

Lesson Plan Title: Shading activity for Lighting Emotions

How can this lesson's Inherent content be based in a wide range of resources so that our students of color, students with disabilities, and other marginalized students are integral to the content?

Students will all look for their own images to use for the basis of the activity. It has no limitations for personal background or heritage. Students who might struggle with drawing or perception might not have as in-depth of a product as those with fine motor skills but can still get the overall idea based on their individual skill level. Students who have lower learning levels and/or fine motor skills may select images that meet their individual level for differentiation.

Author: Natalie Dommer

Date: May 14, 2020

Description: This lesson is designed for students to think about how lighting can help create a certain emotion or mood.

Learning Outcomes: Students will understand how shafts of light can be used to represent emotion.

Grade Level: High School Proficient

2014 National Core Theatre Standards:

TH:Cr1.1.I. a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.

Time to Teach: The overall assignment may take 3-5 days (possibly more) to complete. This will vary based on the level of your students, but you will find they enjoy trying to create the various images.

This particular lesson is for ONE day in a 45-minute class period.

Materials Required for Instruction: Paper, Eraser Emotions Worksheet, Pencil, Eraser, *optional: erasable colored pencils or colored pencils, plain sheet of paper for a partner group or small table group

Teacher should prepare a PowerPoint with 10 images showing strong emotions

Opening: In front of you and your partner(s) is a blank sheet of paper. Without saying anything aloud, I want you to think of what comes into your head when I say the word “emotion”. When I say “go”, each of you is going to write as many *emotions* on the paper as you can in 30 seconds. Ready? (*pausing in case someone has a question first*).. GO!

~ At end of time, have someone from each group share an emotion that is on their list.

Instructional Procedures:

Now we have to think like a designer.... How do we *light* emotions?

**Prior to class, Teacher should prepare a PowerPoint with 10 images showing strong emotions.*

We are going to look at ten different images and I want you to write down on your paper, what emotion(s) you think are represented in each image.

**Depending on your class, you could do this orally: do what works best for you. Sometimes, I have each group discuss as I show each image.*

Next: Look at one of the images and find out what emotions students wrote down. Take a look at the image again. 1) What color is the lighting? 2) where is the lighting coming from 3) what is the focus of the lighting?

**Again, do what works for your class. Do you want to discuss as a group? Partners? Small group?*

This is the going to be the next step in the lighting process. You will need to shade all of your boxes on the *emotions* worksheet evenly so you can use your eraser to create images that represent the given emotions.

Task: Search for images that YOU feel represent the emotions listed in each box. You will be erasing for light shafts and darkening with your pencil to show emotion as a part of lighting design. Come prepared to the next class with some of the images you would like to start working on.

Assessment: Rubric attached. This is for basic proficiency. Students will start a lighting portfolio with their own images that focus on *emotions* for lighting design.

Closing: Wherever you go in the next few days, be thinking about how lighting can affect and create an emotion. Continue to collect a variety of images for your portfolio that you can reference for future designs and don't forget to bring your emotions worksheet every day!

Please use the space below for suggestions for any adaptations or accommodations for inclusion of special needs learners.

Start with “color” for students who struggle with this higher level of thinking. Have them start with coloring the boxes with the lightness and darkness of the color(s) they feel represent the emotions.

Please use the space below to list any suggestions for multi-cultural inclusions.

This is an assignment with no cultural boundaries. Each student will have their own idea of what represents these emotions. This is fun part of design. Letting each personal develop their own concept based on their background and beliefs.

Works Cited: *attached worksheet is from Derek Lane’s “Theatre Design and Technology Workbook

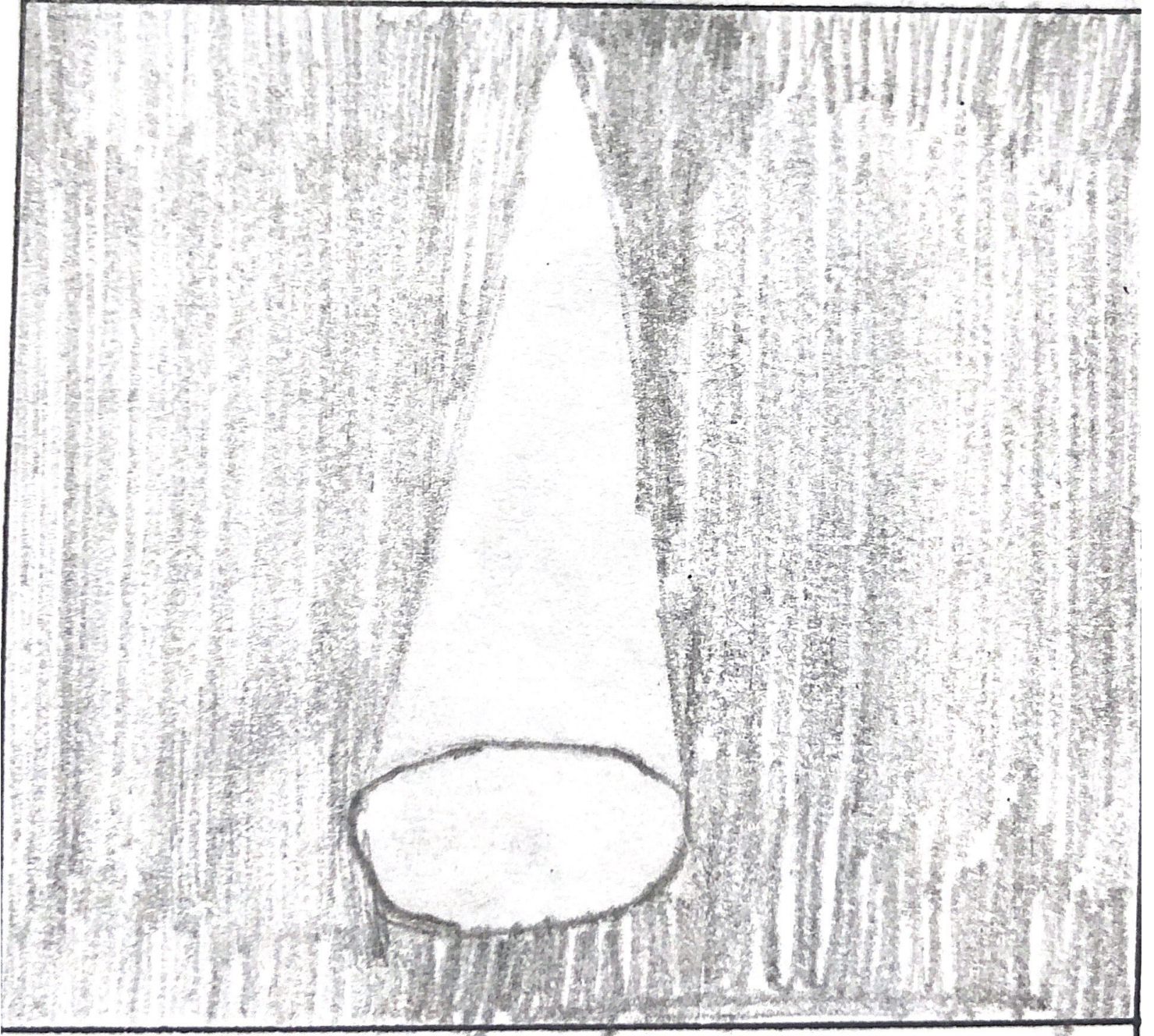
LIGHTING: ERASER EMOTIONS WORKSHEET

Name _____

USE A PENCIL TO FILL IN THE ENTIRE BOX. USE AN ERASER TO CREATE 'SHAFTS OF LIGHT' TO CREATE THE FOLLOWING MOODS OR EMOTIONS.

LONELY	ANGER	FEAR	JUBILANT	PROUD
JEALOUS	SURPRISED	SORROW	HATE	LOVE
DEPRESSED	BALANCED	DIZZY	POWER	APATHY

LONELY



IN THE CAVERNS



THE CIRCUS



Eraser World: Shafts of Light for Emotion

Proficient

Has found images that represent personal concept for each emotion

Boxes are evenly and completely shaded to clearly show the difference between light and dark shafts

Base shading is smudged evenly

Erasing demonstrates correct angles of light source projection

Erasing shows correct lightness and darkness to represent objects in location

Student can justify the design of their shafts of light

Started to use some color to help represent the given emotion(s)

Needs Work

Need to have an even base pencil layer to make shafts clear and understood

Base level of shading has not been smudged evenly to show clear location of light and shadow

Images are incomplete and do not represent all shafts of light

Did not locate images to use as a guide making source of light hard to determine

Shaft angles are inconsistent with where light source comes from

Unable to give justification for shaft design