


**USE THIS LESSON TO:** introduce the concept of a directorial vision and experiment with creative processes.

 45 minutes

**OBJECTIVES:** Students will...

- Explore the process of developing a directorial vision through observation and research.
- Make abstract choices.
- Collaborate with peers to develop and communicate artistic choices.
- Present original, creative content and ideas to peers.

**PROVIDED MATERIALS:**

- Cultural Inspiration Images (for Pride B)
- Color palette Inspiration Images (for Pride C)

**ADDITIONAL MATERIALS:**

- Construction paper, colored pencils, markers, and crayons (for Pride A)
- Magazines, construction paper, glue, scissors, and other collage materials
- Paper and pencils for video
- Three pieces of poster board

**PREPARATION:**

- Print all Inspiration Images.
- Preset construction paper, colored pencils, markers, and crayons (for Pride A).
- Preset magazines, construction paper, glue, scissors, and other collage materials (for Prides B and C).

**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

- Ensure each student has a pencil and paper before playing the video.
- Play video: 11 Vision.
- The video will introduce the concept of a director's vision and the process for creating a vision. The video will initiate an activity in which students write observations of images on the screen. Encourage your students to write their observations in a stream-of-consciousness style. Additionally, the video will introduce the concept of a vision board, comprising collage, color palette, and word cloud, and its function as a communication tool for a director.

### **GROUP ACTIVITY:** Vision Brainstorm ⌚ 10 minutes

- Ask students to share their observations of the video clips.
- As a class, discuss how this information relates to *The Lion King*.
- Brainstorm an overarching vision for the show using these prompts:
  - In one word, how should *The Lion King* make the audience feel?
  - Whose story are we following?
  - What adjectives would you use to describe the show?
  - Where does this show take place?
  - What images come to mind when you think of this location?
  - What is the main idea of the show?
  - What do you think the message, or moral, of the story is?
  - What central image would you use to best describe the look and feel you want this show to have? (Example: Julie Taymor's central image was a circle, which is represented throughout her production of *The Lion King*.)

### **PRIDE WORK:** Creating a Concept ⌚ 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.
- Distribute Cultural Inspiration Images to Pride B.
- Distribute Color Palette Inspiration Images to Pride C.
- Distribute collage materials to Prides B and C.
- Distribute construction paper and writing materials to Pride A.
- Distribute a large piece of poster board to each Pride.



### World Cloud

Working from the ideas outlined in the group activity, Pride A will generate a list of descriptive words documenting their vision for the play. They'll then create a word cloud in which the most important words get called out via text, colors, and textures.



### Cultural Collage

Working from the ideas outlined in the group activity, Pride B will explore provided images of textiles, beading, and makeup. They will choose the images they feel best demonstrate their concept for the play and will create a collage.



### Color Palette

Working from the ideas outlined in the group activity, Pride C will determine the colors and textures they will feature in their production of *The Lion King JR*. They will curate the colors and texture they feel best demonstrates their concept for the play and will create a color palette collage for the show.

### SHARE: ⌚ 5 minutes

- Invite each Pride to come together to share its work.
- Combine and display all three boards to create a master vision board for the show.

### REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What do all three boards have in common?
- Why is it important for a director to have a strong vision for the production?
- How do you think the director communicates her vision to the actors and creative team (designers, music director, choreographer)?

### PRIDE JOURNAL 11:

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

- Create a vision board for a play about your life. You can use images, drawings, words, colors, and anything else to help communicate your vision. What would your directorial vision be?