

Purpose:	To help students learn to distinguish between literal understanding/interpretation and the “poetry” of a play; to help students translate research and creative concepts into visual representation; to help students develop comprehensive production design concepts.		
Procedure:	Continue gathering research to help flesh out the characters and the context/s from which they are speaking or experiencing events. Use your research to find common themes that can translate into “big ideas.” You will also use your research to develop thumbnail sketches for set design ideas and, by extension, ideas for costumes, lighting and sound. Think comprehensively about all areas of theater production and how they relate to one another.		
Components:	<b>Set Design</b>	<b>Costume Design</b>	
	• Thumbnail sketches	• Costume research collage	
	• Model	• Costume arc	
	• Prop list		
	<b>Lighting Design</b>	<b>Sound Design</b>	
	• Lighting research collage	• Sound research	
	• Lighting key		
Reading:	Chapters 2, 5-6, 8, 14 and 18 in the Gillette book.		
03.22.11	<i>Hamlet</i> : Concept and Design Development is due. Upload final document to Moodle.*		

**4.1 Refining Concepts**

Make sure that you have two solid concepts to work with. Though you will ultimately be narrowing your focus down to only one of the two, it's important to show that you have more than one idea to bring to the table. Both concepts should be clearly articulated, and accompanying visuals should strongly support your ideas.

**4.2 Set Design**

A. Use your research and concept statements to produce two sets of thumbnail sketches:

- Concept 1: 1 Plan view and at least 1 perspective view
- Concept 2: 1 Plan view and at least 1 perspective view

Focus on how you're ideas and how you're organizing the elements on stage rather than getting preoccupied with your drawing skills, and connect the imagery to your research and concept. **Use images you've already collected from your research as references.**

B. Choose **one** concept to focus on. Using white foam core, bristol board and any other miscellaneous materials, build a scale model of your set design.

C. Include a typed list of special props that are utilized by your characters or that figure prominently in your set design.

**4.3 Lighting Design**

A. Create a collage on an 18" × 12" board of color images that capture the mood of three special moments in the play. (Please feel free to reuse/recycle boards when possible.) Think about what the lighting is doing at specific points, looking for the instances that can help you create a distinct mood or atmosphere.

The images should not be literal representations of a scene. Rather, they are meant to represent the choices you would make—as a lighting designer—while working on the production. Consider the following characteristics:

- Color
- Intensity/brightness
- Light distribution (light source, shape/size of light beams)
- Texture

Additional considerations:

- **Visibility**

To what extent can or cannot one see the images or subject matter in your research photos?

- **Focus**

Has the photographer used light to create a focus and what moment in the play might that choice represent?

- **Modeling**

How does light model the subject matter in your research photos?

- **Mood**

What is the mood or “spirit” represented in your images?

Consider how your images represent each of the three specific moments you’ve chosen to focus on in the play. Use the vocabulary above to write a 2-3 paragraph description (single-spaced, typed) to respond to the following questions:

- What specific moments in the play do the photographs represent?
- What specific lighting design qualities or functions do the images represent?
- How does lighting help connect your characters/narratives together?
- How does lighting reflect or fit in with your overall concept?

B. Lighting key for specific images (details TBD)

#### **4.4 Costume Design**

A. Use an 18” × 12” board to present your research. (Please feel free to reuse/recycle boards when possible.) You will need to consider your character in relationship to the other characters in *Hamlet* and make choices about why he/she is wearing a certain costume.

Consider the following practical components as you organize your research images:

- Historical period
- Ages of characters
- Gender of characters
- Socioeconomic status of characters
- Character occupations
- Time of year

We’ve spent a lot of time discussing the various characters and the “poetry” aspects of what they are communicating. Refer to the “poetry” statements you’ve written when considering the mood of the characters you’re working with: How can a character’s attitude change be represented via clothing or even accessories? How does the playwright utilize dress to communicate a character’s narrative?

B. Write a 2-3 paragraph description (single-spaced, typed) of how the various clothing/costume choices you've made complement the narrative/s being communicated.

- What characteristics help tie your individual character's narrative together with the larger narratives evident in the play?
- How do costumes help differentiate the moods/attitudes of the various characters?
- How do the costumes relate back to your overall concept?

#### **4.5 Sound Design**

A. Choose three different moments where sound might play an integral part in setting the mood or expressing the "poetry" of your character's narrative. When would we hear it? What effect would you like sound to have on the listener/audience?

B. Find three pieces of music or sound effects that represent the time period and atmosphere of the aforementioned "moments." Write a 2-3 paragraph description (single-spaced, typed) of how the music/sounds you've chosen complement the narrative being communicated and how they relate to the overall concept you've developed.

Remember to keep time period and context in mind when considering 1) what is appropriate and 2) how you might use sound/music to communicate the narratives to a more contemporary audience.

#### **4.6 Final Formats**

Organize all of your electronic files—including images, scans, photographs of set design pieces and written descriptions—into **one** PDF document. Label your final document "gcusername\_assign04" and upload it to Moodle. Make sure you are also able to access a copy of your documents from the M: Drive.

#### **\* PLEASE NOTE:**

If the final document you're uploading to Moodle exceeds 16MB, you will need to compress it beforehand (to get the file size under 16MB) or copy it to M: drive > Classes > THEA332 > \_ Collaborative > Assign04\_HamletDesign