOTE: This exercise will lead to expanding their stories and eventually learning how to create the blocking of actors and set pieces in the coming lessons.</p>	<p>displayed is the most eye-catching. Once they have reached an agreed upon display decision (making sure that the objects of the final display are grouped together in a manner that is dramatic and eye-catching -that an audience would find visually pleasing), this group will then present their display to the class.</p> <p>Enrichment: Students who have mastered the guided practice and independent practice will be put into groups of 3 or 4 and will create a short yet detailed story (they will basically work ahead by doing the “Independent Practice” homework, but in a group setting) and find objects in the classroom that they feel go along with the story’s details. They will work together to create a diagram or picture of how they envision the objects being displayed most eye-catchingly (with experimenting around with different ideas). They will then use their diagram (or picture) and work together to start putting the displays together – using the actual object and space this time (and experiment with different ideas). Once they complete this, they will present it to the rest of the class, making sure that the objects of the final display are grouped together in a manner that is dramatic and eye-catching (that an audience would find visually</p>
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	<p>I will then have the students watch the “Learn how to pay attention to details (Looking to test your attentiveness?)” YouTube video which gives some great tips and advice on how to improve paying attention to details: https://www.youtube.com/watch?v=QNH-orOEw1I</p> <p>Model: After going over the new concept from the Bogart book, taking the YouTube video game detail test, and watching the tips on improving attention to details YouTube video - I will introduce the next activity, “Objects in Space” and read them the following instructions (Note: while the resource for this activity completed this activity in 2-2.5 hours, I do not think this activity would take more than 1-1.5 hours)</p> <p>Step by Step Instructions for “Objects in Space” Activity: “Directing students are divided into groups of four or five. Each group gets seven objects, five of which are the same and fairly common. Those five might be a chair, a rehearsal block, an exercise mat, an 18-inch long two-by-four and paper plate. The two different objects may be a length of rope, a boot, a highway cone, a dial or push button</p>		<p>pleasing). They will also be asked to justify their object arrangement choices and how these choices reflect the story they wrote.</p> <p>Daily Writing Assignment: Sit down for five minutes and journal specific details of anything or anyone you may be observing, anything you hear, anything you taste, anything you smell, and anything you feel.</p> <p>Assessment / Evaluation: Students will be assessed and evaluated based on their ability to write their short/detailed story, find objects that go along with the story, and create their own diagram. Then, based on the diagram, they will create a dramatic eye-catching display as well as share their story and display with the class (and justify choices of the objects’ placement and how these choices relate back to their story)</p> <p>A grade will be given for the completion of this assignment (along with the daily journaling) and the demonstration of the understanding and application of how to use details of unrelated objects (based on their story) and put these abstract objects together to create an eye-catching display as well as be able to present this to their classmates and justify their</p>
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	<p>telephone, an old tire, a kite, a length of chain, an umbrella, etc.</p> <p>I use this exercise in one of the first weeks of my directing class. This exercise is appropriate for high school and college theatre classes. The exercise, including discussion of the environments created, takes 2 to 2 ½ hours.</p> <p><i>Exercise: Objects in Space</i></p> <p>Explanation</p> <p>This is a group exercise consisting of various steps. You must follow all steps to successfully complete the exercise.</p> <p>Each group receives the same number of objects. All but two objects in each group are the same.</p> <p>Goal: As a group to create a dynamic, visually interesting display using all of the objects. You are not creating a set on which people will act. You are not creating something realistic. You are creating a three-dimensional display that utilizes the shape, volume, textures, colors, rigidity, elasticity etc. of the items you've received in such a way as to make their combination uniquely aesthetic.</p>		<p>choices of where they placed the objects/how these choices directly relate to the story.</p> <p>See "Assessment Checklist" below for further details.</p> <p>Homework: Write a short yet detailed 3–5-page story. Find 7-10 objects that you can use to go along with the details of the story and create your own dramatic, eye-catching display at home based on your story (note – the displays can range from a physical board display or a display in a box to an online PowerPoint). Bring the display to class with you and be ready to share both your story and the display with the class. Be prepared to justify the choices you made on where the object should go on the display to best catch the eyes of your classmates as well as how that can be related back to the story you wrote.</p>
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	<p>Steps</p> <p>The first two steps are done individually. That is, by each member of the group on their own.</p> <p>STEP 1: Examine each object. Look, feel, lift, etc., each one. Know each object. Also observe the space into which these objects will be placed. (10-15 minutes)</p> <p>STEP 2: Draw a diagram and/or picture of how you envision the objects being placed to create the display. Experiment on paper, go back to the objects and take time to question your final (if they are) choices. (about 10-15 minutes)</p> <p>STEP 3: Each member of the group presents to the group their ideas regarding the display. (10 minutes)</p> <p>STEP 4: Working together, the group either decides to go with one display or to use various elements of each. Start working together with the actual objects. Once again—experimenting.</p> <p>STEP 5: Discuss, change, alter, reinvent your display until the group is satisfied with it. What makes this abstract grouping of objects interesting, dramatic, dynamic, lively? How does it work on the viewer's eye? (STEPS 4, and 5 take about 20-30 minutes)</p>		
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STEP 6: Present your display.
Discussion. (About 40 minutes)”

“Objects in Space” Instructions
Retrieved from:
<https://broadwayeducators.com/directing-exercise-objects-in-space/>

NOTE: I do not want to personally model this for students as I do not want them to feel as if they need to copy my ideas. If I were to model this, I would use objects that they would not be using for their own display to demonstrate a few different possible ways that these abstract objects can be put together to create an eye-catching dramatic display.

Check for Understanding after Model:

Students will break off into small groups to journal/discuss the following to share with the class:

- 1) What is Bogart’s idea of “Concentration on Detail”?
- 2) How can we improve our concentration and attention to detail?
- 3) What are some ideas that we could use to make the abstract objects look interesting and lively to viewers?

Closure: After the “Guided Practice/Strategies”, students will break off into small groups to discuss/write the following to share with the class:

1) What makes this abstract grouping of objects an interesting, dramatic, dynamic, lively display?

(Retrieved from:

<https://broadwayeducators.com/directing-exercise-objects-in-space/>)

2) How does this display work on the viewer’s eye?

(Retrieved from:

<https://broadwayeducators.com/directing-exercise-objects-in-space/>)

3) How was I able to strategically place objects in a diagram to create a lively display that will catch the attention of others? How can I justify the choices I made on where the objects should go to best catch the eye of those around me?

(goes along with TH: Pr5.1.III)

4) How was I able to work with/share my ideas with others to reinvent my display to make a dramatic display that will catch the attention of other? And what was the result of this shared creative experience?

(goes along with TH: Pr6.1.III)

	<p>They will then write the following in their journals:</p> <ol style="list-style-type: none">1) Write down one thing you learned2) Write down one thing you're not sure of3) Write down one thing you don't understand <p>Ask students what questions they have!</p> <p>Time Duration: 2-2.5 Hours for the whole lesson</p>		
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Anticipatory Set Step by Step Process “This is not a...” Game:

“Materials:

A roll of tape (alternate variations use a cloth, a 2-dimension figure like a triangle, a dowel rod)

Age Group:

Early Elementary/Primary

Upper Elementary/Primary

Middle School/Secondary

High School/Secondary

What is it and Why Use It?:

This is a/Not a... asks students to use their imagination and pantomime skills to transform an object into something else. This activity supports students' abilities to use specific details both in their pantomime skills and in their verbal description of the object if words are being used as a description. This activity also encourages students to explore how to infer based on context clues, and identify the main idea of an action.

Directions:

Hold up a roll of tape offer an imagination challenge for the group. The object of the game is to transform the tape roll into something it is not. For example: *This is not a roll of tape, this is my red, shiny apple* (pantomiming biting into the apple, and then making a sour face) *Yuck, with a worm inside*. Ask students to describe what you did. Reference the performance skills that actors use to transform an object including: the voice, body, imagination, face, point of view, descriptive language, etc. Explain that each person in the circle will take a turn. They will say: *This is not a roll of tape. This is a...* as they use the context clues of their performance and their words to transform the object into something new. Take questions. Pass the object around the circle so that each participant can transform the object. The pace of the game is dependent on the needs of the group, but the teacher should keep the goals of spontaneity and creativity in mind.”

“This is not a...” Game Instructions Retrieved From: <https://dbp.theatredance.utexas.edu/content/not-0>

ASSESSMENT CHECKLIST

Homework Evaluation Checklist:

- 1) Student demonstrates the ability write their short/detailed story, find objects that go along with the story, and create their own diagram. Then, based on the diagram, they will create their own dramatic eye-catching display as well as share their story and display with the class (and justify choices of the objects' placement and how these choices relate back to their story). TH: Pr5.1.III

- 2) Student demonstrates the understanding of material as well as the application of how to use details of unrelated objects (based on their story) and put these abstract objects together to create an eye-catching display as well as be able to present this to their classmates and justify their choices of where they placed the objects/how these choices directly relate to the story. TH: Pr6.1.III, TH: Pr5.1.III