

I. CATALOG INFORMATIONA. Discipline: TECHNICAL THEATREB. Subject Code and Number: TTHA M25AC. Course Title: Scene Design I

D. Credit Course units:

Units: 3Lecture Hours per week: 2Lab Hours per week : 3Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 35 - 35

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5**Total Combined Hours** in a 17.5 week term: 87.5 - 87.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for creditH. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: _____

I. Course Description:

Explores stage scenery as an interpretive and collaborative art. Develops skills in designing floor plans, exercise drawing techniques, building a model, and learning traditional and computer-aided drafting conventions. Requires the construction and painting of scenery, as well as the development of painter's elevations and renderings.

J. Entrance Skills

*Prerequisite: No Yes Course(s)
_____*Corequisite: No Yes Course(s)
_____Limitation on Enrollment: No Yes
_____Recommended Preparation: No Yes Course(s)TTHA M20Other: No Yes

K. Other Catalog Information:

C-ID: THTR 172

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	demonstrate an understanding and utilize commonly used theatrical terms as they apply to the design process and relate to theatrical production and technical work.	Demonstration of an understanding of the differences and meanings of terms through project tests and quizzes
2	employ introductory-level skills in the use of tools and equipment needed for the basic areas of technical theatre as they relate to the design process.	Demonstration of learned skills and abilities to utilize supplies, tools, and equipment in projects and processes through lab work and projects
3	apply introductory-level skills in technical theatre production techniques as they relate to the design process.	Demonstration of learned skills and abilities through classroom lab work and presentations
4	demonstrate the ability to outline and analyze the basic steps needed to approach the design process as needed to integrate that work into, and along with, the various areas and aspects of theatrical production.	Demonstration of understanding through classroom presentation and quizzes
5	utilize an understanding of the relationships between basic concepts of the design processes and how they are integrated and executed within a production process.	Demonstration of learned process through project work and classroom presentation
6	demonstrate and utilize basic skills in the organization and creation of a design project from conception to execution.	Demonstration of learned skills through project work and classroom presentation

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		

5.00%	Theatrical architecture and the physical space we work in	1, 4, 5
10.00%	Scenic design as visual art and the design principles therein	1, 3, 4, 5, 6
10.00%	Drawing in scale	2, 3, 6
10.00%	Ground plans, elevations, and other design drawings	1, 2, 3, 6
5.00%	Orthographic, isometric, and oblique drawings	1, 2, 3, 6
10.00%	Scenic rendering and drawing in perspective for the stage	3, 5, 6
5.00%	Basic scenic construction	1, 2, 3
10.00%	Color theory and scenic painting	1, 2, 3, 5, 6
5.00%	Reading and analyzing a play for the purposes of design	4, 5
5.00%	Collaboration and theatre personnel	1, 4, 5
5.00%	Basic design principles of lighting, audio, and costuming	4, 5
5.00%	Props, furniture, and set dressing	4, 5, 6
5.00%	Research and reference	4, 5, 6
10.00%	Concepts of design	1, 3, 4, 5, 6
Lab (must total 100%)		
10.00%	Create projects on basic design principles	1, 4, 5
20.00%	Create scale drawings and drafting projects	1, 2, 3, 6
10.00%	Complete color theory and drafting projects	1, 2, 3, 6
20.00%	Create ground plans and scenic renderings	2, 3, 4, 5, 6
10.00%	Present research through design collage	3, 6
30.00%	Create a basic design project from conception through finished design presentation; utilizing all design concepts and techniques explored in class	1, 2, 3, 4, 5, 6

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	breaking down a play for the purposes of design and discussing the details of the various design concepts.
2	creating a narrative illustrating theme, mood, and concept of a play for design.
3	creating a narrative of a design concept for personal design project.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	analyzing design components of a live theatrical performance.
2	conducting research and reference as it pertains to theatrical design.
3	exploring and creating drawing studies of objects.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	analyzing a play for scenic and design requirements.
2	utilizing abstract design concepts and translating them into practical theatrical design elements.
3	determining scale and composition to realize a theatrical design within a finite space.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)
 Analysis of design collages, models, floor plans, sectional drawings, a color wheel, and painter's elevation
 Peer review and feedback on design concepts
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- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input checked="" type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Demonstrate a design concept by creating a collage, a model, floor plans, sectional drawings, a color wheel, painter's elevation

Perform supervised hands-on work on a major college play production

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Dorn, Dennis, and Mark Shanda. Drafting for the Theatre. 2nd ed. Southern Illinois UP, 2012.

Ma, Wenhai. Scene Design Rendering and Media. Focus, 2012.

Wolf, R. Craig, and Dick Block. Scene Design and Stage Lighting. 10th ed. Cengage, 2013.

Klingelhofer, Robert. The Craft and Art of Scenic Design. Routledge, 2017.

The play selected to be designed for the classroom project; for example, Shakespeare's "The Tragedy of MACBETH". Other course materials could include books about the play, about Shakespeare, about the social and/or political atmosphere of the Elizabethan period, books about various areas of technical theatre, etc.

Classroom drafting supplies (minimal) will also be needed.

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
San Diego State Univ.	THEA 240	Theatre Design and Technology I	3
Folsom Lake College	TA 423	Introduction to Scene Design for the Stage	3
Mt. San Jacinto College	THA 123	Introduction to Scene Design	3
Sacramento City College	TA 423	Introduction to Scene Design for the Stage	3
CSU Fullerton	THTR 288	Introduction to Scene Design	3

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:

Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
 Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
 A2 - Natural Sciences - Physical Science
 B1 - Social and Behavioral Sciences - American History/Institutions
 B2 - Social and Behavioral Sciences - Other Social Behavioral Science
 C1 - Humanities - Fine or Performing Arts
 C2 - Humanities - Other Humanities
 D1 - Language and Rationality - English Composition

- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:
2. If YES do you recommend this course for inclusion on the CSU General Education list?
 Yes: No: If YES, which area(s)?
 A1 A2 A3 B1 B2 B3 B4
 C1 C2 D1 D2 D3 D4 D5
 D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences

- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research, using the Library's print and online resources, design periods and background materials for particular plays. Locate plays using Library's special Theatre Arts collection of scripts.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

TTHA M25A: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will create scenic designs that require the allocation of personnel and the purchase of materials and will utilize technical and consumable resources in construction.
2. Interpersonal: the students will have experience collaborating with the instructor, a director, crew members and peers in designing and constructing sets, furniture and/or props for a live production.
3. Information: the students will develop a working knowledge of design drawings, renderings, elevations and the application of research in scenic design.
4. Systems: the students will understand and participate in the multi-tiered process involved in designing the scenic elements of a play from pre-production to final production.
5. Technology: the students will utilize computers, tools, and materials for hands-on practical experience with theatrical construction, painting techniques, supplies, and technologies.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will be required to draw floor plans and elevations to scale, and create renderings and communicate design concepts to an instructor, director and/or crew.
2. Thinking Skills: the students will be working using critical thinking skills as they translate the concepts/themes of a play into a scenic design for a play.
3. Personal Qualities: the students will be interfacing with other students in a leadership role and will be responsible for the scenic design and/or construction of specific scenic elements or props for a play.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

TTHA M25A: Not Applicable

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

TTHA M25A: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

TTHA M25A: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

TTHA M25A: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: TECHNICAL THEATRE

Discipline Code and Number: TTHA M25A

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty John Loprieno 01/24/2018

Faculty Peer: Mickey Howell 01/25/2018

Curriculum Rep: Robert Salas 01/30/2018

Department Chair: John Loprieno 01/24/2018

Division Dean: Jennifer Goetz 01/24/2018

Approved By:

Curriculum Chair: Jerry Mansfield 03/12/2019

Executive Vice President: _____

Articulation Officer: Letrisha Mai 02/21/2019

Librarian: Mary LaBarge 02/21/2019

Implementation Term and Year: Fall 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 03/05/2019

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 03/13/2019