

Sample Lesson Plan – Lighting

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VITAL INFORMATION	
Subjects (s) & Topic(s) Covered	Theatre – Design
Grade/Level	9 th -12 th Grade (H)
Standard(s)	<p>Content Area Standard: Theatre Production (D); Discipline: Theatre (T) *Based on the Wisconsin Standards for Theatre Education</p> <p>Standard 1 - CREATE: Students will generate, develop, and refine artistic work.</p> <p>TD.Cr.16.h: Collaboration Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.</p> <p>Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.</p> <p>TD.P.18.h: Design & Management Documentation Assemble documents, renderings, and artifacts in a portfolio that includes design concept and working within the parameters of a production.</p> <p>TD.P.19.h: Public Presentation Execute a production element in a classroom or public performance.</p>
Objective(s) (I Can...)	<ul style="list-style-type: none"> • I can explore theatre production design through light theory, color, and intensity. • I can use analyzation strategies to develop rationale for lighting design choices. • I can implement creative choices for lighting of a scene based off of a musical piece. • I can use my sense of hearing to create a visual depiction of my interpretation through light design.
Assessment/Rubrics	Students will be assessed on an individual basis. The project will be done in groups of 3-4 but can be adjusted based on class size. The rubric for the project is attached below.
Collaboration	Students will work in groups of 3-4 to create a concept design from a piece of music, assigned to them by the instructor. The students will create an original storyline for a scene based off of the musical piece. The students will create a design concept for the scene, create a lighting design for the scene, and further create a lighting plot.
Time Allotment	This lesson will take approximately 120 minutes, or two 60-minute sessions. Worktime will also be provided for students to work on designs in class. More time may be allotted for presentations, depending on the amount of students in the class.
Materials	Teacher Materials: Laptop, access to the internet, Google Slides , Projector/SmartBoard, Google classroom, adequate sound speakers for videos, art supplies, posterboard, light/lamp, or bright flashlights, various objects for GOBO enrichment activity.

	<p>Student Materials: Laptop, access to the internet, Google classroom, access to Google slides, access to Pinterest and Matt Kizer Lighting Design Lab, working audio/speakers, or headphones (for listening to song), pen/pencil, journal.</p> <p>Space: Standard classroom space with enough space for presentations.</p>
<p>Resources</p>	<ul style="list-style-type: none"> • Wisconsin Academic Standards for Theatre Education • Matt Kizer Scenic and Light Design • Rosco Gel Colors • Joe Edelman: DIY GOBOs
<p>IMPLEMENTATION</p>	
<p>Introduction/Anticipatory Set</p>	<p>The instructor will show a set design video from: https://www.youtube.com/watch?v=QUKDU3r6MYy “Wicked Lighting: Lighting Plot” on lighting design, lighting plots, and inspiration, as well as https://www.youtube.com/watch?v=uY4oNW6s_y0 “The Art of Theatre Lighting - War Horse for The National Theatre” to understand rationale of lighting choices.</p> <p>The students will participate in a verbal discussion, led by the instructor. Questions are on slide #3 of the Google Slides, which include:</p> <ul style="list-style-type: none"> • What are elements to consider when lighting a scene? • What is the purpose of a light plot? • What can light portray to an audience? • How does color and intensity impact a scene?
<p>Procedures</p>	<p>Direct Instruction (I Do): The instructor will verbally provide directions to the activity, with details provided on slides 6, 7, and 8. The enrichment activity directions are on slide 10.</p> <p>Guided Practice (We Do): On slide 9, the instructor will provide an example of a piece of music (In this example, the song is “Love Returns” by Andre Desplat) and a scenario for that scene. The instructor will ask for student contributions as to the elements of the scene, such as time, location, what characters are included, what lighting elements would fit the scene, etc.</p> <p>Collaborative Independent Practice (You Do Together): Students will be placed in groups of 3-4. The groups will be assigned a song by the instructor. The students will create an original storyline for a scene based on the musical piece. The students will then create a lighting design for that particular scene. The required information needed is provided on the attached rubric in detail.</p> <p>Student groups will also complete a DIY GOBO design. Using a light/lamp and an object/objects or cut outs, the groups will create a physical GOBO design that would coincide well with their lighting design and scene. They could use material, cut out a design in paper, netting, cookie cutters, etc.</p> <p>Using PowerPoint, Prezi, or another acceptable form of presenting information, the groups will present their projects to the class, which will also include their elements from the rubric, listening to the song that was chosen for that group and their GOBO design.</p> <p><i>*NOTE: This lesson could be modified in a few ways. The students could pick a scene from any play/musical/TV show/book and create an original lighting design from that inspiration.</i></p>

	<p><i>Or, instead of being assigned a piece of music for each group, the instructor could provide one piece of music for the whole class and have each group develop a story from that same musical piece and compare the different interpretations.</i></p>
Check for Understanding	<p>Time will be allotted for students to ask clarification questions after direct instructions and guided practice and directions for the verbally in front of the whole class.</p> <p>The instructor will be available during worktime to be of assistance for students who have questions or need additional help.</p>
Closure	<p>The students will write in their journals for a closing reflection and answer the following questions:</p> <ul style="list-style-type: none"> • How has this lesson changed your view on light? • What has inspired you? • If you could do lighting design for any show, what would it be? <p>Students will also watch segment 21:04 to the end of the video of https://www.youtube.com/watch?v=wqMYsjHU5rU&t=573s "Working in the Theatre: Lighting Design" video as a closing statement.</p>
Differentiation: Remediation and Enrichment	<p>Remediation:</p> <ul style="list-style-type: none"> • Students who struggle with writing and analysis will be grouped with students who are strong writers. • The instructor can be available to students who need one-on-one assistance. <p>Enrichment:</p> <p>Using a lamp/light provided by the instructor, the student groups will physically create their own GOBO that would work well with the lighting design they created. The GOBO could be created with various objects, paper cutouts, or any other creative medium.</p> <p>Students are encouraged to read Joe Edelman's article about designing your own GOBO. https://www.joedelman.com/diy-gobos</p> <p>The students will also present their GOBOs along with their presentation.</p>
Homework	<p>There is no homework for this lesson plan. However, students are encouraged to go to a theatre/play/concert/production and write a 1-page paper on the lighting design elements that they've noticed and how their knowledge of lighting design has helped with their analysis of the production.</p>

RUBRIC FOR LIGHTING DESIGN PROJECT

Name: _____ Date: _____

Group Members: _____

Song: _____

Directions: You and your group members will be assigned a song. You will create an original storyline for the scene based on the musical piece. You will then create a lighting design for that particular scene. You will also complete a DIY GOBO design. Using a light/lamp and an object/objects or cut outs, your group will create a physical GOBO design that would work well with your scene.

Please include the elements listed in the rubric. Be creative, and have fun with this!

Name of the Song	5 points
<p style="text-align: center;"><u>Brief storyline of the scene you created.</u></p> <ul style="list-style-type: none"> • At least 8-10 sentences • What is happening on the scene based on the music? <ul style="list-style-type: none"> • Who is in the scene? 	15 points
<p style="text-align: center;"><u>Pinterest Board</u></p> <ul style="list-style-type: none"> • Each student must have contributed at least 5 “pins” to create an inspiration/idea board. 	15 points
<p style="text-align: center;"><u>Visual Representation</u></p> <ul style="list-style-type: none"> • Create a posterboard drawing or use Matt Kizer’s Lighting Design Lab to create a visual representation of your lighting design. • Include what type of lights are used, what intensity, and what colors. 	25 points
<p style="text-align: center;"><u>Rationale</u></p> <ul style="list-style-type: none"> • Include explanations for each light, color, intensity, etc. used. • What elements of music affected your choices? 	25 points
<p style="text-align: center;"><u>Elements of the Scene</u></p> <ul style="list-style-type: none"> • Who are the characters? • What is the time of day? • What is the season/month? <ul style="list-style-type: none"> • What are the themes? • What is the atmosphere? 	25 points
Include at least two characters and one object in the scene.	15 points
GOBO Element creation	15 points
Group participation, collaboration, and effort	10 points
	=150 Points

Teacher Resources:

“Love Returns.” *YouTube*, uploaded by Alexandre Desplat – Topic, 7 Aug. 2018,
<https://www.youtube.com/watch?v=mneI1-jcV10>.

“Stage Design Lesson 4: Lighting Design.” *Burt’s Drama*, Online Resources for Drama, <https://burtsdrama.com/stage-designers-lesson-4-lighting-design/>. Accessed 1 Nov. 2023.

“The Art of Theatre Lighting – War Horse for The National Theatre.” *YouTube*, uploaded by Royal Opera House, 30 April 2013. https://www.youtube.com/watch?v=uY4oNW6s_y0&t=1s.

“WICKED Lighting: Lighting Plot.” *YouTube*, uploaded by WICKED The Musical, 29 Aug. 2012,
<https://www.youtube.com/watch?v=QUKDU3r6MYU>.

“Working in the Theatre: Lighting Design.” *YouTube*, uploaded by American Theatre Wing, 7 Dec. 2016,
<https://www.youtube.com/watch?v=wqMYsjHU5rU>.

Resources to suggest to the students in class:

Pinterest: <https://www.pinterest.com/>

Rosco Color Palette/Gels: <https://setshop.com/317-rosco-roscolux-english-rose-diffusion-20x24-gels/>

Joe Edelman DIY GOBOs: <https://www.joedelman.com/diy-gobos>

Matt Kizer Scenic & Lighting Design Lab: <https://scenicandlighting.com/lightlabs/>