

Spectacle and Sound Unit.

(Frontloading of history and what is out there). Sound - tunnels in Rome to create thunder. Greeks - structure of amphitheatre and types of rocks that were used to help amplify the sound. Lighting - Simulate daylight.

Objective: Students will build sounds or lights for a selected scene.

Standards:

P.5.SCI.2 Execute a component of a theatrical design (e.g., build a set unit, hang/focus light plot, construct a costume piece, style hair, apply makeup)

CN.10.SCI.3 Identify various design theories (e.g., color theory, elements of design, lighting theory)

CN.11.SCI.9 Identify technological advances in theatre (e.g., projection, lighting, sound, editing and design software)

CN.11.SCI.8 Identify connections between theatre history and student-developed stagecraft

P.5.SCI.1 Research technical elements to increase the impact of a presentation (e.g., lighting, scenery, sound, props)

Technology: <https://scenicandlighting.com/colorlab/> (Free tool. If you pay for a subscription you can put an actual set and move figures around the stage.)

YOU CAN DO THIS AT HOME, because it was used by Ancient Greeks and Romans.

Work done before the lesson: Write or borrow a scene where you then record two actors saying and doing things without the sound effects or lighting.

Scene must include references to suggested sound or lighting effects. Examples include, but are not limited to:

“I am so happy that you are here to see the sunset!”

Stop throwing Knives at me!”

“I don’t have a duck.”

“Yes you do, I stepped on it.”

“I thought you were on a diet.”

“I am.”

“Why did you open the fridge door?”

“The duck was hungry.”

“Are the police here?”

“Why do you ask?”

“I see weird lights.”

Students choose: Lights or Sound

Students choose: Era of technology

Extending the lesson: Creating a pitch for a soundscape / lightscape to get the bid for a design for a specific show with light plot and sound plot. Example look at <https://www.davidlanzaaudio.com/northside-hollow>

	1	2	3	4
Student included theory behind design by written justification, sound clip, or visual aide.				
Student used historically accurate links to advances in theatre technology.				
Student developed component is efficiently designed and sufficiently expresses the idea.				
Student's design supports the story of the scene.				
Student provides a works consulted page.				