

Stage Design A/B High School

Course Title	Stage Design High School A/B
Course Abbreviation	STAGE DES A/B
Course Code Number	200311/200312
Special Notes	
Course Description	<p>The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Stage Design, students receive a general survey of historical and aesthetic traditions in theatre and stage design. Opportunities are afforded for direct application of theory through participation in designing, constructing, painting, and lighting stage settings and props for school plays and programs. Emphasis is placed on interdisciplinary connections, and on exploring career opportunities.</p>
Instructional Topics	<p>Survey of Theatre Design Making Aesthetic Decisions Stage Terminology Contemporary Stage Design and Technology Color Theory and Lighting Scale Drawing and Model Construction Sets for Television, Film, and Theatre Painting and Rendering Techniques Production Techniques Careers for Artists in Theatre</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
California Visual Arts Content Standards High School Proficient	<p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Artistic Perception 2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Creative Expression 3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Historical and Cultural Context 4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive

	<p>meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Aesthetic Valuing</p> <p>5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. Connections, Relationships, Applications</p>
<p>Representative Objectives</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Integrate what he or she learns in stage design to learning in other subject areas, • Learn skills in stage design that translate to careers. • Explore a variety of visual art media, techniques, and processes, making choices as to what to apply in his or her work and as part of a design team. • Demonstrate an understanding of how to solve artistic problems in stage design in unique and expressive ways. • Compare, contrast, and analyze styles of theatre design from a variety of times, places, and cultures. • Recognize, describe, analyze, discuss, and write about the visual characteristics of a stage design, objects in nature, events, and the environment. • Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of others in stage design. • Respond to a variety of designs for the stage and talk about his or her interpretations of the artists' intentions. • Express his or her ideas about art used for theatrical purposes and give reasons for preferences.
<p>Representative Performance Skills</p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and or display of artwork). • Research art and arts-related careers in the theatre. • Produce a work of art effectively using the elements and principles of design for achieving established theatrical purposes. • Demonstrate an understanding of issues, such as distortion of shapes/form, perspective, space, advanced color theory, simplified and actual texture, scale, expressive content, and real vs. virtual. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating designs for the stage. • Demonstrate an understanding of the use of stage lighting to enhance or alter the visual effects of stage design. • Identify some trends of contemporary styles in American theatre and discuss the diverse cultural developments reflected in the artworks she or he has examined.

	<ul style="list-style-type: none"> • Investigate a universal concept expressed in art in visual and written form. • Describe the role of an artist for enhancing the production of a program or theatrical performance. • Discuss and make choices about materials as they relate to function in stage design. • Use criteria for making judgments about designs for the stage and identify the difference between preference and judgment. • Make sound critical judgments about the quality and success of stage designs based on his or her experiences in and perceptions about the visual art forms involved.
<p>Samples of Classroom Activities for Historical/Cultural Strand</p>	<p>Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Choose a topical social or political issue. • Design an artwork in a contemporary style, such as for a performance artist, video artist, or theatre piece, in collaboration with a community artist, actor or theatre group.
<p>Resources</p>	

<p>Credentials required to teach this course One of the following:</p> <p>General Secondary Special Secondary Art Standard Secondary with major/minor Art Single Subject Art Supplementary Authorization Photography</p> <p>Industrial Technical Education Subject Matter Authorization Theatre</p>
--