

USE THIS LESSON TO: introduce students to designing for the stage and to provide hands-on experience in creating theatrical masks.

 60 minutes

OBJECTIVES: Students will...

- Learn about the role of designers, including mask designers, in the theater.
- Use directorial vision to inspire design.
- Work in small groups to create a mask.

PROVIDED MATERIALS:

- Hyena Image (for Pride A)
- Lion Image (for Pride B)
- Warthog Image (for Pride C)

ADDITIONAL MATERIALS:

- Additional craft materials (examples: colored paper, fabric scraps, pipe cleaners)
- Glue sticks
- Paper plates
- Scissors
- Smartboard or blackboard
- Strips of paper to attach to masks
- Vision boards (from previous session)

PREPARATION:

- Preset craft materials in Pride locations around the room.
- Cover the Character Signs from Session 1 for Pumba, Nala, and Hyenas if they are displayed in your room.

VIDEO:  5 minutes

- Play video: 10 Spectacle.
- The video will lead students through their warm-up.
- The video will introduce the various types of designers and their roles in the theater. The video will focus on the mask design process, highlighting Mufasa and Scar's masks.

GROUP ACTIVITY: **Character Word Wall**  10 minutes

- Gather your students around the smartboard or blackboard with the following three characters written along the top: Shenzi (the wise-cracking hyena), Pumbaa, and Nala.
- Ask your students to imagine they are designers for a production of *The Lion King KIDS*.

- As in Session 9: Vision, lead your class in a “word wall” activity using the following prompts:
 - What type of animal is this character?
 - What are the physical characteristics of this character?
 - What are his or her personality traits?
 - What are some emotions this character experiences throughout the play?
 - What colors come to mind for this character?
- Write their answers below the respective character’s name.

PRIDE WORK:

Mask Making

🕒 35 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session’s Pride Leaders.
- Distribute the Hyena Image to Pride A, the Lion Image to Pride B, and the Warthog to Pride C.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.
- The Challenge Sheet will assign a character from *The Lion King KIDS* to each Pride for which they will create a mask. The Prides will answer a series of questions and reference the vision boards they created during the previous session to generate an aesthetic for their masks. Using paper plates and craft supplies, each Pride member will create his or her own mask for the character selected. Each student must use the vision board and class answers to influence her design, but no two masks need to look the same.

TEACHER TIP: Once the masks are dry, you can staple them to 3”- 4” wide strips of paper. The strips of paper can be fit to the crown of your students’ head and stapled together. This will create a finished crown mask.

SHARE:

🕒 5 minutes

- Invite each Pride to share their assigned character and their process for creating their mask.
- Ask each Pride member to display his or her mask. Ask the class to offer observations about what they like, notice, or wonder about the mask designs.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- How did your vision board help you as a designer?
- What does your mask design tell the audience about your selected character?
- Looking at mask designs for the same character, what similarities or differences do you notice?

PRIDE JOURNAL 10:

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

- Which character in *The Lion King KIDS* is most like you? Draw a mask combining your personality with the character's animal qualities.