

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

🕒 45 or 90 minutes

**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:**

- Costume Design Template (for Pride B)
- Mask Design Template (for Pride C)
- 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 Costume Design Template (enough for each student in Pride B).
- Print Mask Design Template (enough for each student in Pride C).
- 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 provided Extended Lesson Plan.

**OPENING RITUAL:** 🕒 5 minutes

- Gather students in a large standing circle.
- Distribute djembe drums to this session's Pride Leaders.
- Focus the class and ask students to facilitate their physical and vocal warm-ups, followed by the drum circle activity using the established call-and-response format.

### VIDEO: ⌚ 5 minutes

- Play video: 12 Image.
- The video will explore the use of imagery in design and examine how a director's vision can be realized through design. The video will focus on the costume, mask, and puppet design process and how a design is executed and brought to life on stage.

### GROUP ACTIVITY: Research ⌚ 3 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 Master 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 ⌚ 25 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Distribute Costume Design Templates to Pride B, Mask Design Templates to Pride C, and blank paper to Pride A.
- 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:

⌚ 2 minutes

Use these prompts to facilitate a discussion with your class:

- How did the vision board impact your work?
- How did you convey character through design? How did you use imagery in your design?
- What similarities and differences do you notice between the various designs?

### PRIDE JOURNAL 12:

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

- Using the personal vision board you created for Session 11, sketch a costume, mask, or puppet design for yourself or someone else in your life. Then, describe why you made the choices you did.