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| Lesson Plan for Micro Teaching |
| Object narrative and Costume design |
| **Lesson Duration**  | 20 minutes  | **Students**  | 5 First Year Costume for performance Maja, Monika, Can, Rebekah, Emilia  |
| **Space**  | Layout shoes on the floor Give each student a chair in a circle with clear space in the middle like a rehearsal room We may need to set the room up together  |
| **Resources**  | Power point for the session – a quote and instructions for the lesson 6 pairs of shoes Labels and pens |
| **Inclusive check list**  | Introductions and reassurance Power point slides with reiterating verbal instructions – low contrast Music playing at the start Give permissions to sit down, leave the room or take time out |
| **Preparation**  | Borrow shoes Clean shoes in a large bag Prepare power point Set up the room : chairs in a semi-circle in relation to a screen Plug in and test IT  |
| **Learning outcomes** |
| * The student will gain insight into the practice of character creation for costume design.
* The student will be able to construct a character in response to an object
* The student will be able to describe their devised character to a group
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| **Timing**  | Teaching Notes  | Activity  |
| **3 minutes welcome**  | Relate this to industry practice on the first day of rehearsals | Stand in a circle Say hello, state your name and your favourite food Applaud everyone and begin the lesson  |
| **4 minutes introduction**  | Actors often build their characters from the ground up, so shoes are very important They can tell you a lot about a person – and we have got very good at reading these stories: costume designers rely on this skill in their audience, even accounting for cultural differences, to communicate character  | State your aim; To Choose your shoe from the bag – there is an element of chance operating here!Watch 2 slides of a power point while holding your shoe Power point: Actors and shoes  |
| **10 minutes** **Analysis and presentation**  |  In a collaborative art form such as theatre, a lot of practices overlap – in a fitting you and the character work together to build the physicality and psychology of the character as they get dressed: their clothes presenting to the outside world but also affecting their physicality – building their body  | Time to build a character: answer the following questions as if you were the wearer of the shoe**2 minutes** to think about your answers and note them down * Name
* Age
* Job
* What is the soundtrack to their day
* Tell me a secret about them

**5 minutes** to go around and introduce your shoes to the group **3 minutes** to place the shoes in a way that reflects the body and physicality of the wearer |
| **3 minutes** **Reflection**  |  Do you understand the capacity for clothing to tell stories? Do you understand a part of a costume designers process when visualising costume for theatre | Group discussion * What other questions would you like to ask your characters?
* Which question for your character did you like the best?
* Could you describe your characters voice?
* How do you think this kind of thinking would be useful for a costume designer?
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| **Assessment :**  | Nominated question and answer – can the student build character from a specific catalyst? Discussion - Can a student build on initial responses and develop their character further in a different way ? Presentation – can the student present to a group?  |