

**TH 340.01 Introduction to Theatre Design (3 cr)**

Winter 2007 TWR 9-10:50 MC 213

**Christina Barrigan** Office Hours: MTWR 10:00 A.M. – 11:00 A.M. and by appointment

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**Catalogue/Course Description:**

An introduction to the basic elements of design used to create unified scenery, costume, lighting, makeup, and sound designs with an emphasis in research and conceptualization.

**Required Texts:**

- course pack “Introduction to Theatre Design” available at the bookstore.

**Required Supplies**

- See attached sheet.

**Course Objectives:**

**Assessments:**

|   |   |
|---|---|
| • Students will develop practical design-related skills   | • Students will design several small conceptual and text-based projects.  |
| • Students will be able to identify, and use the elements of design to create a composition.                                      | • Students will complete projects that make use of the elements of design.  |
| • Students will be able to develop a conceptual foundation for approaching the design process.                                    | • Students will create all conceptual process materials required to create a design.  |
| • Students will be able to identify and apply the elements, processes and tools of designing.                                     | • Students will use the elements, process, and tools of design to create a set, costume and lighting design for a play.   |
| • Students will be able to discuss design elements in a theatrical production or an artistic composition.                         | • Students will evaluate their work and the work of their classmates in a seminar-style oral discussion enabling critical thought, allowing students to defend and support their choices. |
| • Students will develop written and oral communication skills and design vocabulary concerning their work and the work of others. | • Students will prepare a seminar report on a theatrical designer from history and present this to the class. Students will also present their own work to the class on a regular basis.  |

Teacher Certification Standards met in this course can be found at

[http://www.cwu.edu/~theatre/program/undergrad/ed\\_standards.html](http://www.cwu.edu/~theatre/program/undergrad/ed_standards.html)

**Attendance Policy:**

You must participate in all class meetings. To participate, you must be present. You are allowed three (3) unexcused absences in this class. Four (4) absences will drop your grade one (1) whole letter grade. Consequent absences will drop your grade another one-half grade. If you are late, you will be counted absent. If you have class immediately before Introduction to Theatre Design on the other side of campus, you must inform me now. If you are absent, it is your responsibility to get the information covered during your absence from another student. This is a studio style class, so being in class is in your best interest.

**Course Requirements**

- 1) **Late assignments** will be accepted and/or tests made up **ONLY** in a case of an emergency and if you have made **previous arrangements** with professor.
- 2) **Preparation:** You must come to class prepared. This means ready to listen, participate, work and take notes. Prepared is defined as: being ready to fully participate in the activities of the day’s class. **Make sure you have the materials required to participate (including taking notes)!**

**Assignments and Percentage Breakdown:**

|                 |     |
|-----------------|-----|
| Designer Report | 20% |
| Projects        | 50% |
| Final Project   | 30% |

**Grading Scale:**

|        |     |
|--------|-----|
| 100-90 | = A |
| 89-80  | = B |
| 79-70  | = C |
| 60-69  | = D |
| < 60   | = F |

**Students With Disabilities**

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

### Writing Assistance Is Available

All student writers are invited to meet with consultants at the University Writing Center. Sessions typically last from 30 to 50 minutes and can include brainstorming ideas, developing research skills, organizing an essay, revising, and discussing writing and rhetoric in any discipline. The format is two writers talking about writing. It is helpful if the student brings the course syllabus, the assignment sheet, and related materials.

The center has two locations. The Hertz 103 and the he satellite center, in the Library's second-floor Fish Bowl. Students may drop by and take a chance there is an opening, or they may call 963-1296 and make an appointment.

### Theatre Arts Mission Statements

*University Mission;*

"Docendo Discimus" (By Teaching We Learn)

*Department Mission;*

The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
- promote creativity and excellence in a diverse educational environment;
- cultivate, educate, challenge and enrich audiences; and
- train and prepare students from diverse backgrounds to link art and life through experiential learning;

in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community.

### Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Socio-cultural. As a result, we apply the views commonly and generally held by constructivist teachers;

- Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.
- Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.
- Multiple examples and a variety of representations of content enable learners to derive meaning.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Interaction and conversation with others in the learning environment can improve the learner's ability to state her case, can widen perspective, and can motivate learning.
- Multiple and authentic measures of assessment provide richer insight into the learner's construction of knowledge.
- Verbal explanations can and should be supplemented by experiential learning.

It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.

### Tentative Plan of Study:

| Day | Date | Topic/Activity                   | Reading Assignment                       |
|-----|------|----------------------------------|--|
| W   | 1/3  | Intro / basic design             | "The Designer's Tools"                   |
| R   | 1/4  | Elements of design               | "Style, Composition and Design."         |
| T   | 1/9  | Element exaggeration             | "Starting out as a Young Designer ."     |
| W   | 1/10 | Element compositions             |  |
| R   | 1/11 | Re-imagination                   |  |
| T   | 1/16 | Shoe project due                 |  |
| W   | 1/17 | Story boarding with photos       | "Color"                                  |
| R   | 1/18 | Color / Shape                    |  |
| T   | 1/23 | Music Drawing                    | "Scene Design as a Visual Art"           |
| W   | 1/24 | Emotional Response / Poems       |  |
| R   | 1/25 | Wing and drop scenery            |  |
| T   | 1/30 | Poem set presentation            |  |
| W   | 1/31 | Script Analysis for Design       | "Introduction to Stage Lighting Design." |
| R   | 2/1  | Lighting moods (color and angle) |  |

|   |     |                 |                |
|---|-----|-----------------|----------------|
| T | 2/6 | Lighting design |                |
| W | 2/7 | Research        |                |
| R | 2/8 | Environment     | "No Skronking" |

|   |      |                 |                    |
|---|------|-----------------|--------------------|
| T | 2/13 | "No Skronking"  |                    |
| W | 2/14 | Costuming       | "Tridget of Greva" |
| R | 2/15 | 8 Headed people |                    |

|   |      |                                |  |
|---|------|--------------------------------|--|
| T | 2/20 | <b>KC / ACTF WEEK NO CLASS</b> |  |
| W | 2/21 | <b>KC / ACTF WEEK NO CLASS</b> |  |
| R | 2/22 | <b>KC / ACTF WEEK NO CLASS</b> |  |

|   |      |                    |             |
|---|------|--------------------|-------------|
| T | 2/27 | "Tridget of Greva" |             |
| W | 2/28 | TBA                | "Oklahoma!" |
| R | 3/1  | Show Decisions     |             |

|   |     |           |  |
|---|-----|-----------|--|
| T | 3/6 | Oklahoma! |  |
| W | 3/7 | Oklahoma! |  |
| R | 3/8 | Oklahoma! |  |

|          |             |   |  |
|----------|-------------|---|--|
| <b>W</b> | <b>3/14</b> | <b>12:00 pm NOON FINAL AS SCHEDULED BY THE UNIVERSITY</b> |  |
|----------|-------------|---|--|