

**COURSE OUTLINE**

<u>THR150</u> Course Number	<u>Scenic Techniques for the Entertainment Industry</u> Course Title			<u>3</u> Credits
<u>2</u> Class or Lecture Hours	<u>2</u> Laboratory Work Hours	<u>        </u> Clinical or Studio Hours	<u>        </u> Practicum, Co-op, Internship	<u>15 week</u> Course Length (15 week, 10 week, etc.)
<u>        </u> Performance on an Examination/Demonstration (Placement Score (if applicable); minimum CLEP score)			<u>        </u> Alternate Delivery Methods (Online, Telecourse [give title of videos])	

**Required Materials:** Set of 4 scenic fitches

Text: Crabtree & Beudert, Scenic Art for the Theatre; 3<sup>rd</sup> edition

**Highly Recommended:** Sherwin, Scene Painting Projects for Theatre

**Catalog Description:**

Through a variety of projects, students will be introduced to fundamental techniques and materials used in scenic art. The course will explore color theory, various media, proper preparation of surfaces, different painting techniques, Pissaro shapes, cartooning backdrops, trompe l'oeil, and teamwork. The student will explore ways these techniques and materials are used in the theatre and other entertainment industries, including film, television, theme parks, and casinos. This course is open to all credit and non-credit students in any major.

**Prerequisites:**

None

**Co requisites:**

None

**Last Revised:** Spring 2019

**Course Coordinator (name, email, phone extension):**

Kate Pinner, [pinnerk@mccc.edu](mailto:pinnerk@mccc.edu), ext 3584

**Available Resources:**

Websites: [www.smooth-on.com](http://www.smooth-on.com)  
[www.rosco.com](http://www.rosco.com)

(Identify library resources relevant to the course, including books, videos, journals, electronic databases, and recommended websites.)

**Learning Center Resources:** NONE

**Course Goals.** List 5-8 overall goals for your course. Course-wide goals (or competencies) are statements that describe the specific, measurable knowledge, skills, and values that the student is expected to exhibit after completion of the course.

*The student will be able to:*

- Understand basic color theory.
- Understand basic paint composition, and how to mix paint colors.
- Prepare the surface of a backdrop, flat, scenery or prop for painting.
- Transfer a design to canvas or muslin.
- Create a trompe l'oeil design.
- Carve and texturize a basic scenic piece.
- Cast a scenic prop or do a life-casting.
- Differentiate various materials, know their properties, and use them safely.
- Read and understand the MSDS's for scenic materials.
- Understand the different needs of scenic elements for stage, film, television, theme parks, casinos, etc.
- Discuss the job opportunities available in various fields for scenic artists.

**General Education Objectives.** If the course is submitted for Gen Ed approval, the Gen Ed objectives must be listed separately from the course objectives. (Consult the Gen Ed Policy for Gen Ed goals and objectives – e.g., Communication skills, Problem-solving and Critical Thinking, Information Literacy skills, etc.)

*The student will be able to:*

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**Evaluation of Student Learning.** Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course objectives. Multiple measures (quizzes, tests, essays, projects, portfolios, practicum, etc.) are the most effective way to evaluate student learning.

Students' achievement of the course objectives will be evaluated through the use of the following tools:

- Quizzes to see that the student understands the material and to be used by the student as a study guide for the test.
- Active participation in class.
- 5 completed individual painting projects and 1 team painting project.
- 4 completed 3-dimensional projects.

- 1 test assessing students' comprehension of reading material. (Non-credit students need not take the test.)
- Hands-on demonstrations of proper handling of tools, equipment, special techniques.

Evaluation Tools	Percentage Of Grade
Quizzes	5%
Class Participation	35%
Completed projects	50%
Tests	10%

**Units of Study in Detail.** List the units of study. Units of study are not chapter titles, but should be seen as independent of the textbook selected. For each unit, identify specific learning objectives. These unit learning objectives should stem from the overall course objectives and Gen Ed objectives (where applicable). Learning objectives should state what the students will know, be able to do, and/or value at the end of the unit. Learning objectives should focus on what the students will learn (rather than what the instructor will teach) and should include verbs (explain..., demonstrate..., identify...) that reflect all levels of Bloom's taxonomy\*.

\*Bloom levels (listed from lower- to higher-order thinking skills):

**Knowledge** (question cues: list, define, describe, identify, state, name, who, when, where)

**Comprehension** (question cues: summarize, describe, interpret, contrast, predict, distinguish, discuss, paraphrase)

**Application** (question cues: calculate, complete, illustrate, examine, classify, discover, solve, use)

**Analysis** (question cues: analyze order, connect, arrange, compare, contrast, explain, infer, categorize, discuss)

**Synthesis** (question cues: combine, integrate, create, design, hypothesize, develop, formulate, rewrite)

**Evaluation** (question cues: judge, assess, convince, support, justify, rank, recommend, choose, criticize)

### **Unit I: Color Theory, Paint and Brush and Tools of the Trade Basics**

The student will be able to:

- Discuss color theory, terminology, and psychological meanings of color.
- Describe the color wheel and color model; mix and complete a color wheel.
- Discuss scenic paints, their composition and compatibilities; dyes; finishes; stains.
- Analyze safety hazards associated with various materials and techniques, and ways to implement safeguards.
- Describe the anatomy of a brush and how to care for it.
- Compare and contrast different tools for creating effects.

## **Unit II: Basic Paint, Texture and Transfer Techniques**

The student will be able to:

- Demonstrate proficiency in at least 5 different painting techniques.
- Create wood grains and marble textures.
- Illustrate methods of transferring designs to backdrops.
- Analyze various mediums and prepare surfaces for painting.

## **Unit III: Trompe l'Oile Techniques**

The student will be able to:

- Analyze dimensional forms and their relationship to light using Pissaro shape theory.
- Create a complete and accurate cartoon.
- Paint convincing representations of real surfaces and materials like wood, stone, or printed fabric.
- Model the form with carefully applied light and shadow (known as *chiaroscuro*).

## **Unit IV: 3-Dimensional Objects**

The student will be able to:

- Identify different media used for creating objects and effects.
- Operate tools and machines needed to build, carve, shape, and/or embellish props and scenery.
- Design and build a mold of a 3-D object and make a casting.
- Create a life-casting.
- Analyze safety hazards associated with various materials and techniques, and ways to implement safeguards.
- Analyze the different techniques that the different entertainment industries use to create illusions.

## **Unit V: Film, Television and Theme Park/Casino Techniques**

The student will be able to:

- Discuss the needs of the film, television, and other entertainment industries as they apply to the scenic artist.
- Build and paint a scenic piece for the camera.
- Critique the success of a scenic piece for the camera.
- Discuss model making and backdrops for film and television.