1. Introduction to Scenic Design (Discussion)
    a. What is a scenic designer and what do they do for a production?
    b. What is the process a designer usually uses when designing a show? (This is extensive and does not need to be all remembered)
        i. Read the play
        ii. Meet with director
        iii. Sketches
        iv. Research
        v. Read the play again
        vi. Sketches
        vii. Read the play again
        viii. Break down show needs for Scenic elements (set pieces, furniture, props/set dressing
        ix. Rough draft full stage rendering (explain a rendering)
        x. Basic ground plan
        xi. Meet with the director and other designers
        xii. Adjust the design to fit the space, budget, show needs, and other designers' visions
        xiii. Build a white model (show production staff)
        xiv. Make adjustments
        xv. Build a color model (or color rendering)
        xvi. Finalize show package (ground plan, model, color rendering, drafted elevations (a paper with measurements and details))
    c. Find pictures of models online to show the class (or if models in the design lab grab those)
    d. What kind of jobs can a scenic designer have
        i. Theatre
        ii. TV/Film
        iii. Amusement parks
        iv. Festivals/ conventions
        v. Concerts
        vi. Corporate events
        vii. Etc.

2. Expression of mood/ atmosphere/ emotion as a designer without being able to use words (activity)
    a. Josh's picture prompt game he taught at his workshop
        i. Give the group a prompt that usually would be difficult to explain visually (examples: Romantic texture, freezing, flow, geometric Nature)
        ii. Have students use technology to find pictures that could possibly fulfill the prompt
        iii. Go around and have the class if their initial impression of the chosen photos. No explanations. Give their snap first impressions
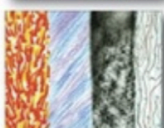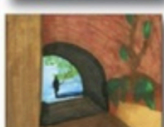
        iv.   It should be very literal and very hard! (If the prompt is freezing and someone did ice then they presented ice not freezing)

        v.   Once the game comes to competition explain how it's the Scenic designer's job to try to convey these moods and atmospheres without being able to tell the audience and must do it through visual means

3. Visual aspects of design (lecture)
   a. Line
   b. Shape
   c. Form
   d. Space
   e. Texture
   f. Color
   g. (Explain using this) (ignore value)

Elements of Design

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.

Line
A mark made by a pointed tool such as a brush, pen or stick; a moving point.

Shape
A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.

Color
Is one of the most dominant elements. It is created by light. There are three properties of color; Hue (name,) Value (shades and tints,) and Intensity (brightness.)

Value
~~the difference between~~

Form
Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume.

Texture
Describes the feel of an actual surface. The surface quality of an object; can be real or implied.

Space
Is used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

4. Using elements of design to communicate mood or atmosphere (Activity)
   a. Give students paper, pencils, and some kids of colored drawings thing.
   b. Have them make 6 boxes on one side of the paper labeling each box one of the elements

c. Give them a prompt and then have them only use that element to try and portray that feeling.
    i. Examples (feel free to make up your own):
    ii. Line (happy)
    iii. Shape (warmth)
    iv. Color (anxious)
    v. Form (nobility)
    vi. Texture (love)
    vii. Space (crowded)
d. After each one have them share with the class and use proper constructive criticism and/or compliments to if they were successful at portraying the prompt.

5. If more time is needed in class, give a final prompt, allowing them to use any and all aspects of design on the back of the paper and have the class then review again