

Theater: Scenic Design
Course #: CRSG1QQA-23
Fall 2017
2017-2018 School Year
Instructor: S. Manas

Learning Standards:

Course Objective:

Students will be able to understand and perform scenic design skills, including, but not limited to: literary analysis, scenic rendering, and hand drafting. Students will be able to work collaboratively while being respectful of each other and their teachers, both when performing scenic design tasks and while acting or reading. This will allow students to further their literacy, critical thinking, and social-emotional skills. Students will be able to understand and perform complex plays. This will allow students to practice and further develop their literacy skills and, again, their interpersonal skills.

New York State Learning Standards for the Arts

Learning Standard 1: Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Learning Standard 2: Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

Common Core Standards:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.RST.11-12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Course Description:

In Theater: Scenic Design, students will be engaged in the conceptual and literary analysis skills required to be a good scenic designer. They will be required to take both explicit and implicit information from the text to extrapolate themes and historical information. They will also learn to act in complex theater texts. Students will produce a scenic rendering (colored drawing), a hand drafted groundplan, and a short concept essay explaining their scenic concept for either *The Piano Lesson* or *Fences* by August Wilson

Calendar:**

Class Number	Classwork	Homework
1	Introduction to scenic design.	
2	Introduction to August Wilson and <i>Fences/The Piano Lesson</i>	Vocabulary Sheet 1. Due class #3.
3	Phillidelphia/history group work	Vocabulary Sheet 2. Due class #4.
4	Watch <i>Fences/The Piano Lesson</i>	Vocabulary Sheet 3. Due class #5
5	Watch <i>Fences/The Piano Lesson</i>	Vocabulary Sheet 4. Due class #6.

6	Finish watching <i>Fences/The Piano Lesson</i> . Begin reading <i>Fences/The Piano Lesson</i> .	Theater Production reading, pages 163-176 and answer questions. Due class #8.
7	Read <i>Fences/The Piano Lesson</i> .	
8	Read <i>Fences/The Piano Lesson</i> .	Theater Production reading, pages 180-187 and answer questions. Due class 108.
9	Read <i>Fences/The Piano Lesson</i> .	
10	Read <i>Fences/The Piano Lesson</i> .	Theme paragraph. Due class #11
11	Introduction to Scenic Design, review elements and principles of design. Begin Musical Timeline.	What are you trying to say paragraph. Due class #12.
12	Musical Timeline	Elements paragraph. Due class #13.
13	Musical Timeline	Principles paragraph. Due class #14.
14	Scenic research. Introduction to rendering.	Read theater production pages 115-122 and answer questions. Due class #16
15	Scenic Rendering	
16	Scenic Rendering	Read theater production pages 123-134 and answer questions. Due class #18.
17	Introduction to Hand Drafting.	
18	Hand Drafting	Prepare for auditions. Due class #20.
19	Hand Drafting	

20	Finish Hand Drafting and Auditions.	
21	Rehearsal	Prepare for performance. Edited and completed concept statement due class #28.
22	Rehearsal	Prepare for performance. Edited and completed concept statement due class #28.
23	Rehearsal	Prepare for performance. Edited and completed concept statement due class #28.
24	Rehearsal	Prepare for performance. Edited and completed concept statement due class #28.
25	Rehearsal	Prepare for performance. Edited and completed concept statement due class #28..
26	Rehearsal	Prepare for performance. Edited and completed concept statement due class #28.
27	Rehearsal	Prepare for performance. Edited and completed concept statement due class #28.
28	Rehearsal	Prepare for performance and make up work.
29	Rehearsal	Prepare for performance and make up work.
30	Performance	
31	Self- Evaluation	

Materials and Texts:

- *Fences* by August Wilson or *The Piano Lesson* by August Wilson
- *Theatrical Design and Production: An Introduction to Scenic Design and Construction, Lighting, Sound, Costume, and Makeup* by J. Michael Gillette
- *Fences* or *The Piano Lesson* movie.
- Architect's Rule
- Drafting Vellum
- T-square
- Drafting triangle
- Compass
- Multi-media and watercolor paper
- Watercolor and tempra paint & paintbrushes
- Colored pencils
- Nupastels
- Markers
- Computers

Grading Policy:

Projects - 30%

Students will be assigned at least one project every semester. Some will have written components, some a performance/practical component, and some both. Students will be provided a rubric that the teacher will go over to assist them in completing the project to the best of their ability.

Do Nows – 20%

Do Nows will be completed at the beginning of every class unless otherwise directed. You will either receive a 100 for having completed it or a 0 for not completing the assignment. In order to be considered complete, your do now must fully answer the question and have a reasonable amount of writing for the time given (a minimum amount of sentences will be written by the teacher. If you do not see it written, please ask).

Homework – 10%

For homework, you will either receive a 100% for having completed it with clear effort or a 0 for having not completed it. Homework must show an effort has been made to be considered complete.

Attendance – 20%

You must come to class and you must be on time. You will receive 2 points (100%) for being present and on time, 1 point (50%) for being late, and zero points (0%) for an unexcused absence or cut.

Participation – 20%

When you are in class please participate. This is an easy way to boost your grade.

Classroom Procedures:

Students are expected to be in class, on time, and ready to work. There is a bathroom in the classroom that students may use. If a student needs the nurse, the Dean, the unit coordinator, or to go to the main office, they will be allowed to go and provided a pass at the teacher and para's discretion.

The students will participate in the lesson. As the period comes to a close, the teacher will go over their behavioral points with the students, asking them first what they think they earned and then telling them what they actually earned. The rules and point policies are detailed in the next section.

Class Rules and Behavior:

School Rules:

Students may not wear hats or bandanas in school. They may not bring weapons, drugs, alcohol, or any illegal paraphernalia into the school building. Students must attend school and be on time. Cell phones and other non-approved technology must be turned off and away while in class unless otherwise instructed.

Classroom Rules:

Rules are clearly posted in the classroom and are as follows:

1. Listen to your teachers and paras.
2. Keep your hands (and all other body parts) to yourself.
3. Be respectful of your peers and teachers.
4. Avoid side conversation.

Behavioral System:

For every period a student is in class they are eligible to receive up to 4 behavioral points, one for each rule they follow. These points will be recorded on a monthly behavioral points sheet. At the end of the month, if they have received an average of 3 points for the month, they will receive a reward to enjoy while they work or at a later time.

Academic Policies:

At Manahattan High School at The Beacon School students are expected to perform their work with integrity and honesty. In this course, cheating, plagiarism, disruptions of instructional activity, fraud and/or lying may result in a failing grade of "F" for the assignment. Additionally, any attempts to hand in work from another class or work done at a previous school may also result in a failing grade of "F" for the assignment