

Cedar Crest College
THS 240 Fall 2008
Design for the Stage: Scenery MWF 11-11:50
Alumnae Hall 202

Instructor: Professor Roxanne Amico
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Office Hours: by appointment

Course Description: THS 240 : Concepts and methods for designing scenery for the stage are explored through readings, lecture, discussion, sketching, drafting , writing and research assignments.

Course Format: The course format is lecture/lab/discussion. Students are evaluated on their understanding of concepts and terms associated with various aspects of scene design including history. Students will demonstrate through projects their understanding of design principles. This course supports the college-wide ARTS requirement and the ARTS and SOCIETY theme (old curriculum).

Course Objectives: Students will become familiar with historical aspects of scenic design. Students will become familiar with and use terminology to discuss designing for the stage. Students will be able to apply design concepts to scene design assignments. Students will understand the relationship of the visual elements to the overall effect and support of the playwright's words and understand the impact and effect on the audience. Students will become familiar with designers who have made notable contributions to the field of scene design.

Materials: 11 x 17 spiral sketch pad; sketch pencils; color medium (not colored pencils)
Art materials as needed for renderings and draftings; drafting tools as needed

THS 240

Course Outcomes and Assessments

1. Students will demonstrate their understanding and knowledge of historical references designing for theatre and the elements and methods used by designers to achieve successful designs.
Assessment: Students will use elements and methods to discuss projects assignments with others. Students will be tested on historical design elements and techniques.
2. Students will demonstrate their abilities to apply design concepts.
Assessment: Students will be evaluated on 10 projects in which they will apply the learned elements and methods of the design process.
3. Students will demonstrate their ability to present orally their designs.
Assessment: Students will be evaluated on 10 oral presentations and presentation of their projects in class.
4. Students will be tested on historical aspects of scene design and technology.

Evaluation:

- 10% Quizzes (2) on terminology and history of design
- 50% 10 Design Project Assignments
- 10% 2 PPT presentations on designated designer
- 20% In-class discussion/oral presentation of design work/ participation, critiques and support of others
- 10% In –class response writing on all PPT presentations

Grading Expectations:

Grading for all assignments will be based on the following:

- 20% Promptness and on-time submission of work in class
- 20% Neatness and careful preparation for size and completeness
- 20% Creativity – use of original ideas or concepts
- 20% Clarity and appropriateness of choices
- 20% Clarity of oral explanation and understanding of elements of design

THS 240 Student Responsibilities

Assignments

No assignments will be accepted outside of the normal classroom time. It is important that work is shared with the entire class and students gain practice in talking about the designs or assignments to a group.

All written assignments must be typed in 12 pt easily read font with margins no greater than 1 inch-

No handwritten papers will be accepted. Late projects will be accepted if time allows, but points will be deducted.

Attendance Policy

Class participation is expected. Attendance will be taken. You will receive a grade for class participation. You have to be present to be evaluated and make contributions to discussion of other student's work.

Sharing and discussing design with others is part of the design process. A statement about attendance can be found in the Student Handbook.

One percentage point will be deducted from the participation grade for every 2 classes missed.

Honor Code

You are required to abide by the Cedar Crest Honor Code and Classroom Protocol Policy. This information can be found in the Student Handbook. With regard to design, inspiration may come from many sources, but copying another's design is a violation of the Honor Code.

Plagiarism

Please read and understand the rules of writing and avoid anything that resembles plagiarism. A statement on plagiarism may be found in the Student Handbook. Do not copy other's set designs. Inspiration may come from original art work and other objects, but not from the concepts of another set designer's work.

Documentation of Disabilities

Students with disabilities who wish to request accommodations should contact the Advising Center. See the Student Handbook for complete information.

Classroom Protocol

Understand that certain behaviors are disruptive to the educational process. Generally, disruptive behavior in the classroom is any behavior that interferes with the process of learning. At Cedar Crest College, it is the right of every student and faculty member to engage in a classroom experience free from disruptive behavior. Please be considerate of others when arriving late. Turn off all cell phones before class starts- no text messaging during class at all. You may bring food and drink to class, but dispose of trash in appropriate places. Classroom participants should note that basic human courtesy is an expectation when interacting with faculty members, staff, and other students.

The following is a list of disruptive behavior.

Persistent speaking out of turn; any use of electronic devices, cell phones or pagers: threats or harassment of any kind directed at instructor or other students: poor personal hygiene: revealing clothing; working on homework for another class; inappropriate personal disclosures; sleeping in class; enter late or leaving early without permission; physical disruptions or altercations.

THS 240 Fall 2008 Daily Assignments

August	25	Introduction to projects, materials, and assignments; read article by Beeb Saltzer
	27	lecture/ discussion- function of the scene designer; theatre architecture and terms; handouts
	29	read "To a Young Stage Designer" from <i>The Dramatic Imagination</i> handouts;discussion
Sept	3	lecture/discussion -elements of design; Discuss Style, Composition and Design; handouts; in-class analysis of professional design sample
.	5	Quiz#1 - theatre architecture and terms ; lecture History of Design;
Sept.	8	continued History of Design; designer, the playwright and the director discussion
	10	Project 1 (share a current play review that mentions the designer); Peter Larkin PPT
	12	PPT Jo Mielziner; sketching of set elements (in class) from another's design
Sept.	15	PPT on Boris Aronson; Project 2- bring in design motif ; designer and the physical stage
	17	Quiz #2 on design elements and history; start in-class sketching of sample design motif
	19	sketching of sample design motif- discussion; bring sketches to class; the designer and research
Sept.	22	PPT on Oliver Smith; discuss play <i>Oedipus Rex</i> ;
	24	continue to discuss play and concepts for design project <i>Oedipus Rex</i>
	26	PPT on Robert Randolph; discuss creating a design concept for a play ;
Sept.	29	PPT on Howard Bay; Project 3 bring in design concept (idea)for <i>Oedipus Rex</i> ;
Oct	1	continued discussion of design concepts and ideas for <i>Oedipus Rex</i>
	3	PPT on Tony Walton; Project 4 bring in color collage of design idea (monochrome project);
Oct	6	continue discussion of collage presentations for <i>Oedipus Rex</i>
	8	Project 5 begin in class sketching of thumbnails for set design
	10	PPT on Ben Edwards; discuss ground plan and theatre space for <i>Oedipus</i> set;
Oct	15	PPT on John Napier; In-class sketching of structural elements; discussion on perspective;
	17	Bring thumbnail sketches of <i>Oedipus Rex</i> set to class for discussion;
Oct	20	continue discussion/critique of thumbnail sketches
	22	Project 6 begin discussion of formal groundplan for <i>Oedipus Rex</i> set; symbols for groundplan
	24	work on groundplan in class(bring paper and drafting tools)
Oct	27	PPT on Ming Cho Lee; Project 6 Due (groundplan for <i>Oedipus</i>);
	29	continued in class review of final groundplans
	31	Discuss color rendering for <i>Oedipus</i> set; PPT on Robin Wagner
Nov	3	PPT on John Lee Beatty; Project 7 Begin enlargement of set and color rendering;
	5	continued set rendering in class
	7	PPT on Heidi Landesman Discuss next project and play selection;
Nov	10	PPT on Bob Crowley; Due completed Project 7(set rendering)
	12	present all materials in class for <i>Oedipus</i> (collage, thumbnails, groundplan and renderings)
	14	PPT on Santo Loquasto; continue in class review of completed designs ;
Nov	17	PPT on Eugene Lee; Project 8 Due- 2 page typed analysis of play(bring copies for whole class or prepare PPT for presentation;
	19	continue sharing analysis of play-
	21	review of various PPT presentations

- Nov 24 in-class response writing on designer PPT presentations (meet in computer lab)
- Dec. 1 **Project 9** design concept collage of second design Due
 3 Project 9 collage of second design- continued
 5 Project 10 thumbnail sketches and groundplan due
- Dec. 8 **Project 10 DUE (second set design with rendering)**

Useful Research Sources

Architectural Graphic Standards 1932 edition and various later editions
History of Architecture by Banister Fletcher
Styles of Ornament by Speltz
Elements of Style by Calloway and Cromley
History of Art- Jansen
Interior Design and Decoration by Whiton
Scenery for the Theatre- Burris, Meyer and Coole
 Picture morgue (your own collection of visually interesting images) -start collecting
 Internet stock photo libraries
 Stagecraft books
 Other history and architecture books
 Use the library

Description of Assignments for THS 240 Fall 2008

- Project 1 Bring to class a Xerox of a play review of a recent production (produced in the past 6 months) in which the reviewer makes specific mention of the set designer's work. You don't have to have seen the show. Bring copies of the review for the entire class (10 copies). Be prepared to discuss the actual play being reviewed, what the critique implies about the production design concepts, and overall effectiveness and originality of the work. Do background research on the design and show and share this orally with the class as you discuss the review.
- Project 2 Find an object that can be used in a repetitive nature in a design. You are working to abstract from the object a design concept for a play. Be prepared to sketch and see the object in various sizes and from various points of view in the context of a theatrical space. This is a sample project and not for a specific play, but more for a specific genre such as comedy, serious drama, musical, farce.
- Project 3 Bring in a visual element(s) that conveys your design concept for *Oedipus Rex*. The elements can be objects, pictures of objects, color images ect. This will be the basis for your approach to your design.
- Project 4 Develop an 11 x 17 color collage in a monochrome palette that represents your design concept for *Oedipus Rex*. The collage should reflect attention to the basic elements of design in your choices.
- Project 5 Thumbnail sketch of set for *Oedipus Rex*. Using collage and design motifs develop a pencil sketch(es) for your set design for *Oedipus*. Use Samuels Theatre in TCC
- Project 6 ¼" scale groundplan for *Oedipus*. Use the TCC Samuels Theatre groundplan. If you have familiarity with AutoCad you may use that tool; otherwise, a hand-drafted groundplan is expected.
- Project 7 ½" scale Color set rendering for *Oedipus Rex*; various media may be used to complete the color rendering; Color pencils may not be used as the primary coloring source. Rendering must be at least 9" x15"
- Project 8 2- page, typed analysis of set design and play concept analysis for second play(your choice) design; bring copies of the analysis for the class or prepare a PPT presentation that addresses your approach to the show and be prepared to discuss and defend your ideas.
- Project 9 11 x 17 color collage and design concept for second play of your choice
- Project 10 ¼" groundplan and ¼" thumbnail sketches for second play

ASSIGNMENTS 2008-FOR PPT PRESENTATION OF SCENE DESIGNERS-

Date	Name	Designer	Tony Award/ or Nominee
1	Cailyn Brophy	Peter Larkin	<i>Inherit the Wind</i>
2	Kathleen Cancelino	Jo Mielziner	<i>King and I</i>
3	Hauna Colista	Boris Aronson	<i>Cabaret</i>
4	Rachel Diffenderfer	Oliver Smith	<i>Sound of Music</i>
5	Alex Edgington-Giordano	Robert Randolph	<i>Bye Bye Birdie</i>
6	Alicia Grossbauer	Howard Bay	<i>Man of La Mancha</i>
7	Samantha Hyson	Tony Walton	<i>Pippin</i>
8	Molly McPherson	John Napier	<i>Les Miserables</i>
1	Caitlyn Brophy	Ben Edwards	<i>Medea</i>
2	Kathleen Cancelino	Ming Cho Lee	<i>K2</i>
3	Huana Colista	Robin Wagner	<i>The Producers</i>
4	Rachel Diffenderfer	John Lee Beatty	<i>Talley's Folly</i>
5	Alex Edgington-Giordano	Heidi Landesman	<i>The Secret Garden</i>
6	Alicia Grossbauer	Bob Crowley	<i>Carousel</i>
7	Samantha Hyson	Santo Loquasto	<i>Café Crown</i>
8	Molly McPherson	Eugene Lee	<i>Wicked</i>

You will each make two 3-5 minute PPT presentations on the designers assigned to you from the above list. You should focus your presentation on the designer's style, successes, and influence on the modern theatre. The show associated with the designer is simply a place to start looking at their work. You must include at least three examples of their work and demonstrate how their various show designs compare in style and approach..