

**USE THIS LESSON TO:** explore imagery and its function in the theater.

🕒 45 or 90 minutes

### TEACHER TIP:

If you are not a visual arts teacher and you have one who would like to collaborate, invite them in to help with this lesson!

### OBJECTIVES:

 Students will...

- Understand the various ways a director's vision can be realized through design.
- Use research as inspiration for design.
- Create original puppet, mask, and costume designs.
- Present original, creative content and ideas to peers.

### PROVIDED MATERIALS:

- Extended Lesson Plan (optional)

### ADDITIONAL MATERIALS:

- Blank paper (for Pride A)
- Craft materials (optional – extended session only): newspaper, construction paper, cardboard, boxes, canisters, crayons, markers, scissors, tape, glue, paper plates, yarn, etc.
- Master vision board from Session 11: Vision

### PREPARATION:

- Print Challenge Sheet Packets in preparation for Pride Work.
- Preset craft materials in Pride locations around the room (optional – extended session only).
- Display master vision board from Session 11 at a focal point in the room.

**TEACHER TIP:** In this 45-minute session, students will create design plans for puppets, masks, and costumes. If you would like to extend the session so that Prides can build prototypes of their designs, see the included Extended Lesson Plan.

### OPENING RITUAL

🕒 5 minutes

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

- Why is it important for a director to have a creative vision? What do you think would happen in a rehearsal process if a director had no vision for the play?
- Is there anything from last session's Pride Journal that you'd like to share?

### VIDEO: ⌚ 5 minutes

- Play video: 12 Image.
- As they watch the video, invite students to pay attention to the different phases of designing costumes, masks, and puppets.

### GROUP ACTIVITY: **Research** ⌚ 5 minutes

- Ask students to find a partner within their Prides. Distribute paper and pencils to each pair.
- Instruct each pair to pick a character from *The Lion King JR.* and write their character's name on their paper.
- Have the students observe the Vision Board and identify images, words, textures, and colors that might inform the design of their character's mask, puppet, or costume.
- Ask the pairs to write their observations of the selected images. Challenge them to go beyond the literal image. Rather than "lion" they might write "circle," "warm," or "strong."

### PRIDE WORK: **Character Design** ⌚ 20 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.



#### Puppet Design

Pride A will work with their partners to create an original puppet design for their chosen character.

If you choose to extend this session to 90 minutes, the pairs will work together to create a puppet prototype. Refer to the Extended Lesson Plan for instructions.



#### Costume Design

Pride B will work with their partners to create an original costume design for their chosen character.

If you choose to extend this session to 90 minutes, the pairs will work together to create a costume prototype. Refer to the Extended Lesson Plan for instructions.



#### Mask Design

Pride C will work with their partners to create an original mask design for their chosen character.

If you choose to extend this session to 90 minutes, the pairs will work together to create a mask prototype. Refer to the Extended Lesson Plan for instructions.

## **SHARE:** ⌚ 5 minutes

- Invite each Pride to share its work and processes. If you are tight on time, ask students to display their work and allow the class to walk around observing the designs as if they are in a gallery.

## **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?
- How did the vision board impact your work?
- How could the designs you came up with influence the way the actors sing, dance, or act onstage?

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

## **PRIDE JOURNAL 12:**

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

- Think back to the personal vision board you either brainstormed about or created in Session 11. Sketch a costume, mask, or puppet design for yourself or someone else who would be a character in the play about your life. Then, describe why you made the choices you did.