


USE THIS LESSON TO: introduce the concept of a directorial vision and experiment with creative processes.

 45 minutes

OBJECTIVES: Students will...

- Explore the process of developing a directorial vision through observation and research.
- Make abstract choices.
- Collaborate with peers to develop and communicate artistic choices.
- Present original, creative content and ideas to peers.

PROVIDED MATERIALS:

- None

ADDITIONAL MATERIALS:

- Construction paper, colored pencils, markers, and crayons (for Pride A)
- Magazines, construction paper, glue, scissors, and other collage materials
- Paper and pencils for video
- Three pieces of poster board

PREPARATION:

- Print Challenge Sheet Packets in preparation for Pride Work.
- Preset construction paper, colored pencils, markers, and crayons (for Pride A).
- Preset magazines, construction paper, glue, scissors, and other collage materials (for Prides B and C).

OPENING RITUAL  5 minutes

As students enter the room, invite them to gather with their Prides and discuss the following prompts:

- What was it like exploring character last class? Did you find any similarities between you and the character you explored? Major differences?
- Is there anything from last session's Pride Journal that you'd like to share?

VIDEO:  10 minutes

- Ensure each student has a pencil and paper before playing the video.
- Play video: 11 Vision.
- Invite students to pay attention to Director Julie Taymor's approach to creating the design concept of Broadway's *The Lion King*. Feel free to pause the video as many times as necessary during the observation portion to allow students a chance to actively participate.

GROUP ACTIVITY: Vision Brainstorm ⌚ 5 minutes

- Ask students to share their observations of the video clips.
- As a class, discuss how this information relates to *The Lion King*.
- Brainstorm an overarching vision for the show using the prompts below. Have chart paper or a whiteboard ready to scribe student responses during this conversation.
 - In one word, how might *The Lion King* make the audience feel?
 - What adjectives would you use to describe the show?
 - What is the overall message, or moral, of *The Lion King*?
 - What central image would you use to best describe the look and feel you want this show to have? (Example: Julie Taymor's central image was a circle, which is represented throughout her production of *The Lion King*.)

PRIDE WORK: Creating a Concept ⌚ 15 minutes

- Divide your students into their Prides and distribute the Challenge Sheet Packets to one student in each Pride. These students are the Pride Leaders for today's session.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



Word Cloud

Working from the ideas outlined in the group activity, Pride A will generate a list of descriptive words documenting their vision for the play. They'll then create a word cloud in which the most important words get called out via text, colors, and textures.



Collage

Working from the ideas outlined in the group activity, Pride B will explore provided inspiration images. They will choose the images they feel best demonstrate their concept for the play and will create a collage.



Color Palette

Working from the ideas outlined in the group activity, Pride C will determine the colors and textures they will feature in their production of *The Lion King JR*. They will curate the colors and textures they feel best demonstrate their concept for the play and will create a color palette collage for the show.

SHARE: ⌚ 5 minutes

- Invite each Pride to come together to share its work.
- Combine and display all three boards to create a master vision board for the show.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What is one thing you learned from another Pride's work today?
- What do all three boards have in common?
- Why is it important for a director to have a strong vision for the production?
- What are some ways a director can communicate their vision to actors and the creative team to make sure everyone is on the same page?

Have your Prides affix their work (challenge sheets, artifacts, etc.) to the Pride Wall.

PRIDE JOURNAL 11:

Invite your students to complete a journal entry in response to this prompt:

- If you were directing a play about your life, what are three things that you would include on your vision board? Begin a vision board at home if you'd like to!