Oneida High School

Stage Design/Painting Syllabus

Ms. Love

Dear Student,

Welcome to Stage Design /Painting. I hope this class will be a positive experience for you and that you gain a better understanding of yourself, your classmates and the many creative aspects of technical theatre. Learning in this class is largely a team approach. Helping you to learn is your teacher, classmates, but most importantly, yourself. YOU are responsible for the grades I record. Learning is an active process in every way possible, but in the end, it is you who determines whether you learn and grow. As in any group setting it will be important for us to show respect to each other as well as respect the work that we do. The following policies and procedures are in place to help you succeed. I look forward to a creative and challenging class!

COURSE DESCRIPTION:

This class will teach students the basics of set design. This course will emphasize the theories behind creating a design for production including the elements of design, the principles of composition, and basic color theory. During the course of the semester, students will explore the process of developing a design and learning the skills necessary to implement those designs. Students will discuss design elements found in school and outside productions through analysis and critique. Students will learn practical application by working on productions. The students will learn how to develop a cohesive creative process that will serve them in all creative endeavors. The elements of design and the principles of composition will be explored and utilized. Students will also be introduced to new methods of creative expression through entertainment design. Leadership, teamwork, and critical thinking will be developed and practiced.

ATTENDANCE POLICY/ TRUANT

This is a participation based class; if the student is not here, they cannot participate. It is extremely important that the student clear his/her absences, is in class, and participates, as all these things will be reflected on the students’ academic and citizenship grades. (See Time for Time policy)

MAKEUP WORK

The student is responsible for missed work and may make up work for any excused absence. Generally, students are given 2 days to turn in makeup work that was missed due to an excused absence. It is the student’s responsibility to ask for makeup work upon his/her return.

**Based on the philosophy that grades should be a reflection of student learning and that individual students learn at different rates and in different ways. The OHS Arts Department will provide multiple opportunities for students to practice and demonstrate learning with the belief that all students will meet or exceed standards. Below are our guidelines for ”Re-do’s & Re-takes” within the Arts Department.**

**When needed, teachers will provide re-teaching for both retakes and additional assessments. In order to retake a specific assessment, either in whole or in part, the student needs to demonstrate readiness to retake.**

**Students will be given opportunities to demonstrate learning in each class. Multiple opportunities may be in the form of additional assessments given or retakes of specific assessments. Retesting standards may be in a different but equally challenging form. The teacher working with the student will determine which is most appropriate for a given situation. When needed, teachers may provide re-teaching for both retakes and additional assessments. In order to retake a specific assessment, either in whole or in part, the student needs to demonstrate readiness to retake. The teacher will determine what constitutes "readiness," and will insure that it is reasonable such that students are encouraged to persevere towards mastery. The teacher and student will work together to schedule an appropriate time to retake the assessment and is ultimately at teachers discretion. Students can request to use enrichment time or other scheduled time with teacher for “re-do or re-take”. Opportunities to re-take or re-submit work will typically be within the marking period it was first given or within a reasonable length of time after the corrected assignment is handed back.**

CLASSROOM RULES

1. Be in your seat, prepared to learn when the tardy bell rings. (Safety Equipment on, pencils sharpened, pen, paper, and notebooks/binders.)
2. Respect all property. (School property, personal property, and other's property)Take care of school equipment and facilities. Never touch equipment without permission.
3. Pick up after yourself.
4. Respect all ideas given in class and do not criticize ideas or thoughts; courtesy and respect among students and teacher is required.
5. Follow all school Handbook.
6. Electronic devices (such as cell phones, IPods, IPads, MP3 players, ear buds, CD players, or video games) ARE NOT to be heard or seen in my classroom. Electronic devices should only be used with the teacher’s permission. Electronic devices must be put away before entering my classroom.
7. Any student causing a hazardous environment, especially during class, will be dismissed from the class. Your safety and the safety of those around you are of primary importance!
8. Most Importantly: Have fun, be excited, bring your enthusiasm, be creative, and be willing To Learn –To Fall –To Pick Yourself Up and To Grow from all your Experiences.

COURSE GOALS:

1. Students will learn how to develop their own designs and execute them for performance.

2. Students will explore the connection between design elements and the give and take of production meetings, designers working with other designers and the director.

3. Students will learn the importance of paperwork and organization in production.

4. Communicate effectively with peers and adult mentors in the classroom and rehearsal.

5. Participate in short term creative projects.

6. Analyze scripts for conceptual elements including design and technical execution.

7. Demonstrate collaborative techniques such as teamwork, accountability, staying on task, concentration, maintaining a clean and orderly work environment.

8 Develop an understanding of theatrical expression through visual and auditory elements.

9. Students will work on a production as crew.

10. Students will demonstrate proper front of house management skills including customer service, handling money, ticketing, timeliness, cleanliness, and preparation.

11. Students will collaborate with small groups of drama and musical theater students within a classroom setting under the guidance of the teacher or guest artist, and/or in independent practice during production.

COURSE OBJECTIVES:

August: Students will explore their knowledge of theatre vocabulary through discussions, readings and through observation of and written reflections on the design elements of theatrical productions.

September: Students will produce their own designs for school productions and work with peer designers and directors to develop a unified design scheme. (Standards 2.3, Creative Expression and 5.3, Careers and Career Related Skills)

October: Students will research theatrical design, period considerations and the connection to culture and society. (Standard 3.0, Historical and Cultural Context)

October: Students will design sets, costumes and lighting and sound plots for school productions (Standard 5.0, Connections, Relationships, Applications)

November/December: Students will work as designers, crew chiefs, stage managers and assistant directors on school productions. (Standard 5.0, Connections, Relationships, Applications)

COURSE OUTLINE:

(Outline is flexible depending on dates and needs of school productions, determined each school year prior to onset of course.)

I. Theatre Architecture, Stages, and Rigging:

II. Style, Composition and Design

A. Principles of Composition

1. Unity

2. Harmony

3. Contrast

4. Variation

5. Balance

6. Proportion

7. Emphasis

III. Scenic Design

A. Considerations for the Scenic Designer

1. Moods and Spirit of the Play

2. Historical Period of the Play

3. Locale of the Play

4. Socioeconomic Level and Personality of the Characters

5. Season of the Year

6. Elements of Composition

7. Practicality of the Setting

B. Visual Presentation

1. Sketches

2. Models

3. Computer Presentations

4. Designers’ Plans

IV. Scenic Construction

A. Carpentry

1. Shop Safety

2. Tool identification and proper use

3. Hardware Identification and proper use

4. Building Materials

5. Identification and Anatomy of Scenic Elements

6. Scenic Construction

7. Scenic Painting Tools

8. Reading Drawings and Plans

V. Stage Properties

A. Identification

1. Set Props

2. Hand Props

3. Decorative Props

B. Property Design

1. Acquisition

2. Can we fake it?

C. Organization

1. Prop lists

2. Prop tables

3. Cues

D. Techniques

1. Furniture

2. Curtains and Draperies

VI. Lighting Design

A. Controllable Qualities of Light

1. Distribution

2. Intensity

3. Movement

4. Color

B. Functions

1. Visibility

2. Selective focus

3. Modeling

4. Mood

C. Designing with Light

1. Key and Fill

2. Psychological Effects of Light

D. The Light Plot and Related Paperwork

1. Light Plot

2. Legend

3. Layering

4. Designing Lights for Different Kinds of Stages

F. Drawing the Light Plot and Lighting

. VII. Stage Management

A. Pre-Production

1. Research

2. Planning and Organization

a. Schedules

b. Prompt Book

c. Rehearsal Space

d. Production Meetings

3. Auditions

B. Rehearsals

1. Managing Rehearsals

a. blocking

b. notation

c. cues

d. prompting

e. timing the show

C. Tech Rehearsals

1. Cues

2. Check lists

D. Dress Rehearsals

1. Cues

2. Check lists

E. Performance

1. Calling the Show

2. Backstage Etiquette

VIII. Costume Design

A. Types of Designs

B. Psychological Meaning of Clothes

C. Objective Information Provided by clothes

D. Analyzing the Script

E. Practical Considerations

1. Period vs. wear ability

2. Will It hold up under wear and tear?

F. Organization

1. Costume Chart

2. Costume List

3. Character-Actor Dressing List

G. Presentation of Designs

1. Sketches

2. Costume Layout

3. Renderings

4. Swatches

IX. Sound Design and Technology

A. Functions of Sound in the Theatre

1. Music

2. Effects

3. Reinforcement

B. Basic Acoustics

C. Sound Production

1. Basic Sound System Configuration

2. Rehearsal and Performance Procedures

X. Makeup

A. Types of Makeup

B. Application Techniques

C. Designing the Makeup

1. Coordinating with Costume Design

2. Age

3. Period

XI. Career Essentials

A. Personal Skills

1. Orientation/Intro to ROP

2. Work Ethics

3. Entrepreneurship

B. Interpersonal Skills

1. Diversity/Equity

2. Harassment

3. Customer Service

4. Optional Student Activities

C. Thinking and Problem Solving Skills

D. Communication Skills

E. Occupational Safety

1. Basic safety rules in classroom & workplace

**Grading Scale**

Class Participation= 30%

Studio Projects= 30%

Sketchbook/Journal= 25%

Test, Quizzes, Critique= 15%

These categories will average together to count 90% of students final grade, 10% will be the final exam.

KEY ASSIGNMENTS

•Production Critique & Analysis Reports (1.0 Artistic Perception, 4.0 Aesthetic Valuing)

•Design Process Journal (must accompany design projects)

-The design process journal documents the creative design process as implemented by the student while completing the design projects. Includes a self

-evaluation after the conclusion of each design project. (1.0 Artistic Perception, 4.0 Aesthetic Valuing)

•Design Projects (both theoretical & practical)

-Design projects include not only the finished design, but also a written body

of work that includes appropriate research. (2.0Creative Expression, 3.0, Historical and Cultural Context, 5.0, Connections, Relationships, Applications)

PROJECT ASSIGNMENTS

1. A specific due date will be set for each technical assignment. Your ability to meet a project deadline is part of the grading criteria.

2. Often groups of students will be assigned projects that require cooperation and work during class time. Work time is considered vital to the completion and success of the performance. If the group does not use this time well, or a member is frequently absent, alternative assignments will be given. Alternative assignments are textbook based and your grade with alternative assignments cannot earn higher than a “C.”

MATERIALS NEEDED (Optional if student wants their own)

Safety Glasses, Mask, Apron/Smock, Work Gloves

COMMUNICATION

The work we do includes physical activity such as: building, lifting, sanding, painting, climbing, etc. If you have any concerns regarding this or anything else please feel free to contact me.

I am available to speak to after school until approximately 3:30pm, or you may email me:

(Usually, reasonable expectations of returning parent/student inquiries are within 24 hours.)

stacylove@oneidaschools.org)

PARENT/GUARDIAN Acknowledgement:

I have read the syllabus information regarding my child’s enrollment in

Ms. Loves

Stage Design/Painting Class.

Parent/Guardian Name (Printed)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questions or comments?

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STUDENT Acknowledgement:

We have gone over the expectations in class and I agree to adhere to them.

Student’s Name (printed):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_