

Look at lighting

Title: Tech Theatre (looking at lighting)

Subject/Class: Tech Theatre

Grade/Level: 9-12

Name: J.S. Peterson

Stage 1 – Desired Results (PLAN)

Content Standards:

Standard L2.T.P.7:

Understand and apply technical elements to enhance activities and dramatizations.

Standard L2.T.R.4:

Demonstrate the ability to receive and act upon **coaching, feedback,** and constructive criticism.

Understanding(s): (always)

Students will understand how light can interact with the surface it is projecting on

Knowledge: (almost always)

Students will know how light interacts with surfaces leaving shadows in a variety of hues to show texture and angles.

Skills:

N/A

Stage 2 – Assessment (EVIDENCE)**Performance Task(s) & Criteria (rubric, checklist, etc.):**

Activities, performances, etc.

Students will understand and apply technical elements to enhance activities and dramatizations through reviewing photos of several show breaking down what lighting effects they can notice from the slides. After an exercise to improve what to look or with lighting they will return to the photos and attempt to improve the number of elements they can notice additionally adding how these lighting effects enhance activities. Summatively assessed as a class with participation.

Students will demonstrate the ability to receive and act upon **coaching, feedback**, and constructive criticism through the facilitator evaluating some of what the class missed from the assessing the lighting elements in the slide show. Getting a number of lighting elements left that they missed and letting the students know that after a lighting exercise they will get a second chance as a class to see if they can find all the chosen elements they missed. Summatively assessed as a class with participation and improvements of the class score.

Other Assessments:

Students will understand how light can interact with the surface it is projecting on and students will know how light interacts with surfaces leaving shadows in a variety of hues to show texture and angles through the completion of the light and shadow lesson activities with the sketch paper being assessed from the rubric.

Materials Needed:

TEACHER

- Two adjustable arm lamps
- A color gel
- Tape
- Random simple objects
- Slide show

STUDENT

- n/a

Stage 3 – Learning Plan (DO)

Learning Activities: (and indicate instructional strategies by highlighting them in yellow)

Spot the Lighting (10m)

1. Throw up the slide show **presentation** with the lighting design of multiple high schools.
2. Gather the students around to view the designs and ask the students what they notice about the lighting on the people/sets/and stage and **discuss** it as a class.
3. For each image collect the observations to see how much the class can pick out.
4. After the students first viewing pick out angles/ shadows/ and colors they missed and give them a number per slide that they missed and let them know after the lesson they will get another chance to review the sides to see how many more they can observe.

1 point lighting Shadow and Light (30m)

1. Set a table in the center of the of class and have students bring tables around in a circle so that everyone can clearly see the table.
2. Set a few random items and an opposable arm lamp.
3. Have the students quickly draw lines to split the paper into 6 boxes.
4. Explain to the class the basic 5 angles of light and have them label each box with one of the angles.
 - a. Front
 - b. Side (Right and left)
 - c. Back
 - d. Top
 - e. Ground
5. Turn off the lights and turn on the lamp.
6. Use the lamp on the objects on the table to **present** different lighting angles and have the students draw the light and shadow on the object's outline in the correct labeled box.

2 points of light with Color (5m)

1. Once the students have finished drawing add a second opposable arm lamp with a gel tapped in front of the light.
2. Shine the two lights at two different angles and ask the students what have change about the objects and what they see.
 - a. How has the shadow changed?
 - b. What has added a color done to the objects?
 - c. How do the two lights interact?
 - d. What is the purpose of multiple points of light?

Spot the Lighting (reprise) (10)

1. **Review** the slides from the beginning of the lesson and have the students continue with their observations.
2. Using what they learned to see what they can now pick out now pick out that they missed the first time after learning how to view light, angles, and colors.
3. Additionally, ask the students this time students to begin to explain how the lighting will enhance activities and dramatizations

Other Resources:

Slide Show

<https://docs.google.com/presentation/d/1OcO44nMbi-HWDXliLK3TOp3vWaVDgG0iHv95zqhXlJc/edit?usp=sharing>

Lighting

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Drawing Design 4 points		Students Sketch the objects on the table once in each box for a total of 6 drawings	Students draw less than 6 sketches of the objects	Students did not draw anything on the sheet
Sketch 4 points	The objects drawn in each box are sketched clearly with the objects in front of them with the correct perspective	The objects in each box are indefinable as the outline of the objects on the table	There are some type of objects drawn in the box to be used as bases for the shading of the light	Students did not draw anything on the sheet
Shading 4 points	The student correctly sketched out the all shading for all 6 angles based on the angle of the light on the object in front of them	The student sketched out the shading for all 6 angles based on the angle of the light on the object in front of them	The student sketched out the shading for all 6 angles based on the angle of the light on the object in front of them but didn't correctly portray the shading on the page	Student did not shade all 6 boxes