

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	8	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:
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UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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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 at an introductory level.

Objectives:

At the conclusion of this course, the student should 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 virtual or hand-constructed 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
 - a. Hand-drawn
 - b. Computer-generated
 - 2. Elevations
 - a. Hand-drawn
 - b. Computer-generated
 - D. Renderings
 - 1. Mixed media
 - 2. Computer-generated
 - E. Model building
 - 1. Hand-constructed models
 - a. Materials
 - b. Techniques
 - 2. Virtual models
 - a. Software and apps (such as CAD)
 - b. Techniques
 - 3. Scale
 - 4. Types of models
 - a. White model
 - b. Painted model
- VI. Presentation of a Completed Scenic Design
 - A. Presentation tools and techniques
 - B. Design Concept papers and Artist's Statements
- VII. New Developments in Scenic Design
 - A. Projections and computer-generated imagery
 - B. Incorporation of multi-media technology
 - C. Other developments, such as use of 3-D printing

All topics are covered in the lecture and lab portions of the course. Topics are introduced during lecture instruction and actively expanded upon during lab instruction.

Assignment:

All assignments below apply to both lecture and lab.

1. Complete a variety of homework assignments and in-class exercises in sketching, drafting, painting and model building.
2. Complete 2-4 set design projects. Each project will include the following:
 - A. Script Analysis and Research
 - a. Read 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; gather research and conceptual images for collage and/or presentation.
 - d. Written Documentation:
 - i. Analysis Summaries - For each project, the student will prepare three brief lists covering mood, symbols, themes, and other script analysis elements.
 - ii. Concept Paper - For the final design project, the student will prepare a 500 word paper summarizing their analysis, research, and design concept.
 - B. Design Project Support Materials
 - a. Prepare a sketch or collage of design concepts for each play.
 - b. Prepare ground plans, elevations, and renderings for one or more of the plays.
 - c. At least one presentation will require preparation of a virtual or hand-constructed three-dimensional scale model.
 - C. Design Project Presentation
 - a. Prepare and give an oral presentation on the completed design for each play.
 - b. The oral presentation will include a selection of research and conceptual images, as well as the design's support materials.
3. Maintain standards of Professionalism (including timely attendance to all class meetings, participation in individual and collaborative class exercises, and respectful, supportive communication.)

Optional Assignments:

1. Instructors may choose to require quizzes on lecture topics, reading and/or lab techniques.
2. Instructors may require students to maintain a sketchbook of class exercises for the semester.

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.

Design Projects - concept paper; short analysis summaries

Writing
5 - 10%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems & analytical exercises; Design Projects - analysis, research, conceptualizing

Problem solving
20 - 40%

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

Skills assignments (sketching, drawing, painting, CAD); completed model

Skill Demonstrations
40 - 55%

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.

Design Projects - oral/visual presentations; Professionalism (incl. attendance & participation)

Other Category
15 - 35%

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. 8th ed. Gillette, J. Michael. McGraw-Hill Higher Education. 2019

Instructor prepared materials