

Activity: Lighting

Theme: Dance Knowledge, Dance Skills

Elements of dance: space, dynamics, relationships

The lighting of a dance adds significantly to its effectiveness and connection with the audience.

1. As a class, view the clip, *Miles' Video*, and discuss the lighting effects used in Kat and Miles' video. Students should consider colour, form, intensity, brightness, lighting from the front, lighting from the back, diagonal lighting, and lighting from the side. They should also consider backlighting (creating a shadow look), spots and using special type of lighting designs and technologies.
2. Ask students to make a list of the different angles of lighting and explain what effect the lighting has on the character, mood and atmosphere of the dance/performance. Resources to use could include:
 - a. [Williams, Bill, Stage Lighting Design](#)
 - b. [Wikipedia, Stage lighting](#)
3. Students should also observe how shadows are formed using light and how these shadows can be incorporated into dance for dramatic effect.
4. Divide students into small groups and have them consider the lighting effects they wish to achieve for their group performance. Have them note these on a lighting plan in **Student Activity Sheet E9.9: Lighting Plan**.
5. Have student groups select a piece of music that they can use to design a performance and integrate lighting.
6. Ask students to consider a lighting plan for a dance video using lights, torches and other illuminating objects/technologies available to them. They should select their own music and develop their plan. This will stretch their imaginations and ingenuity and allow them to see that extraordinary things can be achieved with a bit of imagination. (An overhead projector can light a large space and cast effective shadows, torches can supply very specific spot lighting, Christmas lights offer many settings and can create structure.)
7. Students should storyboard their video clip (up to 60secs) and incorporate the sequencing of lights with the music and movement.

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8. Ask students to perform their sequence for the other members of the class. They should also reflect and evaluate their individual contribution.

Download

- Student Activity Sheet E9.9: Lighting Plan

Useful resources

- [Ausdance, Factsheet 7, Safe dance floors](#)
- [Ausdance, Factsheet 13, Safe spaces for dance](#)
- [Ausdance, Factsheet 11, Producing a dance performance](#)
- [Williams, Bill, *Stage Lighting Design*](#)
- [Wikipedia, *Stage lighting*](#)
- [Theatre Australia, Effects and Theatre Lighting Resources](#)
- [Stage lighting for students](#)



NAME:

Student Activity Sheet: E9.9 Episode 9: Heartbeat
Activity : Lighting Clip: Miles' Video

Lighting Plan

With your group, answer the following four questions.

- 1) What sort of setting would the dance exist in?

- 2) Are there any emotions that match the dance?

- 3) What lighting would work?

- 4) How often would you change the lighting?

Using the information gathered in questions 1-4, plan your lighting below. Illustrate each lighting state in the box provided. If you need more boxes, rule up some on the back side of this piece of paper.

Lighting State 1-

Title:
Counts:
Lighting type/s:
Placement/s of lights:
Describing words for what the lighting is trying to achieve:

Lighting State 2-



Title:

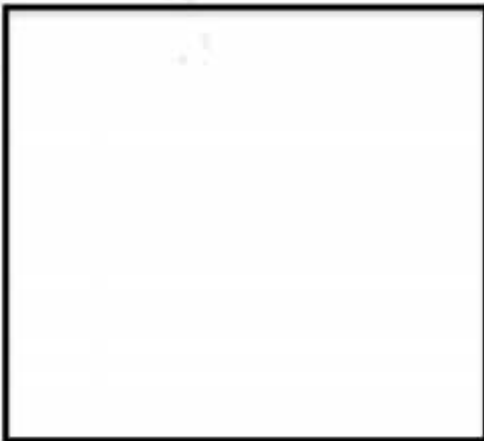
Counts:

Lighting type/s:

Placement/s of lights:

Describing words for what the lighting is trying to achieve:

Lighting State 3-



Title:

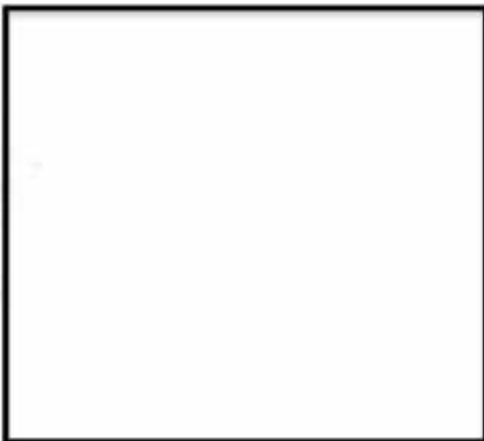
Counts:

Lighting type/s:

Placement/s of lights:

Describing words for what the lighting is trying to achieve:

Lighting State 4-



Title:

Counts:

Lighting type/s:

Placement/s of lights:

Describing words for what the lighting is trying to achieve: