

Group Project

100 pts

**Due 12/5/17**

**Presentations are 12/5 and 12/7**

The class will be divided into groups of four students. These groups will develop designs for scenery, lighting, sound, and costumes. Each student, within the group, will be responsible for **one** of the design areas. This project is meant to develop the students' understanding of the collaborative element of design and theatre. The designs must be cohesive and support the show. Each group will decide on a concept for the production and this will influence each design area.

The groups will design for the play *Topdog/Underdog* by Susan-Lori Parks.

The students within the group will be graded individually based on the presentation of their design, peer evaluation, and the quality of their work, which will account for **75%** of the total project grade. There will be a group grade that accounts for **25%** of the total project grade.

Design Concept Paper:

All students will write a design concept paper. This paper will, at a minimum, be one page and double spaced. The paper will lay out a support for your design. Be sure to use examples from the script, production concept, and your research. Additionally, the paper may briefly explain how your specific design is cohesive with the other design areas. This paper should explain your choices in your design, and describe why the choices are important to the production and the script.

Format:

12pt, Times New Roman font, 1-inch margins. One-page, double-spaced, minimum. Name, date, instructor, and group number should be in the top left-hand corner. You will be graded for spelling, grammar, and clarity of design choices.

Group Presentation:

*Each group must create a PowerPoint or Google Slides to present to the entire class. The presentations should be 12-15 minutes with an additional 5 minutes for questions or comments. Each group will have 5 minutes to set up their presentations. Groups will be chosen to present randomly. Each designer within the group must orally present their design.*

Peer Evaluation:

Peer evaluations will be done by the members of the group. Each person will rate the others, and themselves, and give constructive criticism and their honest opinion. These evaluations will be turned into the instructor directly, and group members will never see the evaluations. This information will help the instructor give a grade based on the process as well as the final product.

### Design Areas: Scenic, Costumes, Lighting, Sound

To effectively create a design, all students should read the script at least twice. Students will be required to use the different elements (line, color, texture, mass, etc.) of the design areas. Additionally, all designs are required to have at least two examples that support their design. The stage space is 30'-0" x 30'-0". The stage layout is up to the discretion of each group (thrust, proscenium, arena, or alley). The minimum requirements for each design area are in *italics*.

#### Scenic Design:

*Students who choose to develop the scenic design must include a ground plan and a front view drawing or rendering of the scenery. Students must have at least four research images to support their design. These images should be included in the presentation.* Students may also choose to build or create a model. The model may be created using physical items or a computer 3D rendering program. Students may also create a properties list and any renderings/drawings/research of the properties that may be used in your production.

#### Costume Design:

*Students who choose to create a costume design must include one costume drawing or rendering for each of the two characters. The drawings must be in color. These two drawings do not have to be included in the PowerPoint presentation; they may be on paper and shown to the class. Students may create renderings of all the costumes of the play if they wish. Students must have at least four research images to support their design choices. These images should be included in the presentation.*

#### Lighting Design:

*Students who decide to create the lighting design must create colored drawings of two scenes. These colored renderings should use the front view of the scenic design and be colored to display your goals as a lighting designer. These drawings do not have to be included in the PowerPoint; they may be on paper and shown to the class. Additionally, the lighting designer must choose at least one gobo and one special effect (lightning, gun shot, car head lights, etc.) and note when the effect would take place in the script. Students must have at least four research images to support their design choices. These images should be included in the presentation.* Students may also create a lighting plot or lighting cue sheet.

#### Sound Design:

*Students who develop the sound design must choose at least two environmental sounds and at least two show specific sound effects. These effects will be played during the presentation, do not play more than 15 seconds of the sound effect during the presentation. Students must include at least four research components. These items may be images, pictures, sound clips, articles, etc. The research components must be included in the PowerPoint presentation.* Students may also create a sound cue sheet.

Grading:

The minimum requirements, if done well, will earn the student a passing grade. However, if a student goes above the minimum requirements, then their grade for the final project may be boosted.

Drawings and Renderings:

The drawings will not be judged on artistic skill. The effort that is made by the student will be clear. The instructor will be able to tell if the renderings were done hastily or over time. Additionally, computer programs may be used, drawing by hand is not required.

Sound Effects:

The sound effects may be chosen from YouTube. However, the sound designer must support why they have chosen a certain song or effect. Effects and music may be created by the student as original pieces.

Absences:

If any student is not in class on the day their group presents, then they will automatically forfeit 25% of their total project grade. The students in the group who are in attendance must present their absent designer's work; so be prepared.

Issues with Group Dynamic:

If any student, within the group, is not pulling their weight and contributing to the final group project, let the instructor know as soon as possible. Please email the instructor with your concerns in a professional manner. If the group member is jeopardizing the chances of the group earning a passing grade alert the instructor to the situation before the group presentations. The other group members should work together to create a design for all four areas.

Citing Sources:

Each source must be cited using the MLA format. The sources may be turned in by each individual group member, or as a group. If the sources are handed in as a group MLA source list, break the sources down by design area.

Collaboration:

Working together is necessary to earn a passing grade. Sharing ideas, themes, colors, and style are fundamental to collaboration and group design. Research of other productions is a fantastic starting point when designing. However, be careful not to plagiarize. The design concept papers for each group member can have similar themes, but be wary of exact wording and/or copying.