

**USE THIS LESSON TO:** explore the role of the director and the concept of directorial vision in the theater.

🕒 45 or 60 minutes

**OBJECTIVES:** Students will...

- 🔪 Work as a class to brainstorm imagery related to *The Lion King KIDS*.
- 🔪 Work in groups to develop a directorial vision for a setting in *The Lion King KIDS*.
- 🔪 Use visual arts skills to communicate concept and imagery through the creation of vision boards.

**ADDITIONAL MATERIALS:**

- 🔪 Glue Sticks
- 🔪 Magazines and other paper images and items for collages
- 🔪 Pencils, crayons, markers, scissors, and any other necessary items for collages
- 🔪 Smartboard or blackboard
- 🔪 Three poster boards

**PREPARATION:**

- 🔪 Print Challenge Sheet Packets in preparation for Pride Work.
- 🔪 Preset collage supplies in Pride locations around the room.

**TEACHER TIP:** It is necessary for these materials to be printed in color in order to set students up for success during today's activity!

**VIDEO:** 🕒 5 minutes

- Play video: 9 Vision.
- Invite students to pay attention to the creative ways in which the director identifies and communicates their vision for the show.
- The video will introduce a director's job in the theater and will explore the concept of a directorial vision. The video will explore how a director's vision moves from concept to execution, and will introduce vision boards as a tool for communication.

**GROUP ACTIVITY:** **Word Wall** 🕒 10 minutes

- Gather the class around the smartboard or blackboard.
- Ask the class to imagine they are directors for a production of *The Lion King KIDS*.
- Read the following description of the Elephant Graveyard scene to the class:

*Simba and Nala have disobeyed Zazu and have run off to the Elephant Graveyard where hungry hyenas roam. This is beyond the borders of the Pridelands, and the cubs find themselves in real danger before they are saved by Mufasa.*

- Have the class create a “word wall” for the Elephant Graveyard using these prompts:
  - What ideas or words come to mind?
  - What words describe this scene?
  - What colors represent the emotions, characters, and setting?
  - What emotions would you want the audience to feel during this scene?
- Repeat the above exercise with the following description of Pride Rock:

*Rafiki has called to the animals of the Pridelands to make a great announcement: the future king has been born! The animals of the Pridelands gather for a ceremony to welcome Simba.*
- Repeat the above exercise with the following description of the Jungle:

*Simba runs away from his problems and meets Timon and Pumbaa. The unlikely friends show Simba around their jungle home and welcome him to paradise. They explain their motto: “Hakuna matata”... no worries!*

**TEACHER TIP:** If you are working with an advanced group, consider adjusting the group activity to brainstorm a word wall for the show as a whole. Then, in their Prides, students will have to determine how the vision for the overall show translates to their designated setting.

### PRIDE WORK:

#### Vision Board

🕒 20 minutes (to go deeper, add an additional 15 minutes)

- Divide your students in 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.
- The Challenge Sheet will prompt each Pride to create a vision board. This vision board will be inspired by various settings found in *The Lion King*. (Note: Each Pride will receive a different setting)
- Invite students to use the words on the word wall to help aid them in creating their vision board. Example: Students can choose a word from the word wall and find photos, colors, or textures that help to bring that word to life.

**TEACHER TIP:** Remind each group that they are coming up with an overall concept for their setting – the set designers will design the set. The director’s job is to tell the designers and actors about the overall world of the play.

### SHARE:

🕒 5 minutes

- At the end of the activity, have each Pride share its vision board with the class.

### REFLECTION:

🕒 5 minutes

Use these prompts to facilitate a discussion with your class:

- How did you choose what to include on your vision board?
- How would your vision board help the actors?
- How would your vision board help the designers?

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

### PRIDE JOURNAL 9:

Invite your students to complete a journal entry in response to these prompts:

- Pick one of the settings of the play you've been working on.
- Using a page in your Pride Journal, create a collage and/or draw a vision board. Just like the vision board you made in class, this should be a collection of ideas, not an exact drawing.