

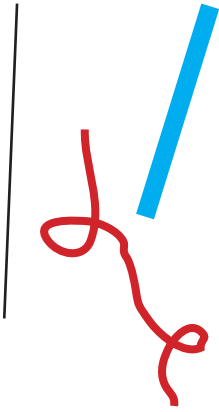


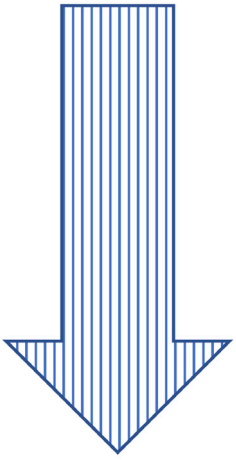
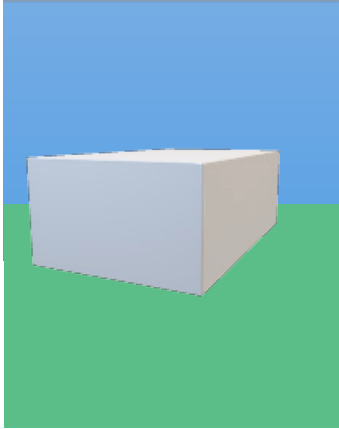
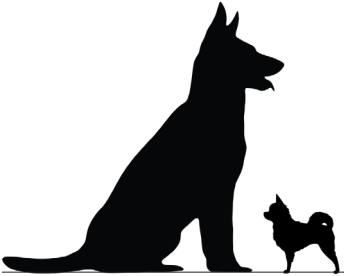
# DESIGN JOURNAL

## THE VIRTUAL STAGE

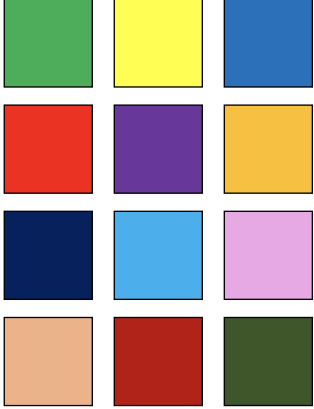
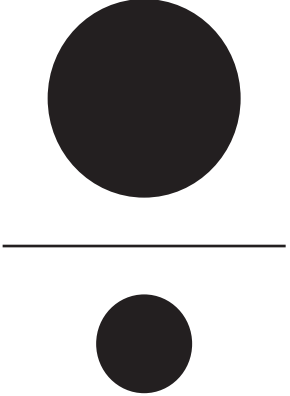
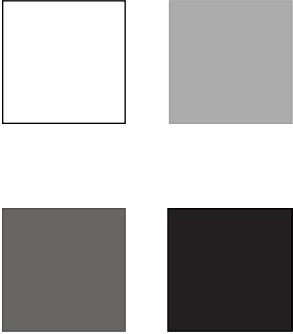
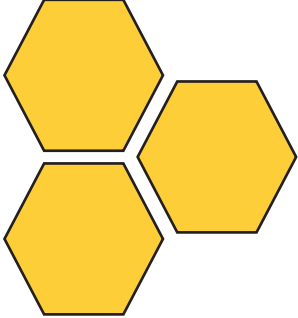
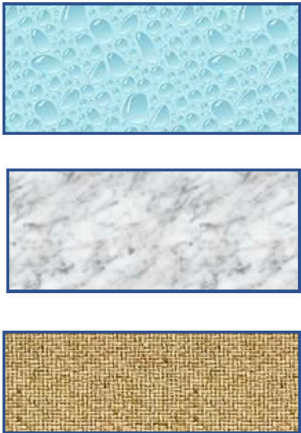
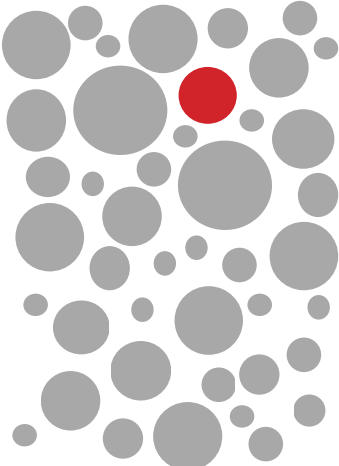
Presented by the Department of Parks and Recreation,  
Prince George's County, Arts and Cultural Heritage Division



# ELEMENTS & PRINCIPLES OF DESIGN

ELEMENTS		PRINCIPLES	
LINE		PATTERN	
Line is the path of a point moving through space.		Pattern refers to the repetition or reoccurrence of a design element, exact or varied, which establishes a visual beat.	
SHAPE/ FORM		RHYTHM/ MOVEMENT	
Shape implies spatial form and is usually perceived as two-dimensional. Form has depth, length, and width and resides in space. It's perceived as three-dimensional		Rhythm or movement refers to the suggestion of motion through the use of various elements	
SPACE/ PERSPECTIVE		PROPORTION/ SCALE	
Space refers to the area in which art is organized. Perspective is representing a volume of space or a 3-dimensional object on a flat surface.		Proportion is the size relationship of parts to a whole and to one another. Scale refers to relating size to a constant, such as a human body.	

# ELEMENTS & PRINCIPLES OF DESIGN

ELEMENTS		PRINCIPLES	
COLOR		BALANCE	
Colors all come from the three primaries and black and white. They have three properties- hue, value, and intensity.		Balance is the impression of equilibrium in a pictorial or sculptural composition. Balance is often referred to as symmetrical, asymmetrical, or radial.	
VALUE		UNITY	
Value refers to the relative lightness and darkness and is perceived in terms of varying levels of contrast.		Unity is achieved when the components of a work of art are perceived as harmonious, giving the work a sense of completion.	
TEXTURE		EMPHASIS	
Texture refers to the tactile qualities of a surface (actual) or to the visual representation of such surface qualities (implied). Texture refers to the tactile qualities of a surface (actual) or to the visual representation of such surface qualities (implied).		Emphasis refers to the created center of interest, the place in an artwork where your eye first lands.	

# ONCE UPON A DESIGN GOALS

1

2

3

# COSTUMES

After watching the video module titled “Introduction to Costume Design” answer the questions below.

1. How do you define “Costumes” ?

2. What did the first type of costumes look like?

3. Write in the role of these everyday costumes.

1.

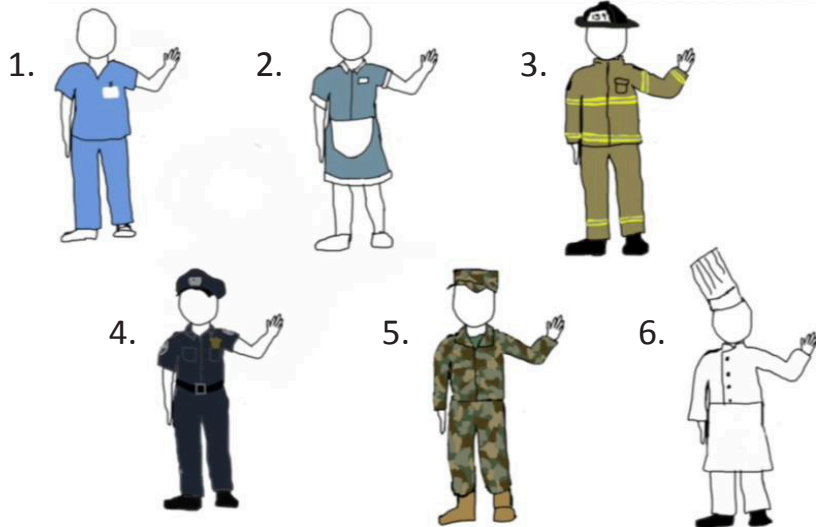
2.

3.

4.

5.

6.



4. What is **ONE** new fact you learned about costume design?

5. What is **ONE** thing you found interesting and want to know more about?

# COSTUMES

**Before you make your mask, please complete the following questions:**

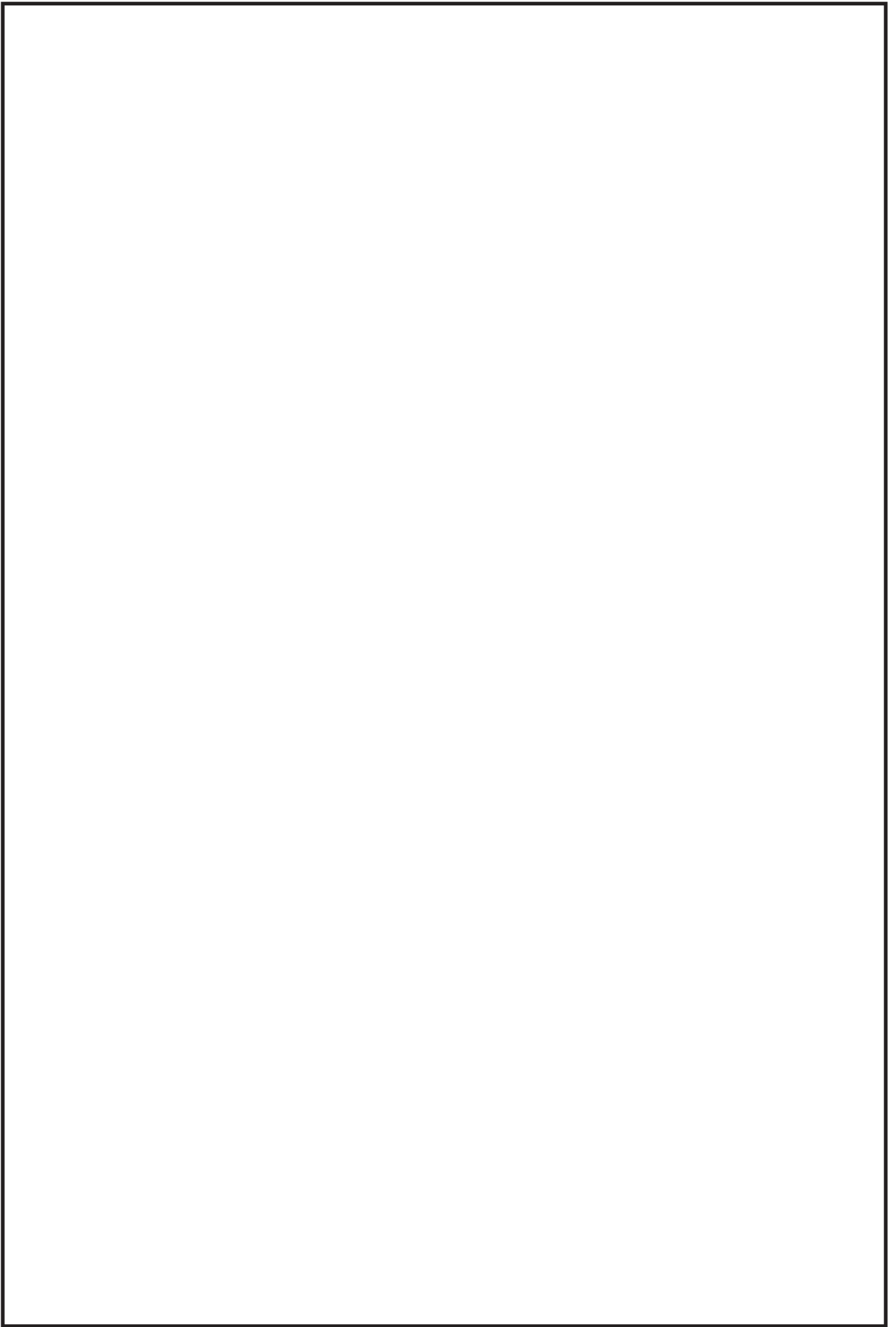
1. **Who** is this character?
2. **What** are they?
3. **Where** are they?
4. **When** do they live? What is their environment like?
5. **How** do they move? How do they feel?
6. **Why** do they have any special markings?
7. Does the actor have to do anything special while wearing this mask?
8. In a sentence or two, explain the story of *Little Red Riding Hood*:

**After you complete the mask, please complete the following questions:**

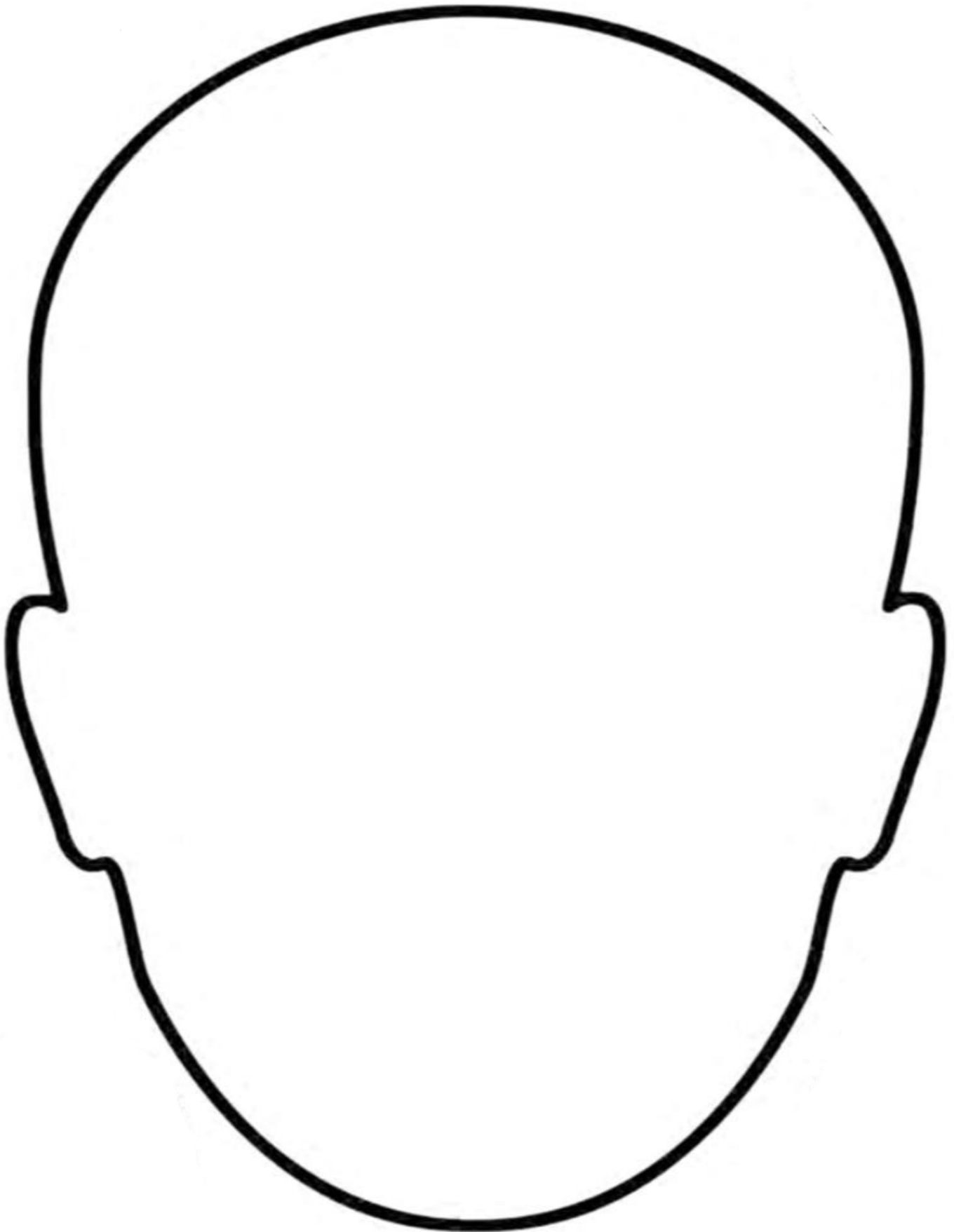
How does your mask answer the questions above?

(Think about: What did you do well? What could you have done better?)

# LITTLE RED RIDING HOOD MOOD BOARD



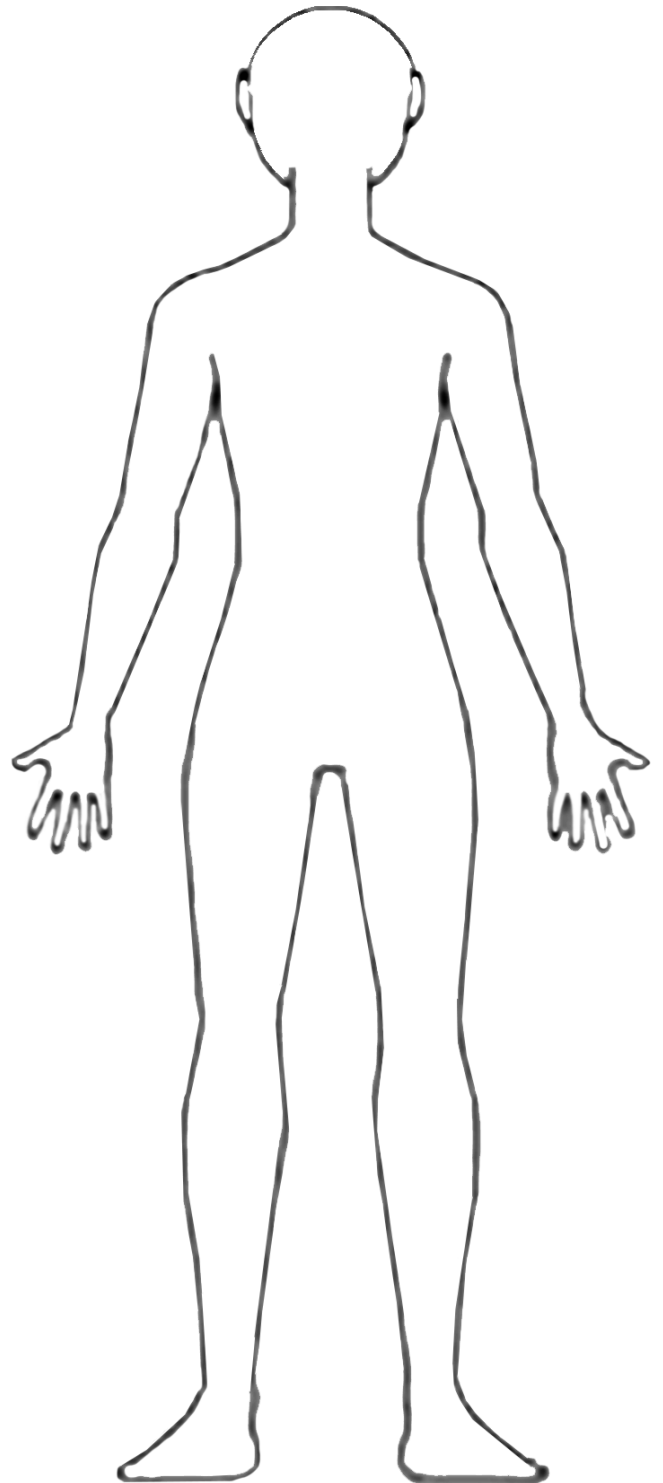
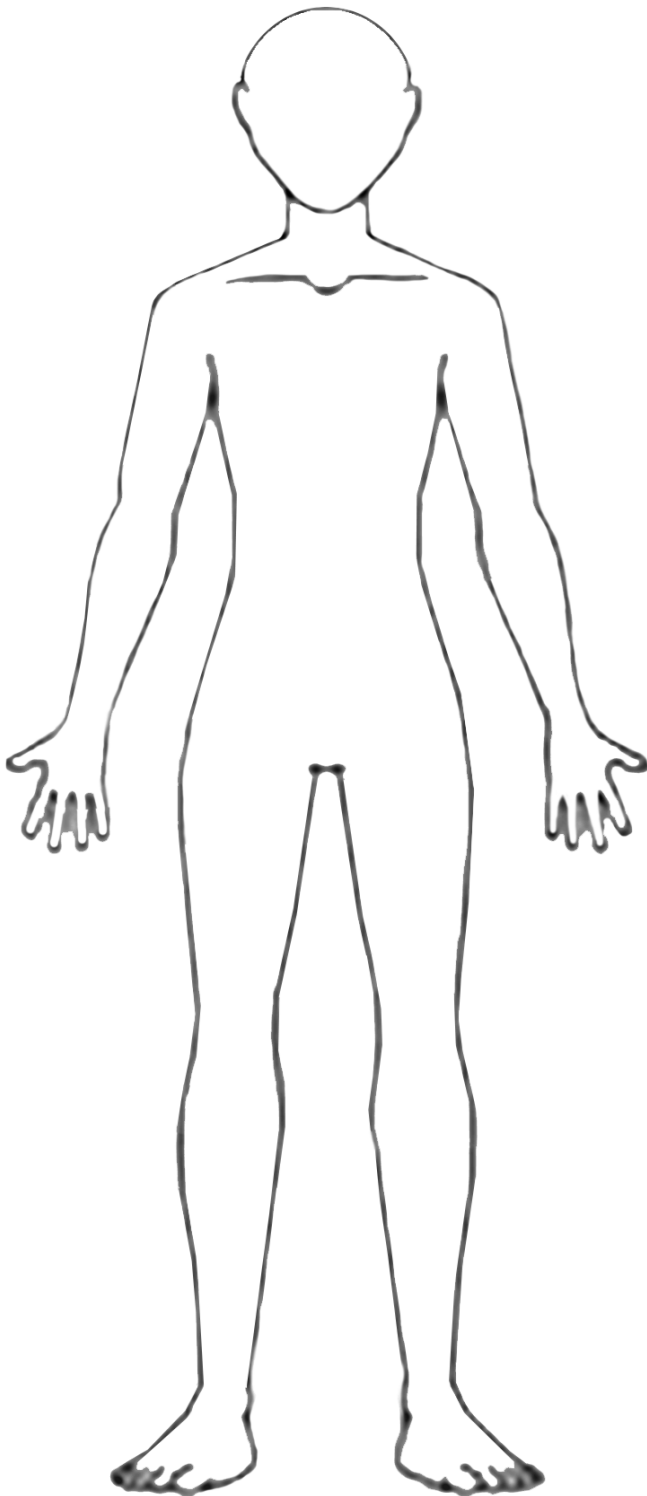
# WOLF MASK





# FULL BODY SKETCH

Using the template below make a costume for *Little Red Riding Hood*



# SET

After watching the video module titled “Introduction to Scenic Design” answer the questions below.

1. How do you define “Scenic Design”?
2. What is one-way today’s set designers create multiple locations?
3. Fill in the blank with the word that matches the definition.  
Flat              Drop              Platform  
  
\_\_\_\_\_ is a flat piece of scenery that is painted and used to create the idea of a wall.  
  
\_\_\_\_\_ is a stationery piece of scenery that actors can walk on  
  
\_\_\_\_\_ is a flat painted cloth that hangs above the stage and creates a three-dimensional illusion.
4. What is **ONE** new fact you learned about scenic design?
5. What is **ONE** thing you found interesting and want to know more about?

# SET

**Before you make you start your sketches, please complete the following questions:**

1. **Who** lives in this space?
2. **What** activities are done in this space?
3. **Where** is this place? (time period, location, etc.)
4. **When** does the scene take place? (time of day)
5. **How** do people move through the space?
6. **Why** are the character's here? Why do they choose the material that they do?
7. In a sentence or two what's the story of The Three Little Pigs:

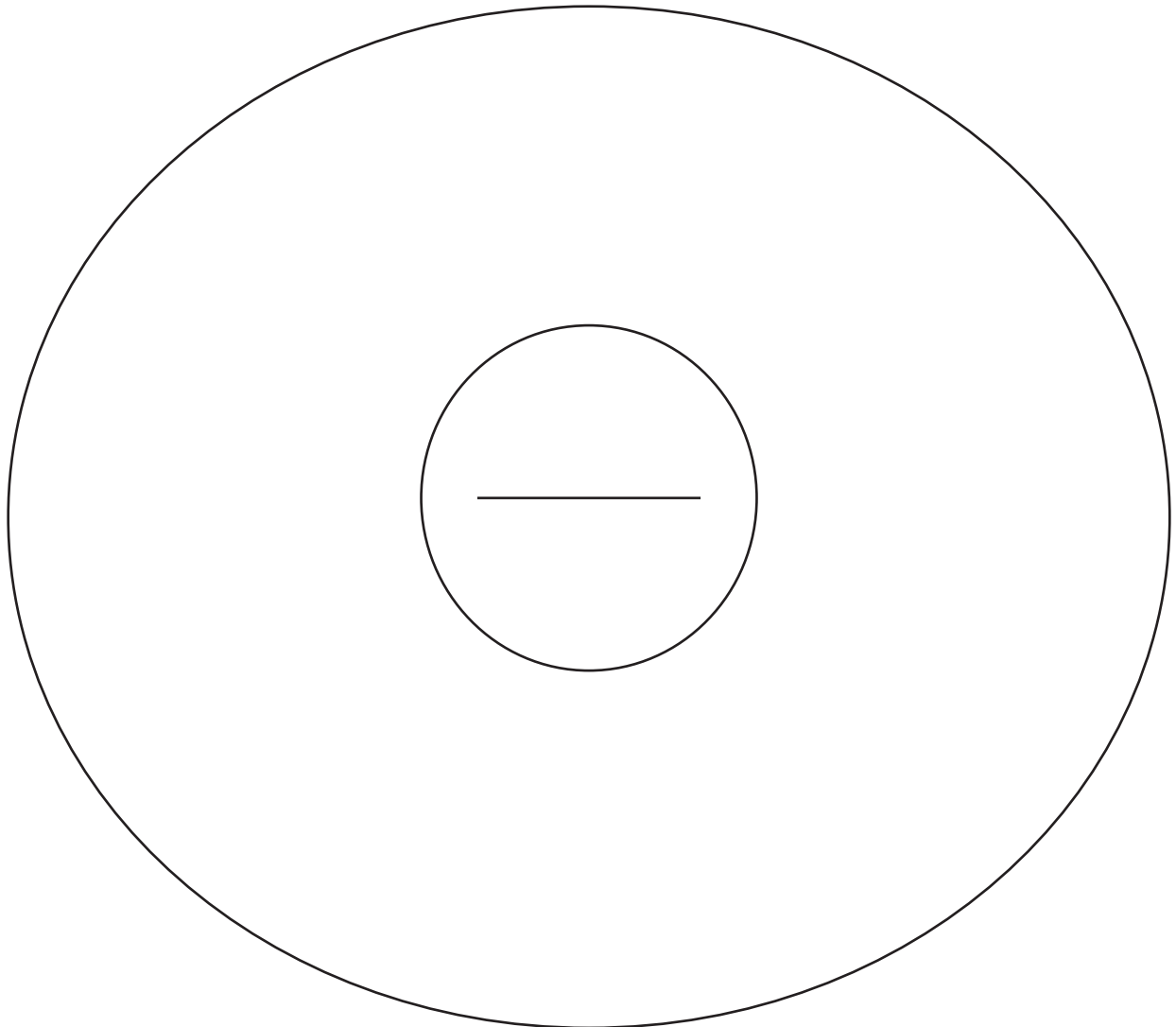
**After you complete your design, please complete the following questions:**

How does your rendering/ model answer the questions above?  
(Think about: What did you do well? What could you have done better?)

# SET

In the space below make a list of locations in *The Three Little Pigs*.

Using one of the locations you mentioned above put one of the locations in the inner circle. In the outer circle list descriptive words of this location.



Using the boxes below create thumbnail sketches for *The Three Little Pigs*

1.	2.	3.
4.	5.	6.

# PROPS

After watching the video module titled “Introduction to Props Design” answer the questions below.

1. How do you define “Properties Design”?
2. Name at least 3 different types of props:
3. What is the first step in the props design process?
4. What is **ONE** new fact you learned about props design?
5. What is **ONE** thing you found interesting and want to know more about?

# PROPS

**Before you make you start making your props, please complete the following questions:**

1. **Who** touches these props?
2. **What** activities are done with this prop?
3. **Where** did this prop come from?
4. **When** is it used in the story?
5. **How** is this prop used? Does it have any special requirements? (example: is it edible, does it have to play music?)
6. **Why** is this prop important to the story?
7. In a sentence or two what's the story of Jack and The Beanstalk.

**After you complete your design, please complete the following questions:**

How well does your magic beans/ golden harp answer the questions above? (Think about: What did you do well? What could you have done better?)

# PROPS

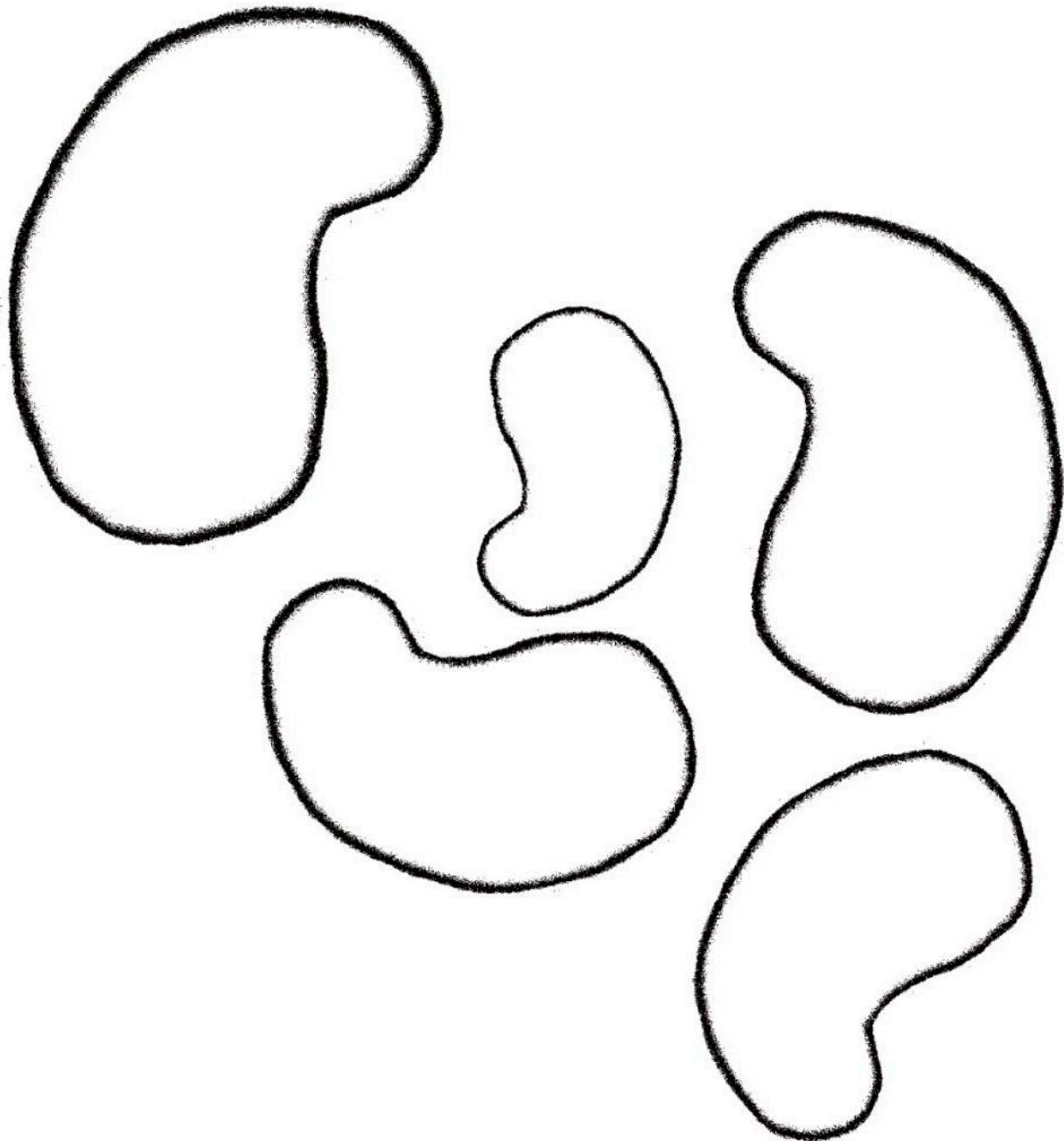
In the space below as you read through the story create a list of props that you might need for the story Jack and The Beanstalk:

In the space below create a tree map to help organize your props list:



# THE MAGIC BEANS

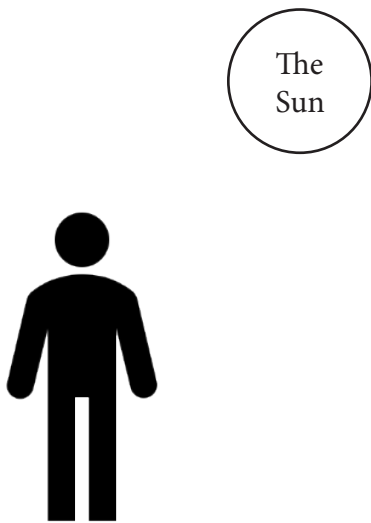
Color and cut out these magic beans from the story *Jack and The Beanstalk*



# LIGHTING

After watching the video module titled “Introduction to Lighting Design” answer the questions below:

1. How do you define “Lighting Design”?
2. What are 3 considerations lighting designers need to make in order to light a scene?
3. Draw where the lighting is coming from in the picture below:



4. What is ONE new fact you learned about lighting design?
5. What is ONE thing you found interesting and want to know more about?

# LIGHTING

Before you make you start making your lighting observation, please complete the following questions:

1. Who is in the play space?
2. What is the source of the light?
3. Where is the light coming from?
4. When is it? What time of day?
5. How does the lighting effect the mood?
6. Why are the characters scared in the story?
7. In a sentence or two what's the story of *Hansel and Gretel*:

After you complete your design, please complete the following questions:

How well does your lighting observation answer the questions above?  
(Think about: What did you do well? What could you have done better?)

# LIGHTING

In the space below write a list of 3-5 lighting moments in *Hansel and Gretel*:

Using the list, you developed above, make a brace map to find the **mood**, **color**, **texture**, **intensity**, and **angle** for each lighting moment.

# LIGHTING

In the squares below choose 4 lighting moments from *Hansel and Gretel* to sketch the light for.


# SOUND

After watching the video module titled “Introduction to Sound Design” answer the questions below:

1. How do you define “Sound Design”?
2. What does “foley” mean?
3. How is most theatre sound design made today?
4. What is ONE new fact you learned about sound design?
5. What is ONE thing you found interesting and want to know more about?

# SOUND

**Before you make you start making your sound observation, please complete the following questions:**

1. **Who** is in the play space?
2. **What** sounds might we hear?
3. **Where** is the sound coming from?
4. **When** is it? What time of day?
5. **How** is the sound made?
6. **Why** do we hear the sounds we do?
7. In a sentence or two what's the story of The Frog Prince:

**After you complete your design, please complete the following questions:**

How well does your sound observation answer the questions above?  
(Think about: What did you do well? What could you have done better?)

# SOUND

In the space below make a list of 3 or more sounds you may hear in *The Frog Prince*:

*Using one of the brainstorming maps (Mood Board, Circle Map, Tree Map, Brace Map) we previously discussed or create your own brainstorming map to help better conceptualize your design with the story.*



# SOUND

In the space below fill in the columns for *The Frog Prince*:

	What is the sound?	When is it in the story?	How will you capture the sound?
1			
2			
3			
4			
5			

# WHAT TO DO NOW?

1. Get involved in your school's productions
2. Get involved in local theatre groups in your community
3. Look at this list below for additional resources:

## Resources for Design in General:

- <https://medium.com/gabi-s-world/let-there-be-light-bright-ideas-to-excite-kids-about-theatre-and-science-1dab77bc7eb5>
- <https://disneyonstage.co.uk/education/>
- <https://www.playbill.com/article/21-theatre-related-online-resources-for-kids-and-families-to-get-you-through-covid-19>
- <https://www.lionkingexperience.com/sessions/kids>
- <http://artsedge.kennedy-center.org/educators/lessons/grade-band-collections/k-5>

## Resources for Costumes:

- <https://www.youtube.com/watch?v=48mrV-0VZsWc>
- <https://www.youtube.com/watch?v=BfXSucpxFhg&list=RDCMUCE-L9IDDLnmavJc8JoNs05Q&index=12>
- <https://www.youtube.com/watch?v=bQD-JBHpzMPU&list=RDCMUCE-L9IDDLnmavJc8Jos05Q&index=4>
- <https://www.youtube.com/watch?v=5XsOMG6q860&list=RDCMUCE-L9IDDLnmavJc8JoNs05Q&index=6>
- <https://www.youtube.com/watch?v=cLW45yeCoNA>

## Resources for Scenery:

- [https://www.youtube.com/watch?v=Xzz\\_Zj-Efc0](https://www.youtube.com/watch?v=Xzz_Zj-Efc0)
- <https://dramatics.org/read-render-realize/>
- <https://www.youtube.com/watch?v=OLw-Qap-kxnA>
- <https://www.youtube.com/watch?v=tXYX5YXjYaA&list=RDCMUCE-L9IDDLnmavJc8JoNs05Q&index=14>

## Resources for Props:

- <https://www.mentalfloss.com/article/501264/11-behind-scenes-secrets-prop-masters>
- <https://www.rsc.org.uk/about-us/how-we-make-theatre/props>
- [https://www.youtube.com/watch?v=\\_xWMtFtzRC0](https://www.youtube.com/watch?v=_xWMtFtzRC0)
- <https://www.youtube.com/watch?v=l4XDvZKntpA>

## Resources for Lighting:

- <https://www.knowitall.org/video/lighting-designer-kids-work>
- <https://www.knowitall.org/interactive/lighting-designer-kids-work>
- <https://www.youtube.com/watch?v=t8rvoX-yl0g>
- <https://www.youtube.com/watch?v=wqMYsjHU5rU&list=RDCMUCE-L9IDDLnmavJc8JoNs05Q&index=13>

## Resources for Sound:

- <https://www.youtube.com/watch?v=qz-6ccaE-or0&list=RDCMUCE-L9IDDLnmavJc8JoNs05Q&index=8>
- <https://www.youtube.com/watch?v=BU9nj2-6ZnA>
- [https://www.youtube.com/watch?v=0IPxlvb\\_c\\_cs](https://www.youtube.com/watch?v=0IPxlvb_c_cs)
- <https://www.youtube.com/watch?v=5hWbm n7GtDE>
- [https://www.youtube.com/watch?v=UO3N\\_PRIgX0&list=RD8HePfa7WYs&index=5](https://www.youtube.com/watch?v=UO3N_PRIgX0&list=RD8HePfa7WYs&index=5)
- <https://www.youtube.com/watch?v=ecYgqL ml89c>

# ANSWER KEY

## Costumes Design

1. Costume Design: A set of clothes that tell a story of style, historical period, and/or location
2. Acceptable answers: Masks, buskins, chitons, Long white sleeves, clamys
- 3.



## Scenic Design

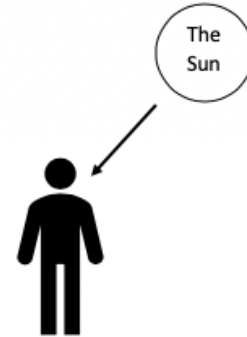
1. Scenic Design: The creation of the physical environment in which a play takes place
2. Projections
3. **a flat** is a flat piece of scenery that is painted and used to create the idea of a wall.  
A platform is a stationery piece of scenery that actors can walk on  
A drop is a flat painted cloth that hangs above the stage and creates a three- dimensional illusion.

## Props Design

1. Props design: Any movable or portable object in a show
2. Any three of these: Costume props, hand props, set dressing, personal props, edibles, greens, special effect props (breakaways)
3. Making a props list

## Lighting Design

1. Lighting Design: Any movable or portable object in a show
2. Angle, Color, Texture, Softness, Intensity, and Size of the space needed to cover
- 3.



## Sound Design

1. Sound Design: The intentional acquisition, creation, or manipulation of sound to tell a story
2. Foley: the recreation of sounds using objects
3. Any response related to digitally producing sounds: online recordings, computers, Qlab, etc.

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