**TPA 4066 Scene Design I**

**INSTRUCTOR:** JASON MYRON WRIGHT  
Graduate Assistant  
McGuire Pavillion Room 216 (Grad Office)  
702-285-9801  
Wrig183@ufl.edu  
Office Hours: MW 6:00p-8:00p (or by Appointment)

**MEETING TIME:**  
TUESDAYS & THURSDAY PERIODS 2-3  
8:30a-10:25a McGuire Pavillion Rm 218 (Design Studio)

**TEXTBOOKS:**  
Scene Design & Stage Lighting (10th Edition, Wolf & Block) - Required  
From Page To Stage (Rosemary Ingham) - Optional  
Drafting For The Theatre (Dorn & Shanda) - Optional  
Making The Scene (Oscar G. Brockett) - Optional

**REQ’D SUPPLIES:**  
YOU MAY ALREADY HAVE MANY OF THESE TOOLS  
*I will let you know when you should bring your supplies

<table>
<thead>
<tr>
<th>T-Square</th>
<th>Black Foam-core (3/16” or 1/4” Thickness)</th>
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<tbody>
<tr>
<td>Two Triangles (30/60/90 &amp; 45°)</td>
<td>Xacto Knife + Blades or Utility Knife + Blades</td>
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<tr>
<td>Bow Compass</td>
<td>Self-Healing Cutting Mat (18”x24” min.)</td>
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<tr>
<td>Scale Rule (Architect ONLY)</td>
<td>Colored Pencils, Markers, Crayons, Pastels, Watercolors (As You Would Like To Use)</td>
</tr>
<tr>
<td>Lead Holder &amp; Leads or Drafting Pencils (4B, 3B, B, H, 2H 4H)</td>
<td>SOBO Quick Dry Glue (Tacky Glue) &amp; T-Pins</td>
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<td>Lead Sharpening Device (Pencil Sharpener or Lead Pointer)</td>
<td>Various Modeling Supplies As You Need</td>
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<tr>
<td>Circle Template</td>
<td>Suggested Software: (Not Required)</td>
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<tr>
<td>Erasers and Erasing Shield</td>
<td>Adobe Photoshop or CC Membership</td>
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<tr>
<td>Pounce Cleaning Powder</td>
<td>Vectorworks Recent Edition- Available Free student.myvectorworks.net</td>
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<tr>
<td>Drafting Tape/Dots</td>
<td>Google Sketchup - Available Free</td>
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<tr>
<td>10 Sheets (24”x36” min.) Drafting Vellum</td>
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<tr>
<td>Sketchbook (11”x14” min.)</td>
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**COURSE DESCRIPTION:**

This course is a mixed academic and studio environment wherein students will gain an understanding of the principals of *scenic design* as it relates to Theater, Entertainment, and Business. Students will receive individual guidance throughout the semester to develop and communicate a personal design aesthetic and style.

Through an introduction of identifying the elements and principals of design, students will recognize the value and importance of the design process. The academic portion of the course will be focused on the ability to recognize good design, script analysis, and the pre-production process involving the
development of artistic concepts. The latter portion of the course will be dedicated to the application of the design process in a series of drawings and three dimensional models that communicate a design concept.

By the end of the course, students should be able to analyze scripts and communicate conceptual artistic statements through visual mediums including drawings, plans, and models.

COMMUNICATION:

Per university policy, the proper exchange of digital communication is through your UFL.EDU email or through the E-Learning Sakai (Blackboard) website https://lss.at.ufl.edu

You may contact me through e-mail at Wrigh183@ufl.edu or by calling me on my phone listed above. If you have questions, concerns, find yourself unable to attend class or that an assignment is overwhelming, please contact me as soon as possible. Make me your first contact. I am here to help with your academic endeavors as much as possible. Additionally, there are other campus resources below that can help you through the semester should you need.

CLASS DECORUM:

Cell phone, laptop, and tablet use is prohibited during class. These distractions and disturbances affect the learning experience of others. Use of these devices, when not required, during class will result in that student’s dismissal from class for the day. The use of any electronic recording devices is not allowed while in class. Please respect your fellow students and instructor by engaging fully in class discussions.

CAMPUS SUPPORT SERVICES:

Sometimes the demands of a semester and personal, social issues can feel overwhelming. All students’ physical and mental health are paramount to their academic success. Do not be afraid to ask for help. University Counseling Services and Mental Health Services can be reached by phone at 392-1575 or www.counseling.ufl.edu/cwc/Default.aspx. Additionally, The University Policy Department can be reached by calling 392-1111 or 911 for emergencies.

STUDENTS WITH DISABILITIES:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
ATTENDANCE:

Attendance is not mandatory for this course. A student’s grade will not be determined by their attendance. However, if a student fails to attend class, he or she will not gain the information needed to complete assignments correctly. It is the student’s responsibility to arrange with the instructor for make-up assignments or instruction. Please contact the instructor prior to an absence to arrange make-up work.

If the student will be gone for authorized university events or religious holidays, please inform the instructor by the add/drop date. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

LATE WORK & DUE DATES:

All assignments are due at the beginning of class unless otherwise noted. Late work is ABSOLUTELY NOT ACCEPTED, unless arranged with the instructor prior to the due date. If you fail to turn in an assignment, there are a number of other opportunities to make up the grade including extra credit throughout the semester. Please speak with the instructor before an assignment is due if it will be late or incomplete. Special circumstances can be arranged for emergencies.

FINAL EXAM:

There will be a comprehensive written final exam on the scheduled final exam date. For the scheduled final exam time, please refer to http://www.registrar.ufl.edu. You will also be presenting your final design project on the final exam day. Please come prepared with all of your presentation materials. The final exam is mandatory for all students. Failure to appear will result in an automatic failure of the course. The Final Exam will account for 10% of your final grade.

GRADING:

All students are graded individually based on performance and improvement throughout the semester. While you are not competing against the students in your class, there should be a friendly competitive environment between the students that encourages progress through positive criticism and feedback. Remember: The best way to fail as an artist is to compare yourself to other artists.

Before the final add/drop date without a failing grade, the instructor will have an individual conference with each student to discuss the student’s progress through the course so far. At that time, if the
student is failing, or not meeting the demands of the course, the instructor will suggest the student to drop the course to avoid receiving a punitive failing grade.

Each assignment/project will be graded on a 0 to 3 scale. Excellent work will receive 3 points. Work that is complete but not thorough and/or presentable in a professional format will receive 2 points. Work that is incomplete and not prepared for presentation will receive 1 point. Assignments not turned in receive 0 points.

All assignments that receive a point value will be categorized into 1 of 3 areas- Class Assignments, Design Projects, and Project Progression. Each category will be valued at 30% of the final grade. Your final exam will make up 10% of your final grade

Extra Credit Is Available Via Additional Assignments. Contact the instructor if you would like more information on these opportunities. Do NOT Procrastinate.

The instructor will keep all assignments turned in until the end of the semester. Your assignments will be graded, scanned, and sent to your UFL.edu e-mail in a reasonable amount of time.

**BREAKDOWN OF FINAL GRADE:**

- **Class Assignments:** 30%
- **Design Projects:** 30%
- **Project Progression:** 30%
- **Final Exam:** 10%

**GRADING SCALE:**

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A+</td>
<td>94-100%</td>
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<tr>
<td>A</td>
<td>90-93%</td>
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<tr>
<td>A-</td>
<td>87-89%</td>
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<tr>
<td>B+</td>
<td>83-86%</td>
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<tr>
<td>B</td>
<td>80-82%</td>
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<tr>
<td>B-</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D</td>
<td>68-69%</td>
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<tr>
<td>E</td>
<td>&lt;68%</td>
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**E-LEARNING:**

Course content and clippings will often be available online through the E-Learning site. Please make yourself familiar with the layout of the site. No assignments will be submitted through E-Learning. Your grades will be made available under the “Grades” tab of E-Learning. E-Learning can be accessed through [https://lss.at.ufl.edu](https://lss.at.ufl.edu)

**PRESENTATIONS AND COMPLETED ASSIGNMENTS:**

Ensure that your name is on the back of every artistic project that you turn in. For papers and essays, please use the MLA standard format- MLA resources available at [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

Please use your full name that you registered with the university. Include the date, course name, and the instructors name under your name.

Students will be allowed to use the internet for no more than 1/3 of their research images. The University has an art and architecture library with an extensive collection of visual research, art, and technical solutions. Exceptions-Feel free to use ARTstore and the Library of Congress website as much possible. They are both free resources. Visit any campus library to learn more about these
resources. Keep a record of the sources and citations of visual research that you visit- It is very difficult to go back and find this information later.

Students will often be presenting their work in class. Please have your materials ready by the beginning of the class and present as though to a professional group. All pictures or research you present must be at least 8.5” x 11” without white borders in full color (unless image is Black and White). Have Images mounted on a board, framed, labelled, or however you wish to present to the class. Electronic presentations, (whether on a projector or laptop screen) will not be accepted unless it is a video, animation, or internet content that cannot copied or printed and turned in. When using others images, always give the original author credit. You can do this by adding a title card on top or next to an image that you use. Using another’s work without crediting the copyright owner is plagiarism as you are presenting the image as your own. When in doubt, cite your sources. Great artists don’t copy. They steal!

COURSE EVALUATION:

All students are expected to provide feedback of this course via an online evaluation called the “GATORRATER” located at evaluations.ufl.edu/evals. Approximately 3 weeks before the end of the semester, instruction will be shortened so that students may participate in the evaluations. This feedback provides the university an understanding of the quality of the course and to the instructor suggestions for improving the course.

SKETCHBOOK ASSIGNMENTS: (Class Assignments)

For each week, you are responsible for sketching an object, architectural element, or furniture piece from an individual in history. You will learn to balance the amount of time on research with getting a design on paper quickly. Your Sketchbooks Will Be Collected At The End Of Each Week. Turn Them Into My Inbox On The Top Floor of The Atrium in The Nadine McGuire Pavilion by 5pm of the assigned week. You should not spend more than 90 minutes doing this.

*Keep This Sketchbook With You Always. When you see something you like, jot it down, write down your new favorite passage from a book, write down a funny conversation, doodle when you’re on the phone. Whatever you put in this sketchbook, record your experiences with the world around you and your understanding of it. You are stealing- not copying. Record your thefts now, save them for later.

For each sketch, You will:
•Use minimum 11x14” Drawing/Sketching Paper- Turn In Your Whole Sketchbook Each Week
•Research the person, period, and object (AVOID THE INTERNET!!! USE A LIBRARY!!)
•Sketch an actual object found in research or create your own with what you learned through research
•Through your sketch, you will communicate the design of the object
•Use call outs or written notes to explain details you cannot in your sketch- Does it rotate, lock, spin?
•Do not obsess about the sketch. Be quick, but accurate as to communicate the design intent
•Use whatever you deem necessary to convey and communicate the object’s design
<table>
<thead>
<tr>
<th>Week</th>
<th>Period</th>
<th>Person/Object</th>
<th>Due (5pm)</th>
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<tbody>
<tr>
<td>1</td>
<td>Egypt</td>
<td>Cleopatra’s Bed</td>
<td>August 30</td>
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<tr>
<td>2</td>
<td>Ancient Greece</td>
<td>Sophocles’ Front Door</td>
<td>September 6</td>
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<tr>
<td>3</td>
<td>Ancient Rome</td>
<td>The Senate’s Floor</td>
<td>September 13</td>
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<tr>
<td>4</td>
<td>Medieval</td>
<td>Merchant’s Street Cart</td>
<td>September 20</td>
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<td>5</td>
<td>Renaissance</td>
<td>Ponce de Leon’s Treasure Chest</td>
<td>September 27</td>
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<tr>
<td>6</td>
<td>Rococo</td>
<td>William Hogarth’s Fireplace</td>
<td>October 4</td>
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<td>7</td>
<td>Neoclassic-Empire</td>
<td>Napoleon’s Dining Chair</td>
<td>October 11</td>
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<td>8</td>
<td>Romantic</td>
<td>Edgar Allen Poe’s Desk</td>
<td>October 18</td>
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<td>9</td>
<td>Victorian</td>
<td>Queen Victoria’s Window</td>
<td>October 25</td>
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<td>10</td>
<td>Art Nouveau</td>
<td>A Designer’s Door (Your Choice)</td>
<td>November 1</td>
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<tr>
<td>11</td>
<td>Contemporary</td>
<td>Lady Gaga’s Chandelier</td>
<td>*Extra Credit Nov 8</td>
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**DESIGN STUDIO:**

As a primarily studio course, many of the assignments are an opportunity to develop and discover a student’s artistic approach, opinion, and process. In order to facilitate these studio opportunities, the instructor will hold open studio sessions in the Design Studio Mondays and Wednesday from 6pm-8pm, the evening before many design and class assignments are due. These studio hours are for you to use the space, get additional one-on-one mentoring, and meet with the instructor for additional training in areas as students need that relate to the scenic design area.

Please take advantage of this opportunity, especially BFA students. The Design Studio is a shared space, please keep it clean so others can take advantage of the space available. The building may be closed or locked during these hours, but you may call the instructor to open the exterior doors for you. These studio hours will also operate as office hours, but other appointments can be made for those whose schedule do not allow studio visits.

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Withdrawal With No Fee Liability</td>
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<tr>
<td>September 13</td>
<td>Withdraw All Courses, 25% Refund (W Assigned)</td>
</tr>
<tr>
<td>November 8-9</td>
<td>Homecoming</td>
</tr>
<tr>
<td>November 27-30</td>
<td>Thanksgiving (We WILL Have Class On 11/26)</td>
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<tr>
<td>November 25</td>
<td>Withdraw From UF Without Failing Grades (W Assigned)</td>
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<tr>
<td>December 5-6</td>
<td>Reading Days (No Classes)</td>
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<tr>
<td>December 13</td>
<td>7:30AM-9:30AM FINAL EXAM + FINAL PRESENTATION DESIGN PROJECT #2 (CON 218)</td>
</tr>
</tbody>
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6 of 6
8/15/13
<table>
<thead>
<tr>
<th>Date</th>
<th>Note</th>
<th>In Class</th>
<th>Homework (To Do)</th>
<th>Due (In Class)</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>8/21</strong></td>
<td>SOTD Fall Convocation: Constans Theatre 4PM</td>
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<tr>
<td>R 8/22</td>
<td></td>
<td>Introduction, Goals, Syllabus, Lesson: Imagination, Perception, Memory Plays</td>
<td>Read: The Glass Menagerie</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>T 8/27</td>
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<td>Discuss: The Glass Menagerie Lesson: Playscript Analysis, Outlines</td>
<td>Read: Cloud 9 by Caryl Churchill Do Outline for Cloud 9</td>
<td>The Glass Menagerie</td>
</tr>
<tr>
<td>R 8/29</td>
<td></td>
<td>Discussion: Cloud 9 Lesson: Text Analysis, Action Chart</td>
<td>Read: Mother Courage by Brecht Do Action Chart for Mother Courage</td>
<td>Due: Cloud 9 Outline</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td>Don’t Dress For Dinner Opens 8/28 (Hippodrome) - Scenic Design by Professor Mihai Ciupe</td>
<td>SETC (South Eastern Theatre Conference 9/6-9/9)</td>
<td>Sketch #1 Due 8/30</td>
</tr>
<tr>
<td>R 9/5</td>
<td></td>
<td>Elements of Design, Design Conversations “Themes”</td>
<td>&quot;Use Your Hands” Design Project, Extra Credit #1: “School Yourself”</td>
<td>Paper #1 Due</td>
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<td><strong>Week 4</strong></td>
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<tr>
<td>T 9/10</td>
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<td>Present “Use Your Hands” Project</td>
<td>Read: Miss Julie</td>
<td>&quot;Use You Hands” Design Project Due</td>
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<tr>
<td>R 9/12</td>
<td>Final Drop/Add 25% Refund</td>
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<td>Miss Julie: Visual Research, Inspirational Images, Cast The Play</td>
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<td><strong>Week 5</strong></td>
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<td>T 9/17</td>
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<td>Present Miss Julie Research, Inspirational Images, Casting</td>
<td>Miss Julie: 3 Pieces of Music, Finish Scene Breakdown</td>
<td>Extra Credit #1 Due, Miss Julie Visual Research, Inspirational Images, Cast The Play Due</td>
</tr>
<tr>
<td>R 9/19</td>
<td></td>
<td>Present Miss Julie Music, Work on Conceptual Statements</td>
<td>Finish Written Conceptual Statement</td>
<td>Miss Julie: 3 Pieces of Music, Scene Breakdown Due</td>
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<tr>
<td><strong>Week 6</strong></td>
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<td>T 9/24</td>
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<td>Discuss, Present Conceptual Statement In Class: Work on Storyboards (Bring Drawing Supplies)</td>
<td>Finish Thumbnail Storyboard Sketches Choose A Rendering for Rendering Project #1</td>
<td>Miss Julie: Written Conceptual Statement Due</td>
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Instructor: Jason Myron Wright
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<tr>
<th>Date</th>
<th>Note</th>
<th>In Class</th>
<th>Homework (To Do)</th>
<th>Due (In Class)</th>
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<tbody>
<tr>
<td><strong>Week 7</strong></td>
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<tr>
<td>R 9/26</td>
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<td>Present Storyboard Thumbnail Sketches Start Rendering Project #1</td>
<td>Rendering Project #1</td>
<td>Completed Storyboard Sketches Due Sketch #5 Due 9/27</td>
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<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td>T 10/1</td>
<td></td>
<td>Work On Rendering Project #1</td>
<td>Rendering Project #1, Start Miss Julie Rendering</td>
<td>Miss Julie Rendering Due</td>
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<tr>
<td>R 10/3</td>
<td></td>
<td>Present: Rendering Project #1</td>
<td>Finish Miss Julie Rendering</td>
<td>Rendering Project #1 Due</td>
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<td>In Class: Work on Miss Julie Rendering</td>
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<td><strong>Never The Sinner Opens 10/4 (Black Box Theatre)</strong></td>
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<td><strong>Week 9</strong></td>
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<td>T 10/8</td>
<td></td>
<td>Present: Miss Julie Rendering</td>
<td>Drafting Project #1</td>
<td>Miss Julie Rendering Due</td>
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<tr>
<td>R 10/10</td>
<td></td>
<td>In Class: Drafting Excercise</td>
<td>Drafting Project #2</td>
<td>Drafting Project #1 Due</td>
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<td><strong>Zombie Town: A Documentary Play Opens 10/11 (Hippodrome)</strong></td>
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<td><strong>Week 10</strong></td>
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<tr>
<td>T 10/15</td>
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<td>In Class: Paint Elevation(BFAs), Groundplans</td>
<td>Finish Paint Elevation (BFAs), Groundplans, Start on Models for Miss Julie</td>
<td>Drafting Project #2 Paint Elevations Due (BFAs), Groundplans Due</td>
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<tr>
<td>R 10/17</td>
<td></td>
<td>In Class: Building A Model Box</td>
<td>Build Your Model Box, Model for Miss Julie</td>
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<td><strong>Guys and Dolls Opens 10/18 (Constans Theatre)</strong></td>
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<td><strong>Week 11</strong></td>
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<tr>
<td>T 10/22</td>
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<td>In Class, Finish Models, Photograph Storyboards</td>
<td>Prepare for Miss Julie Final Presentation, Show Progress On Miss Julie</td>
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<tr>
<td>R 10/24</td>
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<td>Miss Julie Final Presentations</td>
<td>Read: Arcadia by Tom Stoppard</td>
<td>Design Project #1 Due Sketch #9 Due 10/25</td>
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<td><strong>Week 12</strong></td>
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<tr>
<td>T 10/29</td>
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<td>Discuss: Arcadia In Class: 3D Printing (BFAs)</td>
<td>Arcadia: Visual Research, Inspiration Images, Scene Breakdown</td>
<td>Arcadia by Tom Stoppard</td>
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<td><strong>UF Homecoming (Football) 8/8-8/9 &amp; Daylight Savings Ends 11/4</strong></td>
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<td><strong>Week 13</strong></td>
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<td>T 11/5</td>
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<td>In Class: Thumbnail Sketches-Scene by Scene</td>
<td>Complete Thumbnail Sketches</td>
<td>Arcadia Written Concept Due</td>
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<tr>
<td>R 11/7</td>
<td></td>
<td>Present: Arcadia Thumbnail Sketches-Scene by Scene In Class- Work on Arcadia Rendering</td>
<td>Continue Work on Arcadia Rendering</td>
<td>Thumbnail Sketches Due</td>
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<td><strong>EC Sketch Due 11/8</strong></td>
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<tr>
<td>T 11/12</td>
<td></td>
<td>Catch-Up</td>
<td>Continue Work On Arcadia</td>
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<tr>
<td>Date</td>
<td>Note</td>
<td>In Class</td>
<td>Homework (To Do)</td>
<td>Due (In Class)</td>
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<tr>
<td>R 11/14</td>
<td></td>
<td>Present: Finished Arcadia Rendering</td>
<td>Continue Work on Paint Elevation (BFA), Groundplans</td>
<td>Arcadia: Completed Rendering</td>
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<td>Agbedidi Opens 11/15 (Constans)</td>
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<td>LDI Las Vegas 11/17-11/24</td>
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<tr>
<td>Week 14</td>
<td>T 11/19</td>
<td>In-Class: Work On Arcadia Models (BFAs) Review 3D Printed Object File</td>
<td>Continue Work on Arcadia Model</td>
<td>Arcadia Paint Elevation Due (BFA),</td>
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<tr>
<td></td>
<td>R 11/21</td>
<td>In Class: Continue Work on Arcadia Model</td>
<td>Continue Work on Arcadia Model</td>
<td>Groundplans Due</td>
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<td></td>
<td>A Tuna Christmas Opens 11/22 (Hippodrome)</td>
<td>A Christmas Carol Opens 11/23 (Hippodrome)</td>
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<tr>
<td>Week 15</td>
<td>T 11/26</td>
<td></td>
<td>Prepare For Your Final Presentation, Take Photograph Storyboards Scene By Scene</td>
<td>Show Progress On Arcadia</td>
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<tr>
<td></td>
<td>R 11/28 (Holiday)</td>
<td>No Class</td>
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<tr>
<td>Week 16</td>
<td>T 12/3</td>
<td></td>
<td>Prepare For Your Final Presentation</td>
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<td>R 12/5</td>
<td>Reading Day</td>
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<td>RF 12/5-6</td>
<td>Reading Days</td>
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<td></td>
<td>BFA's: Portfolio Reviews 12/5</td>
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<tr>
<td>Final Exam</td>
<td>F 12/13</td>
<td>Final Exam</td>
<td>Final Exam: 7:30AM-9:30AM MATERIALS</td>
<td>FINAL PROJECT PRESENTATION DAY- BRING ALL OF YOUR PRESENTATION</td>
</tr>
</tbody>
</table>

**IMPORTANT DATES:**

- **August 27**  Withdrawal With No Fee Liability
- **September 13**  Withdraw All Courses, 25% Refund (W Assigned)
- **November 8-9**  Homecoming
- **November 27-30**  Thanksgiving (We WILL Have Class On 11/26)
- **November 25**  Withdraw From UF Without Failing Grades (W Assigned)
- **December 5-6**  Reading Days (No Classes)
- **December 13**  7:30AM-9:30AM FINAL EXAM (CON 218)
Paper #1 Due: 9/5/13  “Nothing Is Original”
(Class Assignment)

Topic:
What Did Adolphe Appia (1862-1928) OR Edward Gordon Craig do to develop the
Modern Theatre or “The New Stagecraft?” In what ways have their contributions
affected how we work in the theater today?

Guidelines:
• Focus The Efforts of Your Paper On The Design Process
• 2 Pages Minimum
• Double Spaced
• 12 Pt. Font  MLA Citations
• 1” Margins

Grading:
• Concise, Clear Writing
• Understanding of Topic
• Formatting, Guidelines
• Correct use of Citation, Sources
• Thorough Research
Elements of Design Project Due: 9/10/13 “Use Your Hands”

(Design Project)

Objective:
Students will apply the Elements of Design in a singular and uniform fashion in a miniature space to understand at the most basic level what good design is formed from. By separating the elements into smaller concepts, a student should more easily grasp how to apply simple, yet powerful visual statements to a larger canvas, such as a stage. This project serves as a gateway to translating conceptual design conversations into visual communication.

Process:
Each student will be provided with 3 cut pieces of PVC pipe. A “scene” will be formed inside of this pipe using three of the design elements discussed in class. Each pipe will contain a design that represents one element of design.
- Begin by sketching the shape of the pipe-Plan what you will do in each
- Use only white or black materials
- Think simply when designing (Biggest Impact, Least Effort)
- Assume that the pipe will be backlit
- All materials in the pipe must be permanently attached (easier to transport)
- Prepare each pipe for presentation

Grading: (For Each Pipe)
- Label What Design Element Is Used and Put Your Name On Everything
- Sketches and Planning of the Design
- Completed “Scene” Representing Application of The Design Element
- Ability to Follow Instructions
- Presentation-Defend and Discuss Your Designs
Extra Credit #1 Due: 9/17/13 “School Yourself”

(Extra Credit)- 3 Points

Topic:
Regarding theatrical designers, what do you think Jones is most concerned about?

Guidelines:
Don’t worry about doing research. Just start searching. Dig deep. Find original sources and citations from your searching and then dig deeper. Chase down every reference and Google everything. Read the bibliographies of the books you find. It’s not the book you start with, its the book that book leads you to.
• Double Spaced
• 12 Pt. Font  MLA Citations
• 1” Margins

Grading:
• Concise, Clear Writing
• Understanding of Topic
• Formatting, Guidelines
• Correct use of Citation, Sources
• Thorough Research
Rendering Project #1 Due: 10/3/13  “Start Copying”

(Class Assignment)

Objective:

The nature and uniqueness of style from student to student is discovered in this project. The student will begin to understand that despite their best efforts to make a quick copy of another’s work, their own style will undoubtedly come through in the subtleness of lineweight and color choice. The exercise builds confidence in a student’s ability to not only work quickly, but to recognize and trust their own style by drawing in a “Paint by Numbers” approach. Copy Copy Copy. At The End Of The Copy, You Will Find Yourself.

Process:

1) Choose A Scenic Design Rendering From Your Scenic Design and Stage Lighting Book- The Larger, The Easier It Will Be To Use

2) Scan, Copy, Print A Cropped Version Of The Rendering Youd Like To Use

3) Without tracing or copying directly, redraw the rendering using pencil onto 18”x24” or larger heavy watercolor paper. Do not use your pencil to shade the drawing yet.

4) Be quick and loose with redrawing the design where you can, and careful and precise on areas that demand attention to detail. Use a straight edge or t-square if necessary.

5) Remember to add all the people into the drawing that belong there. Always put a person in your drawings to show the scale of the design as a reference.

6) Once all of your cartooning is done, begin to add color to the drawing using watercolor and whatever mediums you’d like to use- acrylics, pastels, etc.

Grading:

• Completion of Base Line Drawing
• Timeliness (Works Quickly)
• Accuracy of Pencil Copy
• Accuracy of Color Replication
• Presence of Human Figure or Character in Rendering
• Presentation of Final Rendering (Finished, Mounted, Labelled)
Drafting Project #1 Due: 10/10/13  “Step Away From The Screen” (Class Assignment)

Objective:
Students will use a familiar space to exercise their first lessons in hand drafting including line weight, standard drafting symbols, and dimension annotations. The project serves as a spring board of critique for a future larger drafting project. An existing architecturally based room is suggested as walls are typically straight, flat, and square. The exercise builds confidence in technique of hand drafting through an easily accomplished task that uses many of the basic skills of drafting in order to advance to more challenging drafting.

Process:
1) Choose a room where you live that has a mixture of windows, doors, or an interesting architectural elements

2) Using the skills learned during class demonstrations make each of the following for the room: (Using Drafting Pencils and Vellum Paper)
   •Groundplan: 1/2” Scale. Include Walls, Furniture, Doors, Windows, Furniture
   •Elevation of 2 Walls: 1/2” Scale Include Mouldings, Windows, Doors, Wall Art
   •Perspective Quick Sketch Of The Room As Viewed From The Door
     -Include everything you see in the room (On any 8.5”x11” Paper)

3) Add Dimension Annotations to All Essential Elements

Grading:
•Completion of Drafting
•Line Weight Accuracy
•Correct Symbol Usage for Windows, Doors, Etc.
•Proper Paper
•Cleanliness of Drafting, No Smudges, Smears
•Inclusion and Proper Formatting of Dimension Annotations
Drafting Project #2 Due: 10/15/13  “Do Good Work And Share It With Others”

(Class Assignment)

Objective:
Student will continue advancing their drafting skills by incorporating new period style elements to an existing space. Students will gain an understanding of how to research period elements and how to aesthetically place them in a pleasing and logical manner in conjunction with other students designs. Collaboration is encouraged between students to meld various styles of architectural elements into one canvas.

Process:
You will all be working on individual portions of a singular image. Each student will be drafting and designing a different portion of our building. A different period style will be assigned to each student.

1) Do Visual Research On Your Period Style

2) Measure and Draft Your Portion Of The Building. Only Draft Walls, Doors, and Windows. Do Not Include Any Existing Decorations, or Mouldings.

3) Use Your Visual Research to Re-Design The Portion Of The Building You Are Assigned To. You May Add Windows, Doors, Molding, Decorative Elements, Floor Tiles. However, You May Not Add or Demolish Walls.

Do Each of The Following: (Using Drafting Pencils and Vellum Paper)
• Groundplan (Floor Elevation) 1/2” Scale Pencil Drafting + Dimensions
• Front Elevation 1/2” Scale Pencil Drafting + Dimensions
• Finished Color Floor Elevation 1/2” Scale (Floor Treatment) No Dimensions
• Finished Color Front Elevation 1/2” Scale No Dimensions

* Prepare This In A Presentational Format-

Grading
• Completion of Drafting
• Line Weight Accuracy
• Correct Symbol Usage for Windows, Doors, Etc.
• Proper Paper
• Cleanliness of Drafting, No Smudges, Smears
• Clarity of Design Elements
• Communication of Color, Dimension
Scenic Design Project #1 Due: 10/24/13  “Miss Julie” by August Strindberg
(Design Project)

Objective:
Students will apply the experiences gained from the first part of the course to develop and build a semi-complete design package for a play. From reading the script to presenting a visually communicative design, each student will walk through the steps of the design process to develop a visually based design concept, applicable research, paperwork, sketches, elevations, drafting, and a 3 dimensional model. Design students will learn the value of balancing a limited amount of time with developing a cohesive design in an effective medium. BFA students are expected to accomplish a number of additional tasks that apply directly to their respective fields of study that would be sent to a shop for carpentry, paint or properties. Project Progressions check-ins will be conducted regularly to ensure students are effectively communicating their design concept. Positive critique is an essential element in the design process and a powerful tool in developing deep saturation in the understanding of a text’s translation into a visual format.

Process:
9/10 Day 1: Read the play three times per Rosemary Ingham (At Home)
Discuss the play- Themes, Conflict, Character (In Class)

9/12 Day 2: Bring In visual research on time/period/style/setting
Bring In inspirational images- Reveal mood, atmosphere, character
Cast The Play- Who/What are the characters? Mannerism? A student can use any medium necessary to communicate the casting. Think outside the box- they don’t have to be pictures of famous actors- each character could be a metaphor for a type of flower. Justify your choices

9/17 Day 3: Bring in 3 Pieces of Music. Each must convey, in concert with the concept:
•Before The Curtain Rises (pre-show)
•The Climax (The Arc In Action)
•The Ending (Dénouement)
Develop Scene Breakdown (Excel sheet with scene by scene description/requirements, time of day, etc.)

9/19 Day 4: Written Design Concept (One Paragraph, <4 Sentences)

9/24 Day 5: Storyboards- Pencil Thumbnail Sketches- Scene By Scene

10/1 Day 6/7: Color Rendering, 1/2" Scale or Larger- 1 Scene Only With People

10/15 Day 8: (BFAs ONLY) Paint Elevation of 1 Unit @ 1” Scale or Larger- Approved by Instructor
(ALL) 1/4” or 1/2” Scale Groundplan- Pencil + Vellum ONLY

10/17 Day 9/10: (BFAs) Color 3-D Model of Scenic Design (With Model Box)
(Non-BFA) White 3-D Model of Scenic Design (With Model Box)
*YOU MUST ALWAYS HAVE A SCALE CHARACTER IN YOUR MODEL! DON’T FORGET ABOUT MASKING
Day 11: Photograph Models For Finished Storyboards- 1 Photo For Each Scene

Day 12: Presentation Day

- Present all of the work from the project in a professional layout
- Focus on your design process, explain and defend your choices
- All images you present should be 8.5”x11” minimum.
- Present your original final renderings: Don’t Scan, Re-print
- Include all relevant research, explain what you liked and used
- Present inspiration images, how did they influence your design/process?

Grading:

Project Progression Check-Ins = 50%  Final Design Presentation = 50%

Excellent Work- 3 Points
Assignment Is Complete, Thorough, and In A Presentable Format. Student Grasps Concept of The Design Process And Can Justify Their Design Choices Through Research, Inspiration, and Text Analysis. There Are No Missing Portions Of The Assignment and All Parameters Were Followed. Student Accepts Critique Graciously And Is Able to Progress or Recycle and Modify The Design Process To Their Advantage. Excellent Presentation, Student Practiced Their Presentation, And Engaged The Audience. All Materials Are Labelled Correctly, And In A Presentable Format.

Acceptable Work- 2 Points

Incomplete Work- 1 Points

Late/Not Turned In- 0 Points
Student Receives a Failing Grade On The Project For Failure To Turn The Assignment In At All Or On Time. If Feels They Are Unable To Complete The Assignment Or Turn The Assignment In On-Time, They Should Contact The Instructor Immediately. Do NOT Procrastinate.
Scenic Design Project #2 Due: 12/13/13

Objective:
Students Had The Opportunity To Go Through The Complete Design Process During Scenic Design Project #1. This Project Serves To Give The Students More Freedom With Developing Their Own Design Process At A Much Quicker Pace. A Number Of Process Based Assignments Are Eliminated In This Project So That Students Can Find Other Sources of Inspiration To Inform or Synthesize A Coherent Visual Concept. Additional Work May Be Necessary That Is Not Detailed Below Dependent On The Design Process A Student Chooses Provided Below Is A Suggested Course of Action Timeline, However, Students are Free To Pick And Choose What Order They Would Like To Follow The Design Process While Still Achieving The Necessary Visual Communication Tools For Presentation. The Purpose Of This Organization Is To Harness The Individual Student's Creative Logic Through A Structure That Fits A Personal Design Process. Some Students Will Find That Sketching Immediately Aids The Progress Of The Design Process, Or Figuring Out What The Design Concept First Will Inform All Other Decisions. *

Guidelines:
Students Must Complete ALL of The Assignments Below as Grouped Together.
If A Student Chooses To Do Visual Research As The 4th Step, They Would Be Required to Do All Of The Assignments Under B That Day

Process: (Please Fill In The Letters To The Corresponding Days You Would Like)

10/29: _____A_____Discuss Arcadia 11/19:_____H______Arcadia Models/3D Print
10/31:____________ 11/21:____________
11/5:____________ 11/26:____________
11/7:____________ 11/28: HOLIDAY
11/12:____________ 12/3:____________
11/14:____________

A) Read the play three times per Rosemary Ingham (At Home)
   Discuss the play- Themes, Conflict, Character (In Class)

B) Bring In visual research on time/period/style/setting
   Bring In inspirational images- Reveal mood, atmosphere, character
   Written Design Concept (One Paragraph, <4 Sentences)

C)Develop Scene Breakdown (Excel sheet with scene by scene description/requirements, time of day, etc.)

D) Storyboards- Pencil Thumbnail Sketches- Scene By Scene

F) Color Rendering, 1/2" Scale or Larger- 1 Scene Only With People

G) (BFAs ONLY) Paint Elevation of 1 Unit @ 1" Scale or Larger- Approved by Instructor
   (ALL) 1/4" or 1/2" Scale Groundplan- Pencil + Vellum ONLY
H) (BFAs) Color 3-D Model of Scenic Design (With Model Box)
(Non-BFA) White 3-D Model of Scenic Design (With Model Box)
*YOU MUST ALWAYS HAVE A SCALE CHARACTER IN YOUR
MODEL! DON'T FORGET ABOUT MASKING

I) Photograph Models For Finished Storyboards- 1 Photo For Each Scene

J) Final Presentation Day
- Present all of the work from the project in a professional layout
- Focus on your design process, explain and defend your choices
- All images you present should be 8.5"x11" minimum.
- Present your original final renderings: Don’t Scan, Re-print
- Include all relevant research, explain what you liked and used
- Present inspiration images, how did they influence your design/process?
- Did You Change Your Design Process? Did It Work?

Grading:

**Project Progression Check-Ins = 50%  Final Design Presentation = 50%**

***Excellent Work- 3 Points***
Assignment Is Complete, Thorough, and In A Presentable Format. Student Grasps
Concept of The Design Process And Can Justify Their Design Choices Through
Research, Inspiration, and Text Analysis. There Are No Missing Portions Of The
Assignment and All Parameters Were Followed. Student Accepts Critique Graciously And
Is Able to Progress or Recycle and Modify The Design Process To Their Advantage.
Excellent Presentation, Student Practiced Their Presentation, And Engaged The
Audience. All Materials Are Labelled Correctly, And In A Presentable Format.

***Acceptable Work- 2 Points***
Assignment Is Complete, With No Portions Missing. Student Understands The Design
Process, But Fights Against It. Design Choices Are Loosely Held Together With
Research, Inspiration, But Conceptually Is Weak. Some Parameters of The Assignment
Are Either Missing, Modified, or Applied Incorrectly. Some Materials May Be Labelled
Incorrectly. Critique Is Accepted With Argumentation Rather Than Discussion. The
Student Presented Their Work With Confidence and Clarity, Though The Presentation
Materials May Not Have Been In A Presentable Format.

***Incomplete Work- 1 Points***
Assignment Is Incomplete. Entire Portions of Assignment Are Missing Or Unfinished. The
Project Lacks Conceptual Clarity Because The Design Process Was Not Followed
Correctly. Parameters For The Assignment Are Either Missing or Ignored, While
Presentation Materials Are Incorrectly or Unlabeled. Student Needs Work On
Presentation Skills and Preparation for Professional Display. Critique Is Rejected or
Confrontational. Students Who Receive This Grade Should Seek Immediate Additional
Help Available Through Additional Studio Hours In CON 218.

***Late/Not Turned In- 0 Points***
Student Receives a Failing Grade On The Project For Failure To Turn The Assignment In
At All Or On Time. If Feels They Are Unable To Complete The Assignment Or Turn The
Assignment In On-Time, They Should Contact The Instructor Immediately. Do NOT
Procrastinate.