

## Theatrical Design: 7th Period, Room 19

Teacher: Josh Heard  
Prep Period: 4th

Email: [jheard@paparts.org](mailto:jheard@paparts.org)  
Google Classroom: **xgi9wn**

---

### Classroom Materials

- **1 Spiral Bound Notebook (250+ pages)** for coursework exploration/reflection
- **1 Sketch Book**
- **1 Ruler** (optional: Scale Ruler, carried at most office supply stores)
- **1 Mathematical Compass**
- **1 Box of Colored Pencils (24 count minimum)**
- **1 Pocketed Folder or Three Ring Binder** to keep track of assignments and projects
- **1 Set of Paint Clothes** (old clothes from closet that can get paint on them)
- **Pencils and Pens** (pencil required for all design work; pen optional for other writing assignments)

---

### Course Description

This course is a design class, meaning students will employ their creativity through projects that may involve drawing, painting, and crafting. Design students will explore the art of theatre from the perspective of a professional designer, using research and critical thinking skills to develop set, costume, makeup, prop, light, and sound designs that create a unified world for a theatrical production.

Students will also be involved in the construction of set pieces and the painting of those set pieces for PAPA events and plays. Students will be required to turn in a permission form to participate in this portion of the class. Students who do not turn in the form will be required to complete alternative assignments.

*Of note: students need not be exceptional artists to participate or succeed in this course; a student who enjoys research activities will thrive just as well as a student who likes to draw.*

---

### Goals and Objectives

The ambition of this class is to open up a world of creative possibilities to design students. Students will apply knowledge from their lives and studies in order to explore the collaborative creative process that is theatrical design. Students will also gain a practical understanding of set construction in a hands on environment. At the end of the year, students can have a portfolio of design work which can be used to apply for theatrical design jobs, acceptance to college theatre programs, and entrance into International Thespian Society competitions.

---

### Teaching Style

Students will learn by doing. Classes will involve lecture and discussions, research and writing, analyzing design work of theatre professionals, and group collaboration—all which culminate in the creation of production design concepts and products. Designers are part artists, part scientists, and part detectives, mixing critical thinking and creativity to develop works of art.

---

## Google Classroom

code to join - **xgi9wn**

A Google Classroom page has been created to help students and parents keep track of classroom assignments and activities throughout the year. Students will also use Google Classroom to access tests and quizzes, online assignments, PowerPoint presentations, and other coursework documents. It is my first year attempting to utilize Google Classroom, and I will endeavor to keep it up to date to the best of my ability, but ultimately, any information the student requires can be gathered directly from the teacher in the classroom or through email.

---

## Bloom's Taxonomy and Webb's Depth of Knowledge (Graphic Attached)

Theatre skills do not exist in a vacuum. True theatre artists must behave as scientists and detectives of their craft if they expect to unleash the full extent of their creativity.

To this end, students in Theatrical Design will be expected to apply every aspect of Bloom's Taxonomy as they approach a script. For instance, students will practice **Analyzing** scripts in order to develop a deeper **Understanding** of the story being told; then, **Applying** this knowledge to collaborative activities, students will begin **Evaluating** initial design concepts based on research and brainstorming sessions in order to create a unified concept; **Remembering** all that they have discovered, students will begin **Creating** theatrical designs that heighten the storytelling of the play. No single piece of Bloom's pyramid can exist without the other when approaching this art form.

Similarly, theatre is a physical manifestation of critical thinking, reflection, informed application and experimentation; critical thinking, reflection, informed application and experimentation; critical thinking, reflection, informed application and... you see where this is going? Therefore, students can expect to become experts in all four areas of Webb's Depth of Knowledge chart.

---

## Course Outline

August through September, students will be introduced to Theatrical Design as a whole to gain a broad understanding of its many collaborative parts. In October, students will be responsible for helping in the design, build, and run the Theatre Department's haunted house for the Fall Festival. In November and December, students will learn about stock set pieces and begin designing sets for *The Wizard of Oz*.

In the second semester students will help build the set for PAPA's spring musical. After construction has been completed, students will explore theatre history through various design projects for the remainder of the year.

---

## Performances/Run Crew

Design students may be required to perform in, manage, run, or provide support to the Theatre Department's contributions to Fall Festival and PAPA Open House in the spring. These dates are TBD, but sufficient notice will be sent home, requiring parent/guardian signature for confirmation.

---

## Grading

**Daily Participation and Attendance - 30% of Total Grade**

**Assignments - 25% of Total Grade**

**Projects and Quizzes - 25% of Total Grade**

**Semester Final Evaluations - 20% of Total Grade**

Students will earn class points for participation, journal work, homework and assignments, in-class activities and in-class performances, quizzes, independent and group projects, dress rehearsals, tech rehearsals, public and competitive performances, and by following the rules and procedures of theatre.

**Finals:** Students will earn Final Evaluation points once a semester. These evaluations may include a performance, a written reflection, multiple choice questions, and/or a short answer component based on theatre vocabulary, technique and etiquette.

**Late Work:** Homework, Assignments, and Projects will have 5 points deducted from the final grade for each day past the due date. **A Reminder to Students: ANY GRADE IS BETTER THAN A ZERO**

**How Performance Grades are Determined:** Largely participation based, students will also have to meet specific guidelines clearly defined by the teacher when the assignment is given.

### Sample Daily Participation Point Breakdown

**1 pt.** The student is **Present**

**1 pt.** The student was **On Time**

**1 pt.** The student is **Prepared** (ex. has course materials, assignments, etc.)

**2 pt.** The student **Seeks Out Opportunities to Participate** (doesn't have to be prompted)

### 5 Points TOTAL Possible

*\*Students with Excused Absences that meet the Student Handbook Guidelines for Attendance will not be penalized.*

**Extra Credit** is available to every student who attends a PAPA performance and writes a review. After attending a PAPA performance (such as, band, choir, dance, guitar, piano, orchestra, film screenings, or musical theatre), or any other theatrical performance outside of PAPA. Reviews must follow the Theatre Critic rubric which a student may request from the teacher at any time.

---

## Classroom Expectations

*Attendance is absolutely necessary.*

Students may be penalized in more ways than one for absences. Here's why:

1. This course rely's on cumulative knowledge—meaning, what a student learns from the previous class is essential to successfully participating in the current day's curriculum. Missing classes will significantly increase the difficulty of the course for the student.
2. Students frequently work within groups, and absences will be a detriment to the entire group and project, not just the absent individual.

*Participation is more than showing up.*

Students are expected to come to class prepared, with all necessary tools and assignments, and a willingness to complete all assigned tasks in the day's curriculum. Further, students will be expected to seek out challenges and confront related personal fears in order to unleash their full creative potential.

*Support everyone. Period.*

The work we do requires the entire class to participate in the creation and maintenance of a safe space to explore our creativity. Artistic exploration requires a level of vulnerability that demands unconditional support from our peers. Any behavior that is of detriment to fellow students will not be tolerated. Students are expected to behave as listeners, mentors, and compassionate allies.

*No food. No gum. No drinks (except water).*

Mints are welcome during roll call.

*No electronic distractions.*

Student cellphones and electronics must be on silent and stowed in the student's bag before class begins. **Electronic devices out without permission will be confiscated, turned in to the office, and returned to the student with parent/guardian involvement.**

*Leave the space in better condition than how you found it.*

Clean up after yourself and then go the extra mile to leave the space in even better condition for the people you share it with.

*Consequences.*

Students who repeatedly disregard the Classroom Expectations may experience loss participation points, loss of privileges, contact/conference with parent/guardian, referral, removal from performances, behavior contract and/or academic consequences.

### **SAFETY.**

Students will be involved in set construction which employs the use of tools that can be dangerous if safety practices are not followed. Any student found to be purposefully or negligently breaking safety rules will be removed from the project immediately, and may suffer academic consequences. Any student found to be purposefully endangering other students (even as a "joke") will be removed from the class, and PAPA administration will be involved in assessing further consequences in addition to those previously mentioned.

**What we do in class will be challenging. If you are struggling or need assistance, please tell me. I am your ally.**

### Student Contract

*Please Fill Out and Return Page 5 with a Parent/Guardian for an Assignment Grade*

Name of Student: \_\_\_\_\_

Name of Parent(s)/Guardian(s): \_\_\_\_\_

Person to Contact and Phone Number: \_\_\_\_\_

Guardian Email address (Optional): \_\_\_\_\_

Please Read the following statements and initial below as instructed. By initialing I am confirming my knowledge of and commitment to fulfilling the following statements:

Student Initial | Parent Initial

\_\_\_\_\_ | \_\_\_\_\_ I confirm that I have read through the Syllabus and attached documents.

\_\_\_\_\_ | \_\_\_\_\_ I will attain Classroom Materials for an assignment grade, due by 8/21/17

\_\_\_\_\_ | \_\_\_\_\_ I understand that design students are required to perform in, manage, run, or provide support to the Theatre Department's contributions to Fall Festival in and PAPA Open House in the spring. *These dates are TBD, but sufficient notice will be sent home, requiring parent/guardian signature for confirmation.*

\_\_\_\_\_ | \_\_\_\_\_ I have read and agree to follow the rules set out in our Classroom Expectations to the very best of my ability.

\_\_\_\_\_ | \_\_\_\_\_ I understand that it is my responsibility to communicate any need for assistance to my instructor, and commit to doing so if I am struggling.

I have read and agree to the terms of the syllabus:

\_\_\_\_\_  
Student Name Printed

\_\_\_\_\_  
Parent/Guardian Name Printed

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**Help make PAPA Theatre even better!** The theatre department may be in need of parent/guardian volunteers who can help us with our productions. If you can help in a certain area of need, please put a check next to category below and list who to contact.

\_\_\_\_\_ Costuming: mending, alterations, sewing, etc.

\_\_\_\_\_ Set construction: building set pieces, painting, etc.

\_\_\_\_\_ Supervision: backstage supervision, ushering, taking tickets, box office, etc.

Name of Guardian(s) interested: \_\_\_\_\_