Code # FA33 (2015)

**New Course Proposal Form**

☒ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| ☒**New Course or** ☐ **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Bob Simpson**, [bsimpson@astate.edu](mailto:bsimpson@astate.edu), **870-972-2037**

2. Proposed Starting Term and Bulletin Year

**Fall 2016**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**THEA 3253**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Scenic Painting**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Materials, equipment, techniques used in work of a Scenic Artist.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **Yes**
   1. If yes, which ones?

**THEA 1223 – Principles of Stage Design**

* 1. Why or why not?

**Scenic Painting builds on the principles and elements of design on a larger scale focusing on going from design to full-scale scenery surface treatments**.

1. Is this course restricted to a specific major? **No**
   1. If yes, which major?

7. Course frequency(e.g. Fall, Spring, Summer).

**Fall, Odd Years**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Experiential Learning**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

**Standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**No**

11. Is this course cross-listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross-listed course.
2. Are these courses offered for equivalent credit? **No**

Please explain.

12. Is this course in support of a new program? **No**

a. If yes, what program?

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? **Yes**

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week 1 – MWF Schedule, Week 15 is the Final**

Day 1 Meet The Scenic Artist. The Scene Shop. The Scenic Artist’s tools

Day 2 The Component’s of Paint. Unions and Training.

Day 3 Color Theory and Color Perception

Texture Project Demonstration - Scumble, Rag Roller, Gradient, Texture Roller, Spatter, Splatter, and Bath

**Week 2**

Day 4 Texture Project

Day 5 Texture Project Texture Project Due,

Faux Painting Technique - Wood Grain Demonstration

Day 6 Wood Grain Project Due

Faux Painting Demonstration - Stone/Brick

Light Logic Demonstration – Highlight, Cast Shadow, Crest Shadow, Local Color, Reflected Light

**Week 3**

Day 7 Light Logic and Stone/Brick Project Demonstration

Day 8 Light Logic and Stone/Brick Project

Day 9 Light Logic and Stone/Brick Project Due,

Faux Painting Demonstration - Marble Demonstration

**Week 4**

Day 10 Marble Project

Day 11 Marble Project

Day 12 Marble Project Due

Lining/Wainscoting Demonstration

**Week 5**

Day 13 Lining/Wainscoting Project

Day 14 Lining/Wainscoting Project – Masking and Lining Tools

Day 15 Lining/Wainscoting Due, EXAM

**Week 6**

Day 16 Faux Paint Demonstration - Cracked Paint

Day 17 Trompe-l'œil Techniques - Distressed Wall Demonstration

Day 18 Cracked Paint/Distressed Wall Project

Week 7

Day 19 Cracked Paint/Distressed Wall Project

Day 20 Cracked Paint/Distressed Wall Project Due

Day 21 Faux Paint Demonstration - Wallpaper

**Week 8**

Day 22 Wallpaper Project

Day 23 Wallpaper Project

Day 24 Wallpaper Project Due

**Week 9**

Day 25 Trompe-l'œil Techniques - Ornament Demonstration

Day 26 Ornament Project

Day 27 Ornament Project

**Week 10**

Day 28 Ornament Project

Day 29 Ornament Project

Day 30 Ornament Project Due

**Week 11**

Day 31 Trompe-l'œil Techniques - Fabric Demonstration

Day 32 Fabric Project

Day 33 Fabric Project

**Week 12**

Day 34 Fabric Project

Day 35 Fabric Project

Day 36 Fabric Project

**Week 13**

Day 37 Final Project – To Be Determined (based on assessment of student work)

Day 38 Final Project

Day 39 Final Project

**Week 14**

Day 40 Final Project

**Week 15**

Day 41 Portfolio Due

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**Scenic Painting is designed to be an experiential learning class where students will paint in the faux and tromp-loeil techniques used by scenic artists today. It meets three days a week in a two-hour long class in the scene shop of the Fowler Center Theatre Department.**

19. Department staffing and classroom/lab resources

**One Professor, Fowler Center Scene Shop**

1. Will this require additional faculty, supplies, etc.?

**Lab materials are currently paid for through existing course fees and income from Department of Theatre Productions.**

20. Does this course require course fees? **No**

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**This course has been required for the Design Technology Emphasis since at least 2005. It has been taught as a special problems course. For a student, training to work behind the scenes on Theatre productions, scenic painting is a critical skill. Students must:**

**1. Demonstrate the ability to serve as a scenic artist for a theatrical production. 2. Utilize tools and materials found in a paint shop to complete paintings efficiently. 3. Accurately employ the language of the scenic artist in its appropriate context. 4. Analyze and mix color efficiently. 5. Illustrate the ability to use the scenic painting techniques covered in this class appropriately.**

b. How does the course fit with the mission established by the department for the curriculum? If an accrediting or certifying agency mandates course, include the directive.

**The mission of the Arkansas State University Department of Theatre is to prepare students of theatre for employment within the profession and/or graduate studies and to advance the appreciation of theatre within the university and community at large. This course gives the successful student the knowledge and ability to work in the professional theatre world as a scenic artist.**

c. Student population served.

**Theatre Design and Technology Students**

d. Rationale for the level of the course (lower, upper, or graduate).

**Scenic Painting builds on skills taught in Principles of Design (THEA 1223). It begins to point the student toward a specialization, but is not so specific that is not applicable to all theatre design and technology students. This course reinforces PLOs five. The 3000-level best suits this course in the curriculum map.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. ☐Global Awareness | * 1. ☒Thinking Critically | * 1. ☒Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**SLO V. The skills necessary for professional and/or post-graduate placement in the student’s chosen field.**

**Design Technology students can choose two from Design Technology Electives.**

**Design Technology Electives (select two of the following):**

**THEA 2263, History of Costumes**

**THEA 4233, Advanced Makeup Design**

**THEA 4243, Theatre Management**

**THEA 437V, Special Problems: Scenic Painting**

**THEA 437V, Special Problems: Computer-Aided-Design**

**This course helps students interested in set design.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | V. The skills necessary for professional and/or post-graduate placement in the student’s chosen field. (Note: Curriculum map is under revision) |
| Assessment Measure | Portfolio project featuring completed projects from the class. Students must successfully complete the project to professional standards and will be graded using the portfolio rubric. The student must complete at least 80% of these factors successfully to pass the project. |
| Assessment Timetable | 2019-2020 |
| Who is responsible for assessing and reporting on the results? | Lisa Bohn |

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

|  |  |
| --- | --- |
| **Outcome 1** | Demonstrate the ability to serve as a scenic artist for a theatrical production |
| Which learning activities are responsible for this outcome? | Projects graded by rubric that identifies qualities for success. For example, mixing color correctly. |
| Assessment Measure and Benchmark | Texture Project Wood Grain Project Light Logic Project Stone/Granite Project Marble Project Lining/Wainscoting Project Cracking Paint/Distressed Wall Project Wallpaper Project Ornament Project Fabric Project Benchmark of success would be 80% of the students scoring at least 80%. |
| **Outcome 2** | Utilize tools and materials found in a paint shop to complete paintings efficiently. |
| Which learning activities are responsible for this outcome? | Exam – questions specific to terminology expected 75% correct  Projects graded by rubric that identifies qualities for success. For example, mixing color correctly. |
| Assessment Measure and Benchmark | Exam Texture Project  Wood Grain Project Light Logic Project  Stone/Granite Project Marble Project  Lining/Wainscoting Project Cracking Paint/Distressed Wall Project  Wallpaper Project Ornament Project  Fabric Project  Benchmark of success would be 80% of the students scoring at least 80%. |
| **Outcome 3** | Accurately employ the language of the scenic artist in its appropriate context. |
| Which learning activities are responsible for this outcome? | Journal and Critics  Exam – questions specific to terminology expected 75% correct |
| Assessment Measure and Benchmark | Journal Entry for Videos  Weekly Critics  Exam  Benchmark of success would be 80% of the students scoring at least 80%. |
| **Outcome 4** | Analyze and mix color efficiently. |
| Which learning activities are responsible for this outcome? | Projects graded by rubric that identifies qualities for success. For example, mixing color correctly. |
| Which learning activities are responsible for this outcome? | Texture Project Wood Grain Project Light Logic Project Stone/Granite Project Marble Project Lining/Wainscoting Project Cracking Paint/Distressed Wall Project Wallpaper Project Ornament Project Fabric Project Benchmark of success would be 80% of the students scoring at least 80%. |
| **Outcome 5** | Illustrate the ability to use the scenic painting techniques covered in this class appropriately. |
| Which learning activities are responsible for this outcome? | Projects graded by rubric that identifies qualities for success. For example, mixing color correctly. |
| Which learning activities are responsible for this outcome? | Texture Project Wood Grain Project Light Logic Project Stone/Granite Project Marble Project Lining/Wainscoting Project Cracking Paint/Distressed Wall Project Wallpaper Project Ornament Project Fabric Project Benchmark of success would be 80% of the students scoring at least 80%. |

**Bulletin Changes**

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| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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Major in Theatre

**Bachelor of Arts**

**Emphasis in Design Technology**

**A complete 8-semester degree plan is available at http://registrar.astate.edu/.**

University Requirements:

See University General Requirements for Baccalaureate degrees (p. 41)

First Year Making Connections Course:

Sem. Hrs.

UC 1013, Making Connections

3

General Education Requirements:

Sem. Hrs.

See General Education Curriculum for Baccalaureate degrees (p. 83)

Students with this major must take the following:

ART 2503, Fine Arts - Visual

MUS 2503, Fine Arts - Music (Required Departmental Gen. Ed. Option)

35

Major Requirements:

Sem. Hrs.

THEA 1203, Introduction to Theatre 3

THEA 1213, Beginning Acting 3

THEA 1223, Principles of Stage Design 3

THEA 2223, Fundamentals of Stagecraft 3

THEA 2233, Stage Makeup 3

THEA 2243 Stage Costume Construction 3

THEA 3223, Studies in Dramatic Literature 3

THEA 3233 Play Analysis 3

THEA 3252, Theatre Laboratory (must take three times) 6

THEA 4203, Stage Directing I 3

THEA 4263, History of the Theatre I 3

THEA 4273, History of the Theatre II 3

Design (select one of the following): 3

THEA 4223, Scene Design

THEA 4243, Stage Costume Design

THEA 4303, Stage Lighting

THEA 4413, Sound Design and Production for the Theatre

Sub-total 42

Emphasis Area (Design Technology):

Sem. Hrs.

THEA 2253, Stage Management 3

THEA 3213, Audition Techniques 3

THEA 4323, Stage Directing II 3

**Design Technology Electives (select two of the following): 6**

THEA 2263, History of Costumes

**THEA 3253, Scenic Painting**

THEA 4233, Advanced Makeup Design

THEA 4243, Theatre Management

~~THEA 437V, Special Problems: Scenic Painting~~

THEA 437V, Special Problems: Computer-Aided-Design

Sub-total 15

15

Minor:

Sem. Hrs.

Minor 18

Electives:

Sem. Hrs.

Electives 7

Total Required Hours: 120

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THEA 2223. **Fundamentals of Stagecraft** Techniques of constructing, painting, and rigging scenic units. Spring.

THEA 2233. **Stage Makeup** Basic principles of applying stage makeup. Spring.

THEA 2243. **Stage Costume Construction** Basic principles of stage costume construction. Fall.

THEA 2252. **Introduction to Dance Styles** Introduction to the basic fundamentals of dance language, and execution of fundamental dance techniques including those of ballet, jazz, tap, and musical theatre dance. Warm up, stretching, jumps, turns, across the floor and various combinations will be practiced. Fall, even.

THEA 2253. **Stage Management** Principles and practices of stage management. Spring, even.

THEA 2262. **Tap Dancing** An introduction to tap dance techniques emphasizing fundamentals of body placement, vocabulary, and styles in tap. Students will be taught dance combinations to enhance technical skills, memory and performance qualities. Spring, even.

THEA 2263. **History of Costumes** An in depth study of the clothing styles of western civilization from 5 BC to the present. Fall, odd.

THEA 2272. **Dance Ballet** An introduction to ballet dance techniques emphasizing work in correct body alignment, posture, balance, barre work, stretches, strengthening exercises and grace. Students will be taught dance combinations to enhance technical skills, memory and performance qualities. The history and development of ballet will also be studied. Spring, odd.

THEA 2282. **Dance Jazz** An introduction to jazz dance technique emphasizing work in correct body alignment, improvisation, injury prevention, nutrition and fitness, flexibility, strengthening exercises, and performance. Students will be taught dance combinations in classical jazz, lyrical and musical theatre to enhance technical skills, memory and performance qualities. The history and development of jazz dance will also be explored. Fall, odd.

THEA 2393. **Summer Children Theatre Performance** The research, preparation and presentation of children theatre plays for a live audience. Summer.

THEA 2403. **Summer Children Theatre Technical** The research, preparation and presentation of children theatre plays for a live audience. Summer.

THEA 2503. **Fine Arts-Theatre** Introduction to aesthetic and critical appreciation of the art of theatre through lecture, live and video performance, and discussion. Fall, Spring, Summer. (ACTS#: DRAM 1003)

THEA 3203. **Motion Picture Appreciation** Movies as a work of art and a form of persuasion. Fall, Spring.

THEA 3213. **Audition Techniques** Preparation and execution of audition material. May be repeated with faculty consent. Prerequisite, THEA 1213. Fall.

THEA 3223. **Studies in Dramatic Literature** A reading introduction to plays and playwrights spanning from Greek to contemporary works. Fall, even.

THEA 3233. **Play Analysis** How playwrights achieved characterization, structure, and plot. Spring, even.

THEA 3243. **Stage Combat** Movement and combat techniques for the stage. May be repeated with consent of faculty. Prerequisite, THEA 2213. Spring, even.

THEA 3252. **Theatre Laboratory** Work on productions. Required of all Theatre Arts majors during every semester, except freshman semesters. Fall, Spring.

THEA 3253. **Scenic Painting** Materials, equipment, techniques used in work of a Scenic Artist. Prerequisite, THEA 1213. Fall, odd.

THEA 3263. **Acting Shakespeare** A thorough investigation of the acting techniques specific to performing Shakespeare through scene and monologue work. Prerequisite, THEA 1213. Spring, odd.

THEA 3273. **Voice and Movement for Theatre II** Incorporation of vocal techniques in acting styles, emphasis on vocal flexibility. May be repeated with faculty consent. Prerequisite, THEA 2203. Spring, odd.

THEA 3393. **Summer Children Theatre Performance** The research, preparation and presentation of children theatre plays for a live audience. Summer.

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