

Understanding by Design (UbD) Unit Plan

Title: _____	Subject/Course: Theatre
Topic: <u>Lighting & Sound Design</u>	Grade: <u>8-12</u>
	Designers: <u>Petey and Carter</u>

Stage 1 – Desired Results (PLAN)

Established Goals: (What do students need to learn and be able to do?)

Standard L1.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.

Understandings:

Students will understand that...

There is no one right way to design

Essential Question/Big Idea:

Is there a right way to design for a show?

Students will know....

Collaborative aspects of lighting and sound

Students will be able to....

Create lights and sound for an imagined space

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.

Assessment 1:

Goal(s): Students will design lighting and sound for a chosen theme

(Scenario for Assignment/Project)

Role: Lighting and Sound Designer

(Student's role)

Audience: The facilitators and the other students.

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

Situation: Partners

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

Performance: They will collaborate in creating a small lighting and sound design implementing their individual creativity.

(What will the student do?)

Standards: Students will understand the process and execution of designing lights and sound for a scene.

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

Stage 3 – Learning Plan (DO)

1 session, 1.25 hours

1. Intro to lighting
 - a. Overview: Explain that the lesson is about theatrical lighting and sound, which are essential elements in creating a captivating theater performance.
 - a. What is theatrical lighting? Briefly explain the purpose of lighting in theater.
 - i. Illumination
 - ii. Atmosphere
2. Theatrical Lighting (20 minutes)
 - a. Types of Lighting Instruments: Introduce a Source 4 and explain its functions.
 - b. Hands-On Activity: Show the students the space and observe the lighting instruments:
 - c. What is the design process for a lighting designer?
 - d. Go over the Aspects of design:
 - i. Line: Adjust Lens Degree
 - ii. Shape: Shutter Cut
 - iii. Form: Side Light
 - iv. Space: Lighting someone in a large space vs just themselves
 - v. Texture: Gobo
 - vi. Color: Gel
 1. Demonstrate basic color theory
 - a. If time: Brief breakdown of the Light Board
 2. How to navigate
 3. Breakdown section
 - e. Allow students to experiment with the controls to observe the changes in lighting effects.
3. Activity: Lighting Design (15 minutes)
 - a. Small Group Activity: Divide students into small groups.
 - b. Scenario Assignment: Give each group a specific scene or situation (e.g., a rainforest, a haunted circus, a birthday party).
 - c. Designing the Lighting: Provide each group with a small box and Gels. Ask them to design the lighting for their assigned scene, considering colors and effects to match the mood.
 - d. Presentation: Have each group present their lighting design to the class, explaining their choices and the desired effects.
4. Theatrical Sound (20 minutes)
 - a. What is theatrical sound? Explain its role in enhancing the theater experience.
 - b. Go over the Aspects of design:
 - i. Line: Hard Vs Soft
 - ii. Shape: Ebbs and flows - can you draw it?
 - iii. Form: Live or practical
 - iv. Space: Where is the sound
 - v. Texture: wind or rain
 - vi. Color: emoton
 - c. Types of Sound Equipment: Introduce microphones, speakers, and sound effects devices and their functions.
 - d. Creating Atmosphere: Discuss how sound effects and music can help set the scene and evoke emotions.
 - e. If time: Demonstrate how to adjust sound levels through the theater's sound system.

5. Activity: Sound Design (15 minutes)
 - a. Group Discussion: Engage students in a group discussion about different scenes and the sounds that could accompany them (e.g., rain sounds for a rainy scene, bird chirping for a garden).
 - b. Designing Sound: Provide each group with sound clips or simple sound effects, or have them create sounds using their voices or objects.
 - c. Sound Presentation: Have each use the previously selected scene and design the sound for it, integrating their chosen sound effects and music.
 - d. Presentation: Allow each group to present their sound design to the class, explaining their choices and how they complement the scene.

6. Conclusion and Q&A (5 minutes)
 - a. Recap: Summarize the main points covered during the lesson, emphasizing the importance of lighting and sound in theater.
 - b. Question and Answer Session: Encourage students to ask any remaining questions or share their experiences and insights.