

**Understanding by Design (UbD) Unit Plan**

<b>Title:</b> Unit and Competency _____	<b>Subject/Course:</b> Theatre
<b>Topic:</b> Lighting and Sound	<b>Designers:</b> Taylor Karns J.S. Peterson
<b>Grade:</b> 8-12	

**Stage 1 – Desired Results (PLAN)**

**Established Goals:** (What do students need to learn and be able to do?)  
Essential or Common Core Standards

Theatre Respond Standard: L1.T.R.7:  
Identify and explain why artistic choices are made in a drama/theatre work.

Theatre Preform Standard L1.T.P.7:  
Understand and apply technical elements to enhance activities and dramatizations.

<b>Understandings:</b> <i>Students will understand that...</i>	<b>Essential Question/Big Idea:</b>
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<i>Students will know....</i>	<i>Students will be able to....</i>
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***Be sure to include both language and content objectives.***

## Stage 2 – Assessment Evidence (STUDY)

### Performance Task (How will we know if they learned it?)

Summary in GRASPS form

Here is where you will develop a scenario for the activity/project.

This section is for you to develop a guide for the students on what to do.

**Goal(s):**

(Scenario for Assignment/Project)

**Role:**

(Student's role)

**Audience:**

(Who will see this information? It can be the teacher only.)

**Situation:**

(How – individually, partners, groups – the goal will be accomplished.)

**Performance:**

(What will the student do?)

**Standards:**

(The criteria for success and how it will be assessed.)

**Key Criteria:** to reflect Performance Tasks: *Examples: Rubric, Checklist, etc.*

By what criteria will performances and products be judged?

### Other Evidence (How will we know if they learned it?)

Summarized (tests, essays, work sample(s), etc.

What other evidence (quizzes, observations, Homework, etc.) will be collected to determine whether or not Desired Results identified in Stage One have been achieved?

## Stage 3 – Learning Plan (DO)

### Learning Activities (How will students learn it?)

#### PreShop:

1. Possible light and music show as the class arrives??

#### Hook:

1. Facilitators will introduce themselves to the workshop including areas of emphasis, most recent show credits.
2. They will then survey the class of experience levels in technical theatre and design. Asking the students what work they have completed in these fields.
3. For the purpose of this workshop the class will focus on lighting and sound design and theory over application and board operation.
4. Introduce some of the equipment USU has for the shows and at out disposal

**(I am running out of time before work so Mckenna and Rachel please forgive the next sections I will flesh them out promise)**

#### Sound Basics

1. Decibels
2. Other cool stuff
3. Sound effects
4. Music

#### Lighting Basics

1. Color
2. Intensity
3. Absents of light
4. Time and space

#### Mood Swings

1. Talk about mood and how light and sound create atmosphere and used together to great effect
2. How it's essential to communicate with the director and designers to make it all homogeneous
3. Talk about the mood of the room when they came in

#### Thinking like a designer

1. Give out prompts to the class of moods or emotions and have them create it with music and lighting
2. Have classmates in the class aid in the construction of each one making it a group effort to achieve the result

### Resources

Light and Sound board

Lighting equipment

Possible white board

### Reflection (ACT)

Were the lessons successful? How do you know? What would you do differently next time?

**Intervention** (What will we do if students don't learn it?)

**Enrichment** (What will we do if students do learn it?)