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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 | | | |
| **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? | |
| **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? | | |