

SESSION 16: ATMOSPHERE

LESSON PLAN

USE THIS LESSON TO: explore and evaluate how theatrical atmosphere is created and used.

🕒 45 minutes

OBJECTIVES: Students will...

- 🔥 Create lighting designs for two contrasting scenes from *The Lion King JR.*
- 🔥 Create soundscapes for two contrasting scenes from *The Lion King JR.*
- 🔥 Choreograph movement for two contrasting moments from *The Lion King JR.*

PROVIDED MATERIALS:

- 🔥 None

ADDITIONAL MATERIALS:

- 🔥 Paper and pencils for video
- 🔥 Scissors, flashlight, fabrics, multicolored container lids or plastic wrap (for Pride B)
- 🔥 Set model made in Session 14: Space (for Pride B)

PREPARATION:

- 🔥 Preset supplies for Pride B.
- 🔥 Print Challenge Sheet Packets in preparation for Pride Work.

OPENING RITUAL 🕒 5 minutes

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

- Last time we learned how sounds help tell a story. What do you think are ways to make a story accessible to audience members who are Deaf or hard of hearing?
- Is there anything from last session's Pride Journal that you'd like to share?

VIDEO: 🕒 5 minutes

- Ensure each student has a pen and pencil before playing the video.
- Play video: 16 Atmosphere.
- As they watch the video, invite students to pay attention to the different elements that help create the atmosphere.

TEACHER TIP: Students will need a pen and paper to write down their observations for lighting, sound, and movement. Feel free to pause the video during this time.

GROUP ACTIVITY: **Jungle Atmosphere** 🕒 10 minutes

- Ask students to find an open space in the room.
- Ask students to imagine they are in Timon and Pumbaa's jungle. Ask open-ended questions like: What do you see? What do you hear?

- Challenge students to become part of the jungle and make a movement and a sound that accompanies their choices. For example, if a student chooses to become a tree, they might stand tall and make the sound of the leafy branches blowing in the breeze.
- Allow your students a few moments to experiment with their ideas.
- After everyone has created their movements and sounds, have one volunteer leave the room.
- Pick an atmosphere (example: celebratory, creepy, sad, etc.), and have the students in the room begin their movements and sounds, this time creating the assigned atmosphere.
- Encourage students to use sound, vocal inflection, movement, classroom lights, and materials in the room to create the atmosphere.
- Have the volunteer re-enter the classroom. Ask the volunteer for observations about the atmosphere. Can they identify the atmosphere?
- Repeat the exercise several times with different volunteers and atmospheres.

PRIDE WORK:

Exploring Theatrical Atmosphere

🕒 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.



Sound Design

Pride A will determine the appropriate atmosphere for two contrasting moments in *The Lion King JR.* and will create a corresponding soundscape for each moment.



Lighting Design

Pride B will determine the appropriate atmosphere for two contrasting moments in *The Lion King JR.* and will create a corresponding lighting design for each moment.



Movement

Pride C will determine the appropriate atmosphere for two contrasting moments in *The Lion King JR.* and will use movement to show two contrasting ways characters enter the stage.

SHARE:

🕒 5 minutes

- Invite each Pride to share its work. Challenge the Prides to explain why they made the choices they did.
- Optional extended share: combine the three Prides to showcase all the elements (sound, light, and movement) working together to create the same atmospheric goals.

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?
- Who do you think determines the atmosphere – the writer, composer, director, designer, or actor?
- How does a change in atmosphere help to tell the story?

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

PRIDE JOURNAL 16:

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

- How would you use sound, light, and movement to show two contrasting moments or locations at school?