

Visual Design Project

Project Description

This project is an introduction to dramaturgy and theater design for students. It is geared toward mainly 3rd and 4th graders. Each project proposal can be done as a stand-alone project or in supplement to other design or theater projects. These projects require students participate in group and independent research as well as present samples of their work to their peers. Along with the visual, creative aspect, there is also a required writing component with this assignment. Included are suggestions to accommodate a virtual classroom environment and a proposal for extra credit assignments.

Fine Arts Standards:

Grade 3

TH:Cr1.1.3

b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.

Grade 4

TH:Cr1.1.4

b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.

Grade 5

TH:Cr1.1.5

b. Propose design ideas that support the story and given circumstances in a drama/theatre work.

Objectives:

SWBAT

- Conduct dramaturgical research of a given science material or text.
 - Design theater elements based on a given material. Ex.: Props, scenic and/or costumes.
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Instructions for Visual Design Projects

SUGGESTION: For visual design projects, assign layers of the ocean to students or groups of students.

MODEL: Introduce the project by showing your students an example of a completed collage and discussing what a collage is. Model how to begin putting the collage together by cutting images from old or used magazine and pasting to a piece of construction paper or card stock.

Have your class focus on **one design element**. Ex.: Props, set or costumes. I suggest sticking to props or scenic as costumes can be a little more difficult to research. Researching items (props) and environments or setting (scenic) will be easier for your students.

Step 1: List descriptions of each Ocean Layer

Have your students **create a list of descriptions or facts for their assigned ocean layer** (Ex.: Sunlight Zone, Midnight Zone). You can model by listing 1-2 facts for each ocean layer together.

Example list of facts for the Sunlight Zone:

- Lots of sunlight
- Has the most creatures that live in it, like dolphins, sharks, fish and phytoplankton
- A lot of plants live in the Sunlight Zone such as seaweed and coral reef
- People can explore the Sunlight Zone. Ex.: Fishing, snorkeling and surfing.

Step 2: Collect images

Once your students have a list of Ocean Layer facts, you can begin collecting images as a class. I recommend setting aside 1-2 research days during which your students can go through old magazines, search the internet and print out images for their collages. If possible, have students use the internet; this is a good project for them to learn how to use or practice using the internet as a resource for research.

Step 3: Writing Element

Instruct your students to write 2-3 sentence descriptions for at least two items in their collage. They can find information about these two items during research days while they are collecting images to print and cut out.

Step 4: Construction

Students should feel free to create their collages throughout the research process. You can model again the first few steps of constructing the collage by cutting and pasting the printed images onto a piece of construction paper or cardstock once research is complete.

Students can either paste their sentences to the back or staple them to their project.

EXTRA CREDIT: Including at least one sketch

If you have students that love to draw and want extra points, they can include a sketched item as part of their design collage. I recommend that they include a 2-3 sentence description of their drawing(s) as part of the extra credit assignment.

Creating a collage for the virtual world

Students can create electronic design collages using a writing program or app, such as Word or Pages (for Macs). Sentence descriptions should be submitted with electronic collages, either separately or as part of a large PDF file. Students submitting extra credit can scan or take a picture to be sent electronically.

Alternatives:

- Creating a slideshow of images and their descriptions to share virtually
- Using an art/drawing app or program (for Extra Credit)