

TH 354.01

Scene Painting

Spring 2002 TR 11am-12:50pm MC124 (3 credit hours)

Scott R. Robinson Office MC 103 Phone 963-1273

Office Hours: MTWR 9 - 10 am and 2-3pm by appointment

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Required Texts: Pinnell, William H. *Theatrical Scene Painting: A lesson guide*. Carbondale, IL: Southern Illinois University Press, 1987.

Required Reading: Selected Library Reserve Readings – Crabtree, Susan et al. *Scenic Art for the Theatre: History Tools and Techniques*. Boston: Focal Press, 1998.

Required Supplies

- 4" lay-in/basecoat brushes - 2 of these
- 2" brush
- Markers
- Soft pencils
- Feather duster
- Natural sponge (fist size or larger)
- Paint clothes that can and will get dirty

Course Objectives:

Assessments:

<ul style="list-style-type: none"> • Develop skills and techniques in scene painting and translating painting elevations to stage 	<ul style="list-style-type: none"> • Several projects will be completed by the students, designed to work explore technique and strengthen skill and processes. These will be discussed in a seminar format and graded both by peers and the instructor.
<ul style="list-style-type: none"> • Critically comment on the strengths and weakness of their own work as well as the work of their peers. 	<ul style="list-style-type: none"> • Oral discussions of projects will be discussed in seminar format enabling critical thought and discussion, allowing students to defend and support varying styles.

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact CWU Disability Support Services immediately, develop an Accommodation Plan; then, meet with the instructor to work out arrangements of the 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.

Course Requirements

Assignments and Percentage

- 20% Attendance/Participation including cleanup
- 80% Projects and Exercises

Grading Scale

Due to the subjective nature of projects, grades will be assigned based on a comparative scale. i.e. average work will receive an average grade. Over the years your instructor has seen a lot of average or below average work.

- 90 - 100 = A Superior
- 80 - 89 = B Above Average
- 70 - 79 = C Average
- 60 - 69 = D Below Average
- Less than 50 = FUnacceptable

Attendance Policy:

Students must attend class regularly in order to do well in this course. Due to the interactive components to this course students will need to attend each meeting so as not to disappoint class members. Students are allowed two unexcused absences. For each absence over two, however, two percentage points will be deducted from the student's final **average**. Finally, if at all possible, students should notify the instructor of any excused absences prior to the day to be missed.

Students who have unexcused absences on project days will receive a zero for the particular project. In addition, students who are not prepared to give assigned presentations when called on in class or who have unexcused absences on presentation days will receive a zero for the presentation. Unfinished projects will be graded accordingly.

Habitual tardiness needs to be avoided as it disrupts the learning environment. If you walk in after the instructor has called role you will be counted absent.

N.B. To offset the costs of paints and materials associated with this course, each student must pay a lab fee of \$60.00. Checks, made payable to CWU Department of Theatre Arts, will be collected from students on Tuesday March 28th.

TENTATIVE SCHEDULE

<p>Week 1 3/26 Introductions 3/28 Color Theory – Project assigned</p> <p>Week 2 - (4/1 last day to add) 4/2 Blending -, Brush Techniques 4/4 LAB: Textures</p> <p>Week 3 4/9 Light and Shadow/Recessed Panel 4/11 LAB: Recessed Panel</p> <p>Week 4 4/16 Brick and Stone 4/18 LAB: Brick and Stone</p> <p>Week 5 4/23 Wood grain 4/25 LAB: Wood grain</p> <p>Week 6 4/30 Marble 5/2 LAB: Marble</p>	<p>Week 6 5/7 Foliage/Draperly 5/9 LAB: Foliage/Draperly</p> <p>Week 7 5/14 Stenciling/Wall Paper 5/16 LAB: Stenciling/Wall Paper</p> <p>Week 8 5/21 Final Project 5/23 Final Project</p> <p>Week 9 5/28 Final Project Completed 5/30 Final Project discussed and graded</p> <p>Week 10 Exam Week</p>
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Theatre Arts Mission Statements and Teaching Philosophies

Mission Statements:

University Mission;

“Docendo Discimus” (By Teaching We Learn)

Department Mission;

“The Theatre Arts Department provides an interactive program of academic and production experiences in preparing students for advanced training in graduate school, careers in education, professional theatre, and related fields. The theatre as a uniquely collaborative art form integrates curriculum and production elements in preparing students through study and participation; students are therefore expected to participate in academic research and investigation as applied through the department’s performance schedule. The theatre season presented by the department is the core of this learning philosophy. It provides the catalyst and the laboratory for the application of principles established through a thorough yet diverse academic program.”

Center for Teaching and Learning Theme; “facilitators of learning in a diverse world”

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.