Lighting Design Unit Plan

Unit Author	
First and Last Name	Samuel Gonzalez
Author's E-mail Address	gsam3841@gmail.com
Course Name(s)	Introduction to Educational Theatre
Course Section(s)	
School City, State, Zip	Houston, Texas, 77204
Instructor Name(s):	Frank Chuter

Unit Overview	
Unit Plan Topic	Lighting Design
Curriculum-Framing Questions	
Overview (Goal)	This unit will introduce the students to the process of creating a lighting design for a play while developing their understanding of color theory, lighting paperwork, operating a light board, and script analysis through the perspective of the designer.
Rationale	Recognizing and practicing in the role of a lighting designer is an important aspect of a student's overall understanding of theatre because lighting is an essential part of every production. Students not only are exposed to an area of the technical side of theatre they may be unfamiliar with, but they also learn about the steps and process a designer carries out as they create a design for a show, from analyzing a script to programming the lights on a board. Furthermore, the process of designing engages students in practicing their skills of text analysis and understanding context clues, which can be applicable in their ELA classes and with the creation of lighting paperwork, students also are given opportunities to hone their organization skills.
Learning Objectives	
-The student will **understand** how to analyze a script from the perspective of a lighting designer. -The student will **identify** the influence that color theory has in designing lights. -The student will **create** an inspiration board for their analysis of the play. -The student will **demonstrate** their knowledge of programing stage lights with a lighting board. -The student will **differentiate** the proper use of different lighting paperwork in the theatre.	
Content	
1) Script analysis as a lighting designer 2) Color Theory	

3) Inspiration Boards
4) Board Operation
5) Creation of Lighting Paperwork

Instructional Strategies

1) Teacher-Led Lecture/Discussion of Analyzing a Script
   - After reading a script, the teacher will guide the students through the script, pointing out key parts of the script that will play a part in the creation of their lighting design. The teacher will include aspects of the script such as setting, time, location, special lighting moments, etc. as they instruct the students on what parts of the script have an impact on the way they may design lights for the show. This may begin as a lecture but can then shift into the students taking the lead and discussing their findings within the script.
2) Color Wheel Conversation (With Posters!)
   - The students will create their own posters depicting the color wheel. The teacher will use the students' posters to explain primary, secondary, and tertiary colors on the wheel. The teacher can further the discussion by explaining what colors on the wheel can be defined as complimentary and analogous.
3) Inspiration Board Museum
   - The teacher will print out various inspiration boards that were created for different plays and the students will record their observations for what they see in the inspiration boards (mood, colors, tone, setting, etc.) Once the students have written their findings, the class will discuss what they saw as the teacher guides them through the correlation between what was on the inspiration board and how it pertains to the play. This will show the students what an inspiration board is and how it can be used to convey a design by using actual examples of inspiration boards.
4) Hands-On Board Operation (with paper examples)
   - To demonstrate the functions of using the lighting board, the teacher will walk through the different features and functions of the lighting board. Using paper copies of a lighting board and colored pieces of paper as markers, the students can all practice operating a board while one student is using the actual board. They can rotate throughout the activity so all students will have practice using an actual lighting board.
5) PowerPoint Presentation on Lighting Paperwork
   - The teacher will utilize a PowerPoint to explain the purpose of different pieces of paperwork used by lighting designers, while also highlighting the required information of each document. This will include lighting plots, magic sheets, and cue lists.

TEKS Measured

§117.323.c.1.A define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound
§117.323.c.1.E read scripts and apply basic script analysis techniques to technical theatre elements
§117.323.c.2.B recognize the design process of analysis, research, incubation/selection, implementation, and evaluation to a theatrical product such as a rendering, model, and sketch
§117.323.c.2.F recognize communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models
§117.323.c.2.E define creativity as it relates to personal expression in technical theatre and design

§117.323.c.3.B identify the safe use of lighting equipment such as instruments, dimmers, and controllers

Approximate Length of Unit

3 weeks

Materials Needed

Lighting Board, Computer, Stage, Stage Lighting Plot, Projector/TV Screen, Scripts for Students

Prerequisite Skills

-Basic script reading (understanding dialogue, characters, and stage directions)

-Know parts/areas of the stage

-Basic understanding of lighting instruments and equipment

-Basic understanding of principles of design

Assessment

Formative:

- Color Wheel Poster
  The students will create a color wheel poster that also will display 2 examples of analogous and complimentary colors.
- Programming Practice
  As each student cycles through using the actual board, the teacher will ask them to turn on a specific channel, go to a certain cue, and program a new cue.
- Lighting Plot Labeling
  The students will identify the different pieces of information found on a lighting plot, including focus, color, unit number, circuit, channel, and dimmer.

Summative:

- Lighting Look Presentation
  The students will create lighting looks for 3 different moments within the show.
- Inspiration Board and Brief Analysis
  The students will create an inspiration board for their lighting moments they have selected. They will also turn in an analysis that defends their choices for why they included the different components in their inspiration board.