

National Coalition for Core Arts Standards

Theatre Model Cornerstone Assessment: High School Proficient I

Discipline: Theatre

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Lighting Design/Personal Aesthetic

Description: Students will explore how lighting design can create an impact and communicate the story of a song. Students select a 90-second piece of music based on an assigned theme and conceptualize and actualize a design incorporating light, shadow, color, and pattern. Students investigate personal connections to a prompt in order to develop personal aesthetic, explore the creative process, and develop and actualize a lighting design concept. Students will present their 90-second lighting presentation and a process portfolio.

Grade: High School Proficiency I

In this MCA you will find:

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Differentiation Strategies <input checked="" type="checkbox"/> Strategies for Inclusion
<input checked="" type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment:

(Note: If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately 25-30 hours To be determined by the individual teacher

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

- *Identify the effect of various lighting fixtures. (Create/Conceptualize)*
- *Describe how lighting design creates an impact. (Connect/Research)*
- *Interpret a stimulus through personal aesthetic. (Respond/Interpret)*
- *Justify artistic selection. (Connect/Empathize)*
- *Synthesize technical knowledge and personal aesthetic in order to create a design concept. (Create/Conceptualize)*
- *Explore multiple ways that design choices may communicate their concept. (Create/Develop)*
- *Rehearse and refine lighting design choices. (Create/Rehearse)*
- *Demonstrate and justify their lighting choices. (Perform/Share)*
- *Modify lighting choices. (Respond/Evaluate)*
- *Demonstrate a finalized design piece. (Perform/Present)*
- *Reflect on the creative process. (Respond/Reflect)*
- *Evaluate finalized theatrical pieces. (Respond/Reflect)*

Detailed Assessment Procedures *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

- Teachers/Students must have access to at least 3 working lighting instruments.
- Teachers/Students must have access to working speakers and playback system.
- Teachers should provide students with several resources demonstrating the impact of lighting design (video, photograph, and article).
- Teachers should provide each student with a guide for responding to a stimulus.
- Students should have access to journals or copies of response sheets.
- Teachers should provide students with storyboard paper.
- Teachers must provide safe and equitable access to the lighting and sound equipment.
- Teachers should provide a model for sharing feedback and responses.
- Teachers should provide copies (physical or digital) of questions and prompts for self-reflection
- Teachers should video-record the final design concept presentation and upload the files for student access..

Student Task Prompt:

Explore how lighting design can create an impact and communicate the story of a song. Select a 90 second piece of music based on an assigned theme and conceptualize and actualize a design incorporating light, shadow, color, and pattern.

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*

Key Vocabulary

Vocabulary

Lighting
Shadow
Pattern
Gobo
Focus
Soft Focus
Hard Focus
LED
Incandescent
Parabolic Light
Ellipsoidal Light
Color Theory
Fixture
Instrument
Lamp
Lighting console
Tableaux
Props
Aesthetic
Impact
Stimulus
Storyboard
Affect
Effect
Texture
Mood
Theme
Concept/Conceptualize
Justify
Interpretation

Knowledge and Skills [other than Key Vocabulary]

Students will:

- Identify light fixtures, how they work, and what they do.
- Explain the impact of given lighting designs.
- Articulate a personal reaction to a stimulus, discuss how and why reactions may vary.
- Evaluate options for creating a lighting design.
- Connect a piece of music to a personal understanding of a theme.
- Identify elements of personal aesthetic.
- Pitch and justify ideas.
- Draft a lighting concept using a storyboard format.
- Manipulate lighting instruments to actualize a concept.
- Communicate an original concept.
- Give, receive and utilize feedback.
- Explain how others' work creates an impact.
- Share and explain a work in progress.
- Rehearse and revise a presentation.
- Reflect on and evaluate both the process and product

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.*)

Differentiation Strategies (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

Individualized feedback Writing Prompts
Journal: Could be digital, Handwritten, Text-to-speech

Resources: [for task implementation]

- Writing implement
- Journal
- Copies of Lighting Fixture Worksheet
- Copies of Design Question Worksheet
- Copies of Design & Justification Rubric
- Copies of Self Reflection Rubric
- Copies of Peer Evaluation Checklist
- Access to working lighting instruments (at least 3)
- Access to music and speakers
- Camera and Tripod
- Computer access (for viewing performances)

Scoring Devices *[rubrics, checklists, rating scales, etc. based on the Traits]*

- Lighting Fixture Worksheet
- Journal Entries
- Design Question Worksheet
- Small Group Discussion
- Informal checks for understanding
- Design Rubric
- Portfolio Rubric
- Reflective Response
- Peer-Evaluation Checklist/Response

Task Specific Rubrics:

Lighting Design Presentation Rubric –

Lighting Design Portfolio Rubric

Lighting Design Presentation Rubric

Category	Above Standard	At Standard	Near Standard	Below Standard
<u>Concept</u> The lighting concept demonstrates consistent, meaningful choices that appropriately support the story of the song.	The lighting cues demonstrate choices that give meaning to the music by creating a strong sense of story, mood and environment.	The lighting cues demonstrate choices that support the story, mood and environment of the song.	The lighting cues demonstrate choices that relate to the story, mood and/or environment of the song.	Choices for the lighting cues do not fully relate to the story, mood and/or environment of the song.
<u>Color/Shadow/Pattern</u> The design elements of color/shadow/pattern work to establish, time, location and mood in order to support the story in the song.	Color, shadow and pattern are used purposefully to establish time, location and mood to enrich the story.	Color, shadow and pattern are used purposefully to evoke a mood and create a sense of story.	Some elements of color, shadow and/or pattern are used to support the song.	Some elements of color, shadow and/or pattern are used randomly.
<u>Interpretation/Presentation</u> Lighting design choices and execution establish time, place and movement.	Lighting design and set choices make creative use of available lighting equipment and chosen objects in order to tell a story and create a mood, time and place. Cue execution enhances the story.	The design makes use of available lighting equipment and chosen objects to establish time, place and movement. Cue execution supports the story.	The design makes use of available lighting equipment and chosen objects to establish some aspects of time, place and/or movement. Cue execution suggests a story.	The design choices seem random and/or unrelated to time, place or movement. Cue execution is limited and/or detracts from the story.

Lighting Design Portfolio Rubric

Category	Above Standard	At Standard	Near Standard	Below Standard
Story	The student connects a story narrative with beginning middle and end to a detailed description of the mood and structure of the song, describing the ways in which the song inspired time changes and lighting ideas.	The student explains a story with a beginning middle and end, making connections to the song.	The student provides a story with a clear beginning, middle, and end, but connections to the song are sometimes unclear.	The story is incomplete and/or lacks connections to the song.
Design Concept	The design concept is extremely well communicated providing a detailed description of their design and describing how research, explorations and the story inspired by the song influenced their design choices.	The design concept includes how some elements of research, exploration, and the song itself inform design choices to fulfill the story, mood, and time of the song.	The design concept provides some insight as to how design choices are meant to support the story, mood, and time of the song.	The design concept is incomplete and/or lacks connections to the song.
Process	The student describes the process of creating and producing the lighting design, describing how class explorations, research, and/or the time, mood, and story of the song influence design choices.	The student lists the steps of creating and producing the lighting design, indicating how class exploration, research, and/or the time, mood, and story of the song influence design choices.	The student includes some of the steps involved in creating and producing the design concept, providing minimal insight as to how class exploration, research, and/or the time, mood, and story of the song influence design choices.	Description of the process is incomplete and/or disconnected from the time, mood, and story of the song.
Justification & Evaluation	The student provides a clear and thoughtful evaluation of their learning, making connections between class explorations and research and explaining how the piece did or did not fulfill their intentions.	The student reflects on the process and final performance, explaining how the piece did or did not fulfill their intentions.	The student provides a limited evaluation of the process; reflection on the final performance is superficial and may or may not evaluate if the piece fulfilled their intentions.	Justification and/or evaluation of the process and/or final piece is limited and lacks a connection to the student's intentions.

Note: The first column will vary depending on discipline specific approach to work.

Build as many rows as needed for this task.

Assessment Focus

Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Advanced)
Creating:					
Envision/Conceptualize	Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and work.	Synthesize technical knowledge and personal aesthetic in order to create a design concept.	TH:Cr1.1.I.a: Apply basic research to construct ideas about the visual composition of a drama/theatre work.
Envision/Conceptualize	Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and work.	Identify the effect of various lighting fixtures.	TH:Cr1.1.I.b: Explore the impact of technology on design choices in a drama/theatre work.
Envision/Conceptualize	Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and work.	Explore multiple ways that design choices may communicate a concept.	TH:Cr1.1.I.c: Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.
Performing:					
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Demonstrate and justify lighting design choices.	TH: Pr5.1.II.B: Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Demonstrate a finalized design piece.	TH: Pr5.1.II.B: Use researched technical elements to increase the impact of design for a drama/theatre production.
Responding:					
Evaluate	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	Apply criteria to evaluate artistic work.	Reflect on the creative process. Evaluate finalized theatrical pieces.	TH: Re9.1.I: Consider the aesthetics of the production elements in a drama/theatre work.
Interpret	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?	Interpret intent and meaning in artistic work.	Interpret a stimulus through personal aesthetic.	TH: Re8.1.I: Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Connecting:

Empathize	Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	Synthesize and relate knowledge and personal experiences to make art.	Justify artistic selection.	TH: Cn10.1.L.A. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work
Interrelate	Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Interpret a stimulus through personal aesthetic.	TH: Cn11.1.L.A. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
Research	Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Describe how lighting design creates an impact.	TH: Cn11.2.L.A. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

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