

**USE THIS LESSON TO:** explore and evaluate how theatrical atmosphere is created and used.

 45 minutes

**OBJECTIVES:** Students will...

- ✎ Create lighting designs for two contrasting scenes from *The Lion King JR.*
- ✎ Create soundscapes for two contrasting scenes from *The Lion King JR.*
- ✎ Choreograph movement for two contrasting moments from *The Lion King JR.*

**PROVIDED MATERIALS:**

- ✎ None

**ADDITIONAL MATERIALS:**

- ✎ Paper and pencils for video
- ✎ Scissors, flashlight, fabrics, multicolored container lids or plastic wrap (for Pride B)
- ✎ Set model made in Session 14: Space (for Pride B)

**PREPARATION:**

- ✎ Preset supplies for Pride B.

**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 pen and pencil before playing the video.
- Play video: 16 Atmosphere.
- The video will introduce the concept of theatrical atmosphere in the theater through an activity in which students will observe different atmospheres related to *The Lion King*. The video will also explore how atmosphere can be created on stage through sound, lights, and movement.

**GROUP ACTIVITY:** **Jungle Atmosphere**  10 minutes

- Ask students to find an open space in the room.
- Ask students to imagine they are in Timon and Pumbaa's jungle. Ask open ended questions like: What do you see? What do you hear?

- Challenge students to become part of the jungle and make a movement and a sound that accompanies their choices. For example, if a student chooses to become a tree, she might stand tall and make the sound of the leafy branches blowing in the breeze.
- Allow your students a few moments to experiment with their ideas.
- After everyone has created their movements and sounds, have one volunteer leave the room.
- Pick an atmosphere (example: celebratory, creepy, sad, etc.), and have the students in the room begin their movements and sounds, this time creating the assigned atmosphere.
- Encourage students to use sound, vocal inflection, movement, classroom lights, and materials in the room to create the atmosphere.
- Have the volunteer re-enter the classroom. Ask the volunteer for observations about the atmosphere. Can he or she identify the atmosphere?
- Repeat the exercise several times with different volunteers and atmospheres.

### PRIDE WORK:

#### Exploring Theatrical Atmosphere

🕒 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.



#### Sound Design

Pride A will determine the appropriate atmosphere for two contrasting moments in *The Lion King JR.* and will create a corresponding soundscape for each moment.



#### Lighting Design

Pride B will determine the appropriate atmosphere for two contrasting moments in *The Lion King JR.* and will create a corresponding lighting design for each moment.



#### Movement

Pride C will determine the appropriate atmosphere for two contrasting moments in *The Lion King JR.* and will use movement to show two contrasting ways characters enter the stage.

### SHARE:

🕒 5 minutes

- Invite each Pride to share its work. Challenge the Prides to explain why they made the choices they did.

## REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- Who do you think determines the atmosphere – the writer, composer, director, designer, or actor?
- How does a change in atmosphere help to tell the story?
- How are the director's vision for the show and the atmosphere of each scene related?

## PRIDE JOURNAL 16:

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

- Pick an environment you encounter regularly (your living room, a classroom, etc.). Describe two moments in your life when the atmosphere was different in this location. How did it look, sound, and feel in each instance?