Lesson Plan Thinking Map

I. Pre-Lesson Planning

1. Contextual Factors

a. Students' prior knowledge & skills: Students have knowledge on scenic and costuming for the theater. They have some knowledge on theater lighting. The students know how to call cues and focus lights.
b. Students' MIs & learning styles: Kinesthetic, Interpersonal: Most of my students are hands on learners.
c. Students' interests:

2. Learning Goals

a. Relevancy: Students will be able to understand ways to light their world up, and how many colors represent an emotion
b. TEKS/CCRS/ISTI:

(**A) identify and safely use technical theatre tools, equipment, and materials;**
(B) develop theatre production skills by:
(iii) hanging and focusing lighting instruments and using dimmers and controllers;
(iv) identifying electrical theory and practice as it applies to theatrical lighting;
E) illustrate how technology has changed theatre such as how stage lighting has progressed from limelight to digital light

c. TLW: TLW learn how to patch a lightboard. TLW will learn how to program cues. TLW learn vocabulary such as fader, sub master, and dimmer
d. Challenge (Bloom's):
e. Variety (MIs):Linguistic, Visual
f. Authenticity:

OBJECTIVE: The student will learn how to program cues on a lightboard and then will be asked to create and cue a lighting overture as a group project.

3. Assessment Plan

a. Alignment with Learning Goals:
b. Multiple approaches:
c. Formal/informal:informal
d. Formative/summative: formative
e. Adapted to individual needs:

II. Lesson

4. Design for Instruction:

1. Get Students Ready to Learn (get attention, communicate goals, activate prior knowledge)
   → *Bloom's Knowledge*
   - The students will be given a list of colors. I will give them two minutes to write certain moods that can be represented by each color.

2. Present Advance Organizer (focus students' attention on specific points of your explanations)
   a. We will then discuss these colors and the number of moods that can be associated with them.

3. Present New Information (engage through questioning technique)
   → *Bloom's Comprehension*
   - The students will look up the definition of dimmer, channel, soft patch and circuiting.
     - As a class, students will share their definition for the words.
   - We will look at a light plot and locate these terms on the light plot.

4. Explanation/Demonstration (task analysis for ***skills***)
   → *Bloom's Comprehension & Application*
   - As a class, I will demonstrate how to patch a lighting board
     - I will have the students take notes on the key strucking
       - The students will first go to the blind mode on the board
       - They will then click patch
       - They will enter the dimmer number (which is the number that the light is plugged into)
       - Then enter the channel number (which is the number of the fader that the light will be dimmable by.
   - After showing the students how to patch, we will walk through how to cue a show. (cueing a show is where the board operator just has to hit a go button and the light board has been programmed to create certain looks.)
     - The students will take notes on this key stroking as well
       - A look will be created with the faders.
       - They will then click record cue and then a number

        - They will then enter fade times (the speed in which they light comes up and goes out.
    - We will write multiple cues and then will run the cues that we have programmed.
        - We will take the board to cue 0
            - The key stokes will be the GO TO button and then the CUE button then the number 0 and ENTER
            - We will then hit GO every time we want the look to change
    - I will then show the students how to delete cues and to load a new show on the board
        - The key stroke is CUE then NUMBER then DELETE
        - To load a new show
            - You click FILE and then LOAD NEW SHOW

5. Guided Practice (for ***skills***)
    → *Bloom's Application*
    - The students will the volunteer to come up to the light board.
        - I will have one student load a new show and patch the board according to a light plot
        - I will then have a student record a set of 3 cues
        - Another student will record three cues
        - Then another student will come and run the board and press GO

6. Extended Practice (for ***skills***)
    → *Bloom's Application & Analysis*
    - The students will be divided into a group of four
    - Their group project is to find an overture to a musical, patch the board, and then write cues for that overture.
    - The overture is to be at least 3 minutes long but not longer than 5 minutes.
        - The students are encouraged to cut gels and put them into their lighting instrument to create a certain mood
    - The students will have a block of time each class period to write the cues on the board.
    - They should use the notes taken during the instruction portion of the lesson to write their show.
    - As a class we will watch each others overtures.

7. Closure Activities (assessment & expand student thinking)
    → *Bloom's Synthesis & Evaluation*
    - As a class we will discuss the up and downs of writing cues and the process.
    - The students will be graded on:

- Creativity
- Design
- Group interaction
- Key stroking

8. Differentiated Instruction

a. Facilitating

- The student will be put with a group that can assist them. This is a good opportunity for peer teaching.
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b. Challenging

- These students will be grouped together as well. They will be encouraged for their overture to be closer to the 5 minutes.
- I may also challenge these students by putting them with a group of students that may need some help.
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