### **THAR 23** Course Outline as of Spring 2015

## **CATALOG INFORMATION**

Dept and Nbr: THAR 23 Title: INTRO TO SCENIC DESIGN Full Title: Introduction to Scenic Design Last Reviewed: 1/25/2021

Units		Course Hours per Week		Nbr of Weeks	<b>Course Hours Total</b>	
Maximum	3.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	3.00	Lab Scheduled	3.00	17.5	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	5.00		Contact Total	87.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	

### **Catalog Description:**

An introduction to the means, methods, and materials utilized in designing scenery for the stage.

### **Prerequisites/Corequisites:**

**Recommended Preparation:** Course Completion of THAR 1 and THAR 20

### **Limits on Enrollment:**

### **Schedule of Classes Information:**

Description: An introduction to the means, methods, and materials utilized in designing scenery for the stage. (Grade Only) Prerequisites/Corequisites: Recommended: Course Completion of THAR 1 and THAR 20 Limits on Enrollment: Transfer Credit: CSU;UC. Repeatability: Two Repeats if Grade was D, F, NC, or NP

# **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

AS Degree: CSU GE:	Area Transfer Area	Effective: Effective:	Inactive: Inactive:		
<b>IGETC:</b>	Transfer Area	Effective:	Inactive:		
CSU Transfer	:Transferable	Effective:	Fall 1981	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:	

CID:

## **Certificate/Major Applicable:**

Certificate Applicable Course

# **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Apply fundamental concepts, techniques, and terminology in the conceptualization, communication, and visual presentation of a scenic design.

### **Objectives:**

Upon completion of the course, the student will be able to:

- 1. Identify and apply the general concepts, techniques, and terminology related to scenic design.
- 2. Assess the function of a stage designer and discuss this function in relation to the entire production staff in the creation and implementation of a particular design for a particular play.
- 3. Analyze a play to assess its stylistic, technical, and blocking needs.
- 4. Conduct historical and stylistic research on a play.
- 5. Make a conceptual sketch for a play in collaboration with others.
- 6. Demonstrate sufficient technical skills to draft stage ground plans, perspective drawings, detailed elevations, and painted renderings.
- 7. Construct a three-dimensional scale model.

## **Topics and Scope:**

- I. Overview
  - A. Brief history of scenic design
  - B. Role of the scenic designer
  - C. Potential educational and career paths
  - D. Major movements and theories in scenic design
- II. Script Analysis for Scenic Design
  - A. Identifying staging demands
    - 1. Style
    - 2. Essential elements
    - 3. Number of sets
    - 4. Set changes, methods and flow
  - B. Working with plays from major historical periods
- III. Conceptualizing

- A. Sketching a design concept
- B. Conceptualizing with others
- IV. Research
  - A. Research techniques
  - B. Research resources for scenic designers
- V. Basic design communication techniques
  - A. Sketching and Drawing
  - B. Collages
  - C. Drafting
    - 1. Ground plans
    - 2. Elevations
  - D. Renderings
    - 1. Mixed media
    - 2. Computer-generated
  - E. Model building
    - 1. Materials and techniques
    - 2. Scale
    - 3. Types of models
      - a. White model
      - b. Painted model
- VI. Presentation of a completed design

## Assignment:

- 1. Complete assignments in sketching, drafting, painting and model building.
- 2. Complete 2-4 set design projects:
  - A. Read and analyze a different stage play for each project. (Plays may be selected by the instructor or by individual choice.)
  - B. Analyze the staging demands of each play, considering its historical period, technical needs, blocking, and style.
  - C. Conduct research appropriate to the historical period and style of each play.
  - D. Prepare a sketch or collage of design concepts for each play.
  - E. Prepare ground plans, elevations, and renderings for one or more of the plays.
  - F. Prepare and give an oral/visual presentation on the completed design for each play. At least one presentation will include a three-dimensional model.
- 3. Instructors may choose to require quizzes on lecture topics, reading and/or lab techniques.

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments and skill demonstrations are more appropriate for this course. Writing 0 - 0% **Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems; design exercises

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Skills assignments in sketching, drawing, and painting; completed model

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes - matching, multiple choice, true/false

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation

### **Representative Textbooks and Materials:**

Plays representing different periods and styles, such as:

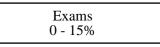
M Butterfly by David Henry Hwang (Classic) The Importance of Being Earnest by Oscar Wilde (Classic) A Midsummer Night's Dream by William Shakespeare (Classic)

Theatrical Design and Production: An Introduction to Scenic Design and Construction, Lighting, Sound, Costume, and Makeup, Edition 7. Gillette, J. Michael. McGraw-Hill Higher Education: 2012

Instructor prepared materials

Problem solving
20 - 40%

Skill Demonstrations				
40 - 60%				



Other Category	
20 - 40%	