

I. CATALOG INFORMATION

A. Discipline: TECHNICAL THEATRE

B. Subject Code and Number: TTHA M25B

C. Course Title: Scene Design II

D. Credit Course units:

Units: 3

Lecture Hours per week: 2

Lab Hours per week : 3

Variable 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 credit

H. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: _____

I. Course Description:

Focuses on scenic design and construction in the dramatic arts at an advanced level. Explores concepts in the use of computer-aided design. Requires a full set of drawings, painter's elevations, floor plan, advanced painting techniques, and the creation of a full scale model.

J. Entrance Skills

*Prerequisite: No Yes Course(s)

TTHA M25A

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)

Other: No Yes

K. Other Catalog Information:

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 intermediate-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 intermediate-level skills in technical theatre production techniques, as well as determine what processes and techniques would be needed, as they relate to the design process.	Demonstration of learned skills and abilities through classroom lab work and presentations
4	utilize the ability to outline and analyze the 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	demonstrate an understanding of the relationships between the concepts of the design processes, determine steps and processes needed, and integrate and execute these within a production process.	Demonstration of learned process through project work and classroom presentation
6	use their skills in the organization and creation of a design project from conception to realized execution.	Demonstration of learned skills through project work and classroom presentation
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9	Please delete this	

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
5.00%	Balancing projects and workflow	3, 4, 6
5.00%	Reading and analyzing a script for design and breaking it down for scenic needs	4, 5
5.00%	Research and reference	4, 5, 6
10.00%	Scenic Design as visual art and concepting a design	1, 3, 4, 5, 6
10.00%	Ground plan options for a design	1, 2, 3, 6
10.00%	Scenic rendering and drawing in perspective for the stage	3, 5, 6
10.00%	Scale drawing for scenic components	1, 2, 3, 6
5.00%	Basic scenic construction	1, 2, 3
10.00%	Color theory and scenic painting in a design	1, 2, 3, 5, 6
5.00%	Presenting and selling a design idea	1, 4, 6
5.00%	Collaboration within the design team and theatre in general	1, 4, 5
5.00%	Basic design principles of lighting, audio, and costuming	4, 5
5.00%	Props, furniture, and set dressing in a design	4, 5, 6
10.00%	Components of a design for the purposes of execution	1, 3, 4, 5, 6
Lab (must total 100%)		
25.00%	Create floor plan and construction drawings for a classical play	1, 2, 3, 4, 8, 9
25.00%	Create floor plan and working model for a contemporary play	2, 3, 4, 6, 7, 8, 9
25.00%	Design one prop from the current semester's show and make a construction drawing of it	2, 3, 4, 6, 7, 8, 9
25.00%	Create a texture collage for two plays	3, 4, 5, 6, 7, 8, 9

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	determining all processes and elements needed to realize a design from concept to execution.
3	collaborating with design team and other theatrical personnel to execute a final design build.

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 advanced design concepts through the creation of a collage, a model, floor plans, sectional drawings, a color wheel, painter's elevation.
- 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) |

Students drawings, renderings and models will be evaluated on level of difficulty and complexity of design.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

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

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

2012.

Ma, Wenhai. Scene Design Rendering and Media. Focus, 2012.Klingelhoef, 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
West Valley College	THEA 21B	Practical Theater (Scene & Stage) 1	2

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 information for a particular play. Locate plays using the 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

Requisite Justification for TTHA M25A

A. Sequential course within a discipline.

1. analyze a play or film script and communicate his/her design ideas in the form of basic level sketches, floor plans, lighting plots, costume designs, makeup designs and/or a scaled model of a single set for a one-act or a single-set play.

2. apply his/her knowledge of color in pigment by developing painter's elevations, renderings, lighting, costume, audio designs or watercolor sketches which show the director the actual concept of

the various production elements.

3. use the basic principles of design (line, color, texture, form, harmony and balance) effectively and appropriately for various elements of production design.

4. explore periods of architecture by developing a scenic portfolio to be used as reference material.

5. identify and use a wide variety of construction materials used in costume, makeup, set and/or prop construction.

6. demonstrate conventions and equipment by completing drawing elevations for various production elements.

- B. Standard Prerequisite or Corequisite required by universities.
- C. Corequisite is linked to companion lecture course.
- D. Prerequisite or Corequisite is authorized by legal statute or regulation.
Code Section: _____
- E. Prerequisite or Corequisite is necessary to protect the students' health and safety.
- F. Computation or communication skill is needed.
- G. Performance courses: Audition, portfolio, tryouts, etc. needed.

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, create renderings and communicate design concepts to an instructor, director and/or crew.
2. Thinking Skills: the students will be working using high level 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 M25B: Not Applicable

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

TTHA M25B: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

TTHA M25B: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

TTHA M25B: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: TECHNICAL THEATRE

Discipline Code and Number: TTHA M25B

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty John Loprieno 01/24/2018

Faculty Peer: Mickey Howell 01/25/2018

Curriculum Rep: Anthony Wardzinski 02/01/2018

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