**Subject: Quick Changes in Theatre**

**Unit: Transformation Dresses**

**Length of lesson: 1 Class Period**

**Date: TBD**

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):**  **NCSCOS** Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.  **OBJ**: | |
| **Understanding (s)/goals:**  Demonstrate comprehension of the design process by designing their own garment within the given parameters of a show. | **Essential Question(s):**  How do quick changes impact the audience?  When would a quick change be used?  How does one design and execute a successful quick change? |
| **Student objectives (outcomes):**  Students understand the purpose and importance of quick changes in theatre as well as the modes in which they occur.  Students have hands-on experience with the design and construction process for a quick change in relation to the parameters of a show. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):**  Students will pair up and be given a list of 5 musicals to choose from where they can incorporate a transformation dress. (*Cinderella, Frozen, Into the Woods, Shrek,* and *Phantom of the Opera*)  Students will design and construct a transformation dress on a mini mannequin with their partners that adequately portrays the transformation. | **Other Evidence:**  Students will complete a warm up detailing their existing knowledge on the topic of quick changes in theatre as well as any quick changes they have seen. |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**  **Teacher Input:**  A powerpoint presentation outlining the types of quick changes in theatre, the modes in which they occur, as well as a video example of William Ivey Long’s transformation dress in Rodger and Hammerstein’s *Cinderella.* Class will also be able to view my beetle-wing transformation dress as a real-life example of the mechanics of the transformation. They will not, however, be permitted to experiment with it in any way.  **Guided Practice:**  A brief question-and-answer session to address any questions the students may have before the independent practice is introduced.  **Independent Practice:**  Students will be paired up and tasked with designing and constructing a functional transformation dress on a mini-mannequin using 2 pre-prepared 15”x15” fabric swatches (of contrasting colors) as well as a roll of seam tape. The students will be allowed to choose from the following shows: *Cinderella, Frozen, Into the Woods,* and *Phantom of the Opera* I will give them required criteria for each show and explain how the quick change fits within the show.  **How did I infuse the arts and/or core subject into my thematic unit or lesson, today?**  Students will participate in the design and construction process for a transformation dress that meets criteria for the show they are designing the quick change for. They will understand the process of a quick change as well as the necessary materials required. This lesson directly relates to costume design as it is a component of technical theatre.  **How Did I Differentiate My Lesson?:**  In addition to a powerpoint presentation, I allowed the students ample room to be creative while still having criteria to meet, just as they would experience in the real world when assigned an important project. | |
| **Reflection:** | |

Materials Needed:

* 12 Mini Wooden Mannequins
* 12 Rolls of Seam Tape
* 12 15”x15” swatches of black fabric
* 12 15”x15” swatches of white fabric