

Grade 9

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Unit: Introduction to Production Elements of Theatre

Lesson: 1 / 3

Overall Objectives

Drama

C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components;

C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in drama activities.

Visual Arts

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

Specific Objectives:

Drama

C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works

C3.1 identify and follow safe and ethical practices in drama activities

Visual Arts

A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience

C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects

Success Criteria:

-I can use colour gels and lighting settings to create a certain mood, or emotion during a scene

- I can use different drawing techniques such as cross hatching, blending, shading, etc add texture and depth when designing costumes

-I can use painting techniques, colour choices and layering bring to life sets for the stage.

Materials:

- cellophane
- permanent markers
- tape
- flashlights

- sketchbooks/paper
- graphite
- colour pencils
- acrylic paint (colour choice up to the facilitator)
- paint brushes
- water buckets
- water

Minds On:

To engage the students into the world of production in theatre we will start with a Think- Pair- Share for each of the following videos;

Costumes:

https://youtu.be/esaPGTQo_ac

Lighting

<https://youtu.be/aOuB1OvoZxo>

Set

https://youtu.be/gn_PpeHv9oc

To guide the Think-Pair-Share you can prompt students with the following questions;

- *What do you think the hardest part of light, set or costume designing is?*
- *What do you think is the most interesting part is?*
- *What design elements do you think they need to consider in set, costumes or lighting design?*

Lesson:

Through three stations over several days students are going to have the opportunity to learn core elements when it comes to costume, set and lighting design.

Station One: Costume Design Through Gesture Drawing:

At this station, students will become costume designers for the Stratford Theatre Festival. They will be provided three different character descriptions of different characters. Based solely on this description they will be tasked with going through the steps to create a costume for their selected character.

- Step One: Identifying key costumes pieces
- Step Two: Create your body template
- Step Three: Create costumes using colour, texture, size, contrast, movement, shading etc.

Station Two: Lighting Design through Gel Colour Exploration

At this station, students will explore how colour mixing can influence a certain mood, or emotion in a scene. Students will be tasked with reading a scene from a play to determine the overall mood. In pairs students will create their own gels with cellophane and permanent markers. They will colour mix the markers onto the cellophane. Then they will attach the cellophane to a flashlight. They will then project their new gel onto a white backdrop. As the light is projected the scene will be read quickly to capture the full effect.

Station Three: Set design through Colour and Paint

At this station, students will explore how to create certain textures and finishes with only paint. Some examples of these finishes would be wood, steel, brick etc. The instructor will guide the students through the layering, colouring and other technique processes to be able to accomplish an example of each of the finishes.

Conclusion:

At the end of these three stations students will come together and through a class discussion. In this discussions the following prompts will be explored;

What was something new that you learned?

In costume, set or lighting design was there a technique you thought you would use but did not or vice versa?

What challenges arise in each design process?

Assessment

- *For assessment of the students progress of developing these three production design skills through student journals. Students will have to create at least one (two maximum) journal entry for each design category (costume, set or lighting). In this journal the students will write about how they felt at the beginning of the station through all the way to after they completed the station. They also need to add what they found to be the most valuable thing that they learnt and why?*
- *Each journal will be assessed out of 4 marks.*

Extensions:

An extension of this would be to give the students a one act play with a few characters and divide the students into three teams (costumes, set and lighting). Each team would be responsible for designing that element for that one act.