

# Theater Design Collage Project

---

## **Project Description**

This project is an introduction to dramaturgy and theater design for students in 3rd and 4th grade. This can be done as a stand-alone project or in supplement to a larger design project. It requires 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.

For visuals, please see separate images labeled “Theater Design Collage” and “Virtual Theater Design Collage”.

---

## **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 text.
  - Design theater elements based on a given text. Ex.: Props, scenic and/or costumes.
-

## **Instructions**

SUGGESTION: Assign chapters 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 items and descriptions**

#### **Props**

If your students are researching props, have them **create a short list of items** mentioned throughout the chapter or text that the characters use. You can model by searching the text together to find the first 2-3 items described. Then, instruct your students to find at least 2 additional items in the text independently.

Examples of items used from *Island of the Blue Dolphins*, Chapter 1:

- shell - "I said nothing about the shell I saw or the gull with folded wings." (p.1)
- stick - "I went on digging in the brush with my pointed stick." (p. 1)
- roots - "I dig roots. And it is I who will eat them and you who will not." (p.2)
- basket - "Ramo picked up a root and was about to drop into the basket..." (p.3)

#### **Scenic**

If your students are researching scenic design, you can model by searching the text together to find the first 2-3 clues/descriptions about the environment. Then, instruct them to find at least 2 additional descriptions independently in the text.

Examples of descriptions about the environment from *Island of the Blue Dolphins*, Chapter 1:

- Sea/Ocean - "I remember the day the Aleut ship came out to our island." (p. 1)
- Ship - "a red ship with two red sails." (p.1 )
- canyon - "My brother had gone to the head of a canyon that winds down to a little harbor called Coral Cove." (p.1)
- brush - "I went digging in the brush with my pointed stick as though nothing at all were happening on the sea." (p.1)

## Step 2: Collect images

Once your students have a list of 4-5 items and their descriptions, 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 select at least 2 items in their list to write 2-3 sentence descriptions. They can find information about these two items during research days while they are collecting images to print and cut out.

Also, be sure that the students include quotes from the book itself and the page numbers the quotes are in as evidence for their research.

## 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)