

Bergen Community College
Division of Business, Arts & Social Sciences
Department of Visual and Performing Arts

Course Syllabus

Set Design I THR 134

Date of Most Recent Syllabus Revision: October 5, 2020
Course Typically Offered: Fall X Spring ___ Every Semester ___ Other ___
Syllabus last reviewed by: BCC General Education Committee _____
Curriculum Committee _____

Basic Information About Course and Instructor

Semester and Year: _____
Course and Sections Number: _____
Meeting Times and Location(s): _____

Instructor
Office Location: _____
Phone: _____
Departmental Secretary: _____
Office Hours: _____
Email Address: _____

Course Description:

This course covers basic techniques of the principles and practices of set design for the stage. Emphasis is on interpretation of the literature, research, development of the ground plan, and the presentation of ideas. Included are design functions, construction, painting, modeling, history, and theories of design.
3 Credit Hours: (2 lect. 2 lab)
No Prerequisite

Student Learning Outcomes: As a result of meeting the requirements of this course:

1. The student will be able to identify and discuss the principles inherent to set design for the theatre, including collaboration, accommodation of creative expression, and literary values.
2. The student will demonstrate an ability to identify and integrate form and function, and the elicitation of emotional, intellectual and aesthetic response to a design.
3. The student will be able to apply the fundamental technical skills required to the design processes inherent to set design for the theater.
4. The student will be able to apply script analysis, planning, period and style research, graphic communication and expression ideas or concepts into a design for the theatre.
5. The student will demonstrate an understanding of how to use dramatic literature, drawn from a variety of periods and styles, as a vehicle for developing stage design.

Means of Assessment: In support of the above-mentioned goals, each student will be assessed as follows:

1. Written assignments, in-class projects and exams on the elements of design.
2. Homework assignments, in class projects and in-class discussions demonstrating the principles of composition to create practicable set designs.
3. Practical application to their own design work, in-class projects, and peer evaluations to discuss, analyze and address the needs of successful set design from reading assignments.
4. Exams, homework assignments, in-class presentations, and discussions to create technical documents, sketches, perspective drawings, renderings and models and an ability to communicate and discuss their ideas about the design.
5. Homework, in-class assignments and presentations demonstrating rudimentary skills in sketching, drafting and use of multiple mediums.

Course Content:

Set Design I: The class structure will consist of lectures, demonstrations, in-class design work, presentations, and critiques of student work. Part of the lectures will be delivered by student groups which will contribute to their grades.

Technological & Information Literacy:

Technological literacy is a key component to this course. Students will be required to research plays, historical references, as well as elements of art and design through video and reference material on-line and thru the BCC library theatre, art and design databases.

Course Texts and/or Other Study Materials:

- Wolf, R. Craig, and Dick Block. *Scene Design and Stage Lighting*. 10th ed. Wadsworth Publishing; (2014)

- Other supplemental reading material will also be distributed in class, which you will be expected to read, and discuss.

Recommended References and Reading:

Burris-Meyer, & Cole, Scenery for the Theater

Crabtree and Beudert. *Set Art for the Theatre, History, Tools and Techniques.*

Pecktal, Lyn, Designing & Drawing for the Theater

Payne, Darwin, Theory and Craft of the Set Model

Reid, Francis, Designing for the Theatre

Thorne, Gary, Stage design: A practical Guide

Arnold Aronson, American Set Design.

Assignments:

- All materials should be bought by the end of the first week of the course in order to have everything on time for the projects.
- Assignments will consist of projects on the two plays chosen as required reading
- The nature and the deadline for the assignments will be determined in class. Attendance is therefore very important for the comprehension of the requirements of the projects and the deadlines.
- Assignments will be reviewed on the day they are due and the grade will be given by the following class session.
- The assignments are designed to address specific aspects and skills of the scene designer's work.
- The assignments are arranged in a sequence to aid to the logical development of the project. It is, therefore, essential that the student keep up with the work.
- Every student works at their own pace. Hours spent completing assignments will therefore vary from student to student. Some of you may choose to take your work home, while others may choose to remain late in the design studio.

In addition to these assignments, readings will be assigned from the text. Additional articles and study materials may be handed out in class.

Part of the student work will be the theatre history lectures. They will be given by student groups on the specified dates given on the course schedule. They will be assigned to student groups the first week of classes. Students will have to provide notes with the most important points of the lecture and be prepared to answer questions from the instructor and other students.

Very Important: Make sure you acquire the required supplies on time as they are essential to the course. You are required to have all of your supplies in class at all times. Find appropriate storage containers and carry case. Not being able to work in class because you don't have your supplies is equivalent to being absent.

Attending Live Performances:

Students are required to attend both of the Bergenstages' productions during the semester in order to discuss the elements and execution of the designs of each production.

Materials and Supplies:

- Drafting materials and art supplies are essential to this class. If you cannot acquire them by the end of the first week of class, please **DROP THE COURSE**. No excuse will be accepted for not having materials available by this time. A student will be marked absent from class

for not having their materials available.

Quant.	Item
1	Triangular architect's scale rule
1	Architectural scale rule
3	Mech. pencils (5mm, 7mm, 9mm)
1	6" compass
1	10" 30/60/90 triangle
1	6" plastic protractor
1	Furniture template 1/4" scale
1	Drawing board 18" x 24" w
1 pad	18 x 24 Clearprint drafting vellum
1 roll	Drafting tape or dots

Model Building and Rendering Materials and Supplies:

Supplies (as needed): For model building you should be prepared to buy some quantities of the following types of materials. Don't buy them until you know what you are going to use! Many of the items such as glue, sketch pad, pins, gesso etc., you might be able to share with each other.

Apparel: Wear shoes and clothing appropriate for long hours of design work. Be comfortable. You will, at times, also be working with materials that can potentially ruin clothing- watercolor, adhesives etc.

Clean-up: This class has the potential of becoming messy. Everyone is required to clean up after themselves prior to leaving class. This space is used by other classes, so be respectful of that. *You will be deducted attendance points* if you leave a mess behind.

Late Work:

- Late assignments will be reduced by one letter grade of the grade earned and will not be reviewed.
- Assignments will not be accepted more than one class session late.
- Only in the case of an excused absence will a late assignment be accepted without penalty.
- Extra credit will only be accepted if all assignments have been submitted, *not* to make up for classes or work missed.

Attendance:

- Attendance is mandatory: You cannot learn if you are not here and your fellow students are deprived of your insights and contributions.
- The Performing Arts Department policy regarding attendance will be followed.
- The first two (2) unexcused absences will be accepted, after that you will lower your final grade by one letter grade for each additional absence.
- Three tardies of more than 10 minutes each will equal one absence.
- Attendance at main stage productions is also required, so that we may discuss the set elements of the productions.

Evaluation and Grading:

Grading Policy:

The final grade in this course will be determined by a student's overall mastery of the subject matter as evidenced on exams, projects, presentations, homework assignments, consistent attendance and quality of class participation. There will be one mid-term exam, oral presentation, mid-term project, final project, weekly assignments, and one final exam.

Attendance:	20%
Topic Assignments (2):	20%
Mid-term exam	10%
Mid-term Project/Presentation:	20%
Final Project/Presentation:	20%
Final Exam	10%

Criteria for Evaluation:

This is a skill building course where the grades will be based on the following criteria:

- Promptness – Late assignments will be reduced by one letter grade. Assignments will not be accepted more than one class session late.
- Degree of Completion – A project that is either incomplete in execution or does not address all the necessary design criteria will be reduced in grade.
- Craftsmanship – The degree of care and precision used in presenting and executing the assignment
- Support of dramatic action –The degree to which the design supports and enhances the dramatic action of the play as indicated in the script.
- Composition of visual elements – The degree to which the elements of design are arranged and employed to draw the audience's attention on the central action.
- Originality of design -- How imaginatively the design idea is developed and supported by research.
- Clarity of design -- How clearly the design idea is graphically communicated.
- Collaboration -- How well you work together to present the lectures.
- Participation --How well you offer and receive criticism during the student lecture presentation, the design development and critique process.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70-75 = C 65-69 = D 60-64 = F

E = Unofficial Withdrawal W = Official Withdrawal INC = Incomplete

- Disruptive behavior: Students will be warned to cease any disruptive behavior, failure to do so will result in a request to leave the classroom.
- Use of electronic devices in the classroom: Please turn off your cell phones. This is a courtesy to your fellow students and to the faculty. This includes TEXTING!

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic.

Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action

prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog.

Please review the statement on acceptable use of BCC technology in the college catalog.

Academic Support Services:

Bergen Community College provides many valuable services for students.

The Henry and Edith Cerullo Learning Assistance Center (CLAC)

- Tutoring Center (L-125)
- Writing Center (L-125)
- Math & Science Walk-In Center (L-131)
- English Language Resources Center (C-212)
- Testing & Tutoring at the Meadowlands Campus (LYN-202)

The twice award-winning Cerullo Learning Assistance Center offers the following free tutorial services to currently enrolled Bergen Community College students.

- One-on-One Appointments
- Drop-in Assistance
- Writing Walk-In
- Reading Comprehension
- Supplemental Instruction (SI)
- In-Class/In-Lab Tutoring
- Study Groups
- Permanent Appointments
- Online Tutoring: *Smarthinking*
- Workshops
- Intercultural Conversation Partners (ICP)

Along with helping you with specific subjects, the CLAC also can help you improve your academic self-confidence!

You can visit the CLAC in **Room L-125 in the Pitkin Education Center**, or call **201-879-7489**.

The BCC Library:

Bergen Community College has an excellent library with outstanding staff. In addition to the physical materials (books, magazines, videos, etc.) available in the library students with a current ID number can access a broad range of electronic databases by going to the library website at:

<http://www.bergen.edu/library>

Accommodation for Students with Special Needs:

In compliance with the BCC policy and equal access laws, faculty are available to discuss appropriate academic accommodations that may be required for students with special needs. Requests for academic accommodations are to be made during the first two weeks of the semester, so arrangements can be made through the BCC Office of Specialized Services.

Course Outline:

Note to Students: This Course Outline and Calendar are tentative and subject to change, depending upon the progress of the class.

Set Design I Course Outline:

DAY	DATE	Topic	Assignments	Objective(s) Met
Week 1				
		INTRODUCTION: Course overview and purpose Tools, materials and Supplies The purpose of scenery The role of the scene designer	Read: The Dramatic Imagination. buy and read assigned play	1, 2
Week 2				
		THE SCRIPT: How to read a script ARRIVING AT A DESIGN CONCEPT I Addressing the script: Time and Place Activity (action) Mood Atmosphere Theme (s)	Read: Outline of script analysis Reading the script	1, 2, 3
Week 3				
		ARRIVING AT A DESIGN CONCEPT II Addressing the Staging: Scheme Wing and Drop, Projections, Modular, Unit sets (Simultaneous sets), etc. Scope	Assignment (script analysis)	1, 2, 3
Week 4				
		THE DESIGN PROCESS: Addressing the set design: Defining design criteria Arriving at a design metaphor Discussion of "What the Butler Saw" VISUALIZING THE CONCEPT:	Assignment (Metaphor and research board) Read: Brainstorming	1, 2, 3, 4, 5

		Arranging stage space for performance: preliminary drawings Floor-plan sketching – classroom exercise.	Design Process checklist	
Week 5				
		VISUALIZING THE CONCEPT: Arranging stage space for performance: preliminary drawings The thumbnail sketch – classroom exercise	Assignment (Thumbnails)	1, 2, 3, 4, 5
Week 6				
		MIDTERM EXAM DEVELOPING THE DESIGN, I: Communicating the design The scale rule and proportions Drafting conventions Page format and title block Lettering and indication	Assignment (Lettering) Read graphics handout	1, 2, 3
Week 7				
		DEVELOPING THE DESIGN The box set and the realistic interior The floor plan: Space planning, drafting and symbols – classroom exercise Classroom work	Assignment (floor plan)	1, 3, 4
Week 8				
		DEVELOPING THE DESIGN The drop elevations - classroom exercise Classroom work Sections and Details - classroom exercises Classroom work	Assignment (Drop elevations)	1, 3, 4
Week 9				
		DEVELOPING THE DESIGN II: Elevations – classroom exercise Student Lecture #4 Classroom work	Assignment (Elevation)	1, 2, 3, 4, 5
Week 10				
		DEVELOPING THE DESIGN The Painters Elevations – classroom exercise Student Lecture Classroom work	Assignment (Painter's Elevations)	Assignment 1, 2, 3, 4

Week 11				
		DEVELOPING THE DESIGN The white model: materials and methods– classroom Exercise Classroom work	Assignment (Rendering)	1, 2, 3, 4
Week 12				
		Perspective Drawing and Rendering Classroom work	Assignment (Perspective drawing)	1 2, 3, 4, 5
Week 13				
		Perspective Drawing and Rendering & Model		1, 2, 3, 4, 5
Week 14				
		THE FINAL PROJECT/PRESENTATIONS Composition, Making choices The finished model		1, 2, 3, 4, 5
Week 15				
		FINAL EXAM		1, 4