

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	Course Hours Total	
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:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	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

Problem solving
20 - 40%

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

Skill Demonstrations
40 - 60%

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

Quizzes - matching, multiple choice, true/false

Exams
0 - 15%

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

Attendance and participation

Other Category
20 - 40%

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