

# FCPS THEATRE ARTS CURRICULUM AND INSTRUCTION

<b>Title</b>	Props, Yo														
<b>Author (s)</b>	Christopher Rushing														
<b>Type</b> (highlight one)	<table border="1"> <tr> <td style="text-align: center;"><b>Lesson</b></td> <td></td> </tr> </table>			<b>Lesson</b>											
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<b>Duration</b> (# of classes or weeks)	3 classes														
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<p><b>Objective</b></p>	<p>What is a prop and how can a prop tell a story?</p> <p>I can analyze a prop and determine what kind of prop it is based on a description of how it is used. I can develop choices about a prop and the mood, tone, and symbolism of the story that it tells.</p>					
<p><b>General Description</b></p>	<p>Students will need to know the vocabulary of properties, as well as understand how different types of props and contexts require different considerations in terms of the acquisition or creation of each prop. Students will need to be able to apply their understanding of the design process to analyze a character and develop choices, considering mood, tone, and symbolism, to brainstorm props for specific characters.</p>					
<p><b>Benchmarks/ Indicators</b></p>	<p>Formative Assessment 1 – Students will each be given an example of a prop and be tasked with sorting it into one of three categories - Personal Prop, Set Prop, or Set Dressing. Each student will be evaluated on their ability to place it in the corresponding area on a table and explain their reasoning. For an additional challenge, there is one each of a Running Prop, Soft Prop, and Costume Prop.</p> <p>Formative Assessment 2 – Groups of students are provided with an object. Students should discuss the possible mood, tone, and symbolism of the object and then create a story around the prop. Students will be evaluated on if their choices are grounded in observable qualities of the object, the association of a character with the object, their ability to use the academic language discussed previously in the lesson, and effective use of time and group assets.</p> <p>Formative Assessment 3 Students should be asked to take out a piece of paper, and in their own words define the following terms and provide 3 examples of each: • Running Props • Soft Props • Costume Props</p>					
<p><b>Key Words</b></p>	<p>Properties</p> <p>Types of props • Personal Props • Set Dressing • Set Props • Costume Props • Running Props • Soft Props</p>					
<p><b>POG Attributes</b></p>	<table border="1"> <tr> <td data-bbox="772 1325 997 1393">Communicator</td> <td data-bbox="997 1325 1222 1393">Collaborator</td> <td data-bbox="1222 1325 1446 1393">Ethical and</td> <td data-bbox="1446 1325 1671 1393">Creative and</td> <td data-bbox="1671 1325 1896 1393">Goal Directed</td> </tr> </table>	Communicator	Collaborator	Ethical and	Creative and	Goal Directed
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		Global Citizen	Critical Thinker	and Resilient Individual
<p><b>Learning Activities</b></p> <p><b><i>Warm Up</i></b> (essential questions, concepts, real life connections, prior knowledge, enduring understandings)</p> <p><b><i>Theatre Activities</i></b> (ensemble activities, physical &amp; vocal warm ups, performance activities that relate to learning objectives)</p> <p><b><i>Learning Activities</i></b> (ensemble, scene, or solo activities, self directed learning, teacher directed learning, modeling, lecture)</p> <p><b><i>Culminating Activity</i></b> (assessment of learning objective, performance based assessment, includes a critique/ response component)</p> <p><b><i>Reflection</i></b> (students articulate what was learned and what other knowledge is needed to reach learning goal)</p>	<p>TOTAL CLASS TIME (88 Minutes) 1) Introduction (5 minutes)</p> <p>2) Slideshow outlining props basics and vocabulary (20 minutes) Students should be frequently asked to respond to each new piece of academic language to establish understanding</p> <p>3) Prop Type Matching activity (15 minutes) Students will each be given an example of a prop and be tasked with sorting it into one of three categories - Personal Prop, Set Prop, or Set Dressing. Each student will be evaluated on their ability to place it in the corresponding area on a table and explain their reasoning. For an additional challenge, there is one each of a Running Prop, Soft Prop, and Costume Prop.</p> <p>4) Watch and discuss edited version of video "Why Props Matter" (20 minutes) Pause at 2:28 - What iconic props do you recognize? What makes those props so memorable? What do they say about the character? Pause at 4:08 - What did the oranges represent? Why oranges? We can put concepts onto props, if we train the audience. After video - Why do props matter? What did almost every shot of those props have in it? We connect props with characters.</p> <p>5) Group Activity - Object Inspired Story (20 minutes) Groups of students are provided with an object. Students should discuss the possible mood, tone, and symbolism of the object and then create a story around the prop. Students will be evaluated on if their choices are grounded in observable qualities of the object, the association of a character with the object, their ability to use the academic language discussed previously in the lesson, and effective use of time and group assets.</p> <p>6) Closure (5 minutes)</p>			
<p><b>Ensemble Activity (ies)</b></p>				

## Performance Activity (ies)

### Student Accommodations

(All learners, English Language Learners (ELL), students with disabilities, advanced learners)

All Learners- ◦ ELL and IEP students should be sat in the front row, but not be placed in the same groups. They should be split among all groups. ◦ All students should be provided written instructions as well as verbal instructions. ◦ Images will also be used to supplement information.

ELL Learners- ELL student should discuss in English but be allowed to write all responses in Spanish.

Students with Disabilities'-

AAP Learners-