



[Click Here to Access this Unit](#)

# INTRODUCTION TO SET DESIGN \*HYPERDOC

By LEA MARSHALL

The purpose of this unit is to give students an introduction to independent learning as well as an overview of Set Design. Students will apply their knowledge throughout, and the unit culminates in a group activity.

This unit is delivered in hyperdoc format. What does that mean? A hyperdoc is an interactive tool that encourages digital learning. In this case, students are given a document on a subject, and there they can read articles, watch videos, do some independent research, and apply what they've learned. Because they're working on their own, students are in charge of their own pacing.

Before you start the unit, ensure you read the Teacher Guide first. It will give you clear instructions on how to distribute the hyperdoc format and make it easy for you and your students.

## 1 - Introduction to Set Design

This hyperdoc unit is designed for students to work through at their own pace.

There are five levels that students work through independently:

Level 1: The Introduction.

Level 2: Dream Room Project.

Level 3: Become a Design Expert - students learn more about colour theory, design elements such as line and shape, types of set design, and set pieces most often used in set design.

Level 4: A Set Designer License Test which applies everything students have gone through thus far.

Level 5: The culminating project which has students designing a set for a song, book or play.

## 2 - Links for Design Expert Slideshows

These links are only needed if you wish to edit the 'Design Expert' slideshows that are embedded within the main hyperdoc. They will prompt you to make a copy. You will need to redo those links on your own copy of the main hyperdoc before you share with your students.

# Standards Connections

## National Core Arts Standards

### Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.b - Explain and present solutions to design challenges in a drama/ theatre work.

### Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.b - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Advanced

TH:Cr1.1.HSIII.b - Create a complete design for a drama/theatre work that incorporates all elements of technology.

### Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.b - Articulate how technical elements are integrated into a drama/ theatre work.

### Develop and refine artistic techniques and work for presentation - Grade HS Proficient

TH:Pr5.1.HSI.b - Use researched technical elements to increase the impact of design for a drama/theatre production.

### Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HSII.b - Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

### Develop and refine artistic techniques and work for presentation - Grade HS Advanced

TH:Pr5.1.HSIII.b - Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

### Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.b - Apply the production elements used in a drama/theatre work to assess aesthetic choices.

### Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.b - Consider the aesthetics of the production elements in a drama/theatre work.

### Apply criteria to evaluate artistic work - Grade 8

TH:Re9.1.8.b - Apply the production elements used in a drama/theatre work to assess aesthetic choices.

### Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

### Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.b - Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of

production elements while respecting others' interpretations.

### Apply criteria to evaluate artistic work - Grade HS Advanced

TH:Re9.1.HSIII.b - Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

## California VAPA Standards (2019)

### 6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.c - Identify solutions to design challenges in a drama/theatre work.

### 7.TH:Cr1 Generate and conceptualize artistic ideas and work

7.TH:Cr1.c - Explain and present solutions to design challenges in a drama/ theatre work.

### 8.TH:Cr1 Generate and conceptualize artistic ideas and work

8.TH:Cr1.c - Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

### Prof.TH:Cr1 Generate and conceptualize artistic ideas and work

Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

### Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.

Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

### Adv.TH:Cr1 Generate and conceptualize artistic ideas and work.

Adv.TH:Cr1.c - Create a complete design for a drama/theatre work that incorporates all technical theatre elements.

### 6.TH:Pr5 Develop and refine artistic techniques and work for presentation.

6.TH:Pr5.b - Articulate how technical theatre elements are integrated into a drama/ theatre work.

### Prof.TH:Pr5 Develop and refine artistic techniques and work for presentation.

Prof.TH:Pr5.b - Use researched technical theatre elements to increase the impact of design for a drama/theatre production.

### Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.

Acc.TH:Pr5.b - Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.

### Adv.TH:Pr5 Develop and refine artistic techniques and work for presentation.

Adv.TH:Pr5.b - Explain and justify the selection of technical theatre elements used to build a design that communicates the concept of a drama/theatre production.

### 6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH.Re9.c - Identify the technical theatre elements used in a drama/theatre work to justify aesthetic choices.

### 7.TH:Re9 Apply criteria to evaluate artistic work.

7.TH.Re9.c - Analyze and evaluate the aesthetics of the technical theatre elements in a drama/theatre work.

### 8.TH:Re9 Apply criteria to evaluate artistic work.

8.TH.Re9.c - Differentiate the effect of technical theatre elements used in a drama/theatre work to assess aesthetic choices.

### **Prof.TH:Re9 Apply criteria to evaluate artistic work.**

Prof.TH.Re9.c - Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.

### **Acc.TH:Re9 Apply criteria to evaluate artistic work.**

Acc.TH.Re9.c - Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of technical theatre elements while respecting others' interpretations.

### **Adv.TH:Re9 Apply criteria to evaluate artistic work.**

Adv.TH.Re9.c - Analyze and evaluate varied aesthetic interpretations of technical theatre elements for the same drama/theatre work.

## **Colorado Academic Standards - Drama and Theatre Arts**

### **Sixth Grade**

DT.6.1.1.b - Students Can: Identify possible solutions to design challenges in a drama/theatre work.

DT.6.2.2.b - Students Can: Articulate how technical elements are integrated into a drama/theatre work.

DT.6.3.4.b - Students Can: Analyze the production elements used in a drama/theatre work to assess aesthetic choices.

### **Seventh Grade**

DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theater work.

DT.7.3.4.b - Students Can: Examine the aesthetics of the production elements in a drama/theatre work.

### **Eighth Grade**

DT.8.1.1.b - Students Can: Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.

DT.8.3.4.b - Students Can: Analyze the production elements used in a drama/theatre work to assess aesthetic choices.

### **High School - Fundamental Pathway**

DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.

DT.H1.2.2.b - Students Can: Use research and script analysis to discover the impact design has for a drama/theatre production.

DT.H1.3.4.b - Students Can: Evaluate the aesthetics of the production elements in a drama/theatre work.

### **High School - Advanced Pathway**

DT.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

DT.H2.2.2.b - Students Can: Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

DT.H2.3.4.b - Students Can: Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

### **High School - Professional Pathway**

DT.H3.1.1.b - Students Can: Create a complete design for a drama/theatre work that incorporates all elements of technology.

DT.H3.2.2.b - Students Can: Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

DT.H3.3.4.b - Students Can: Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

## **Common Core**

### **Language**

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Language**

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Florida Sunshine State Standards**

### **Historical & Global Connections**

TH.912.H.3.2 - Compare the applications of various art forms used in theatre production.

### **Skills, Techniques & Processes**

TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.

## **Georgia Performance Standards - Theatre Arts**

### **Grade 8 - Creating**

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

### **Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating**

TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound)., a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

### **Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Producing**

TAHSTT.PR.1 - Produce technical elements in theatre., a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions., b. Identify and

interpret design and construction documentation, materials, techniques, and procedures for production., c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production., d. Conduct initial research about design to inform further development of the production concept., e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

#### **Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Responding**

TAHSTT.RE.1 - Respond to technical elements of theatre using appropriate supporting evidence., a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements., b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space)., c. Evaluate design choices of professional designers., d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.

#### **Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Connecting**

TAHSTT.CN.1 - Connect technical elements of theatre., a. Explore and understand the collaborations between designers and directors to develop design elements., b. Investigate the history of theatre architecture, stage technology, and other technical elements., c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres)., d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits)., e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

## **North Carolina Essential Standards 2024**

### **Beginning High School Create**

B.CR.1.3 - Incorporate introductory technical elements using available facilities, technology, and tools to enhance theatrical works.

### **Beginning High School Present**

B.PR.2.3 - Implement technical elements to support scripted or devised presentations.

### **Intermediate High School Create**

I.CR.1.3 - Implement original technical designs into theatrical works using available facilities, technology, and tools.

### **Intermediate High School Present**

I.PR.2.3 - Implement technical elements to enhance theatrical works.

### **Accomplished High School Connect**

AC.CN.2.2 - Analyze how technical elements enhance theatrical works.

### **Accomplished High School Create**

AC.CR.1.3 - Implement original technical designs reflecting specific situations, styles, or genres incorporating available

facilities, technology, and tools.

### **Accomplished High School Present**

AC.PR.2.3 - Implement technical designs to tailor theatrical works for a range of audiences, spaces, or budgets.

## **North Carolina Essential Standards 2010**

### **Beginning High School Standards - Aesthetics**

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

### **Intermediate High School Standards - Aesthetics**

I.AE.1.1 - Use technical knowledge and design skills to formulate designs.

I.AE.1.2 - Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

### **Proficient High School Standards - Aesthetics**

P.AE.1.1 - Analyze design concepts for aesthetic impact of technical elements.

P.AE.1.2 - Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **MS 117.211 LI - Creative Expression: production**

C.3.B - create suitable environments for dramatizations.

### **MS 117.212 LII - Foundations: Inquiry and Understanding**

B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.

### **MS 117.212 LII - Critical evaluation and response**

B.5.C - demonstrate knowledge of production elements in theatre, film, television, and other media.

### **MS 117.213 LIII - Foundations: Inquiry and Understanding**

B.1.E - apply knowledge of theatrical vocabulary and terminology.

### **MS 117.213 LIII - Creative Expression: production**

B.3.A - recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance.

### **MS 117.213 LIII - Critical evaluation and response**

B.5.C - demonstrate knowledge of production elements in theatre, film, television, and other media.

### **HS 117.315 LI - Foundations: Inquiry and Understanding**

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

### **HS 117.315 LI - Creative Expression: production**

C.3.A - develop and practice technical theatre skills.

### **HS 117.316 LII - Creative Expression: production**

C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre,

or theatre management.

## Alberta, Canada

### Technical Theatre/Design 10-20-30 - Management - Set

- 1 - demonstrate understanding of the purpose of stage scenery
  - 10 - demonstrate understanding of and use ground plans
  - 11 - demonstrate understanding of proper placement of stage scenery: balancing, angling, masking, sight lines, backdrops, scrims
- 2 - recognize the importance of illusion in set design
- 3 - recognize the importance of artistic unity in set design
- 4 - recognize and use theatre terminology related to the proscenium
- 6 - recognize different types of stages: proscenium, thrust, arena, flexible
- 7 - demonstrate understanding of symbolism and psychological implications of colour, texture, line, mass and form
- 8 - recognize different types of scenery: bare stage, curtain set, drop and wing set, box set, unit set, suggestive or selective set, flats, projections, scrims, cyclorama
- 9 - demonstrate understanding of and use scale

### Technical Theatre - Levels I, II, III - Readiness

- 10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing
- 11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project
  - 6 - demonstrate understanding of the importance of planning and organization
  - 7 - select a project appropriate to the component being studied
  - 8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect
  - 9 - use sketching to explore ideas for the project

### Orientation Drama 10

- demonstrate effective use and management of time
- make effective decisions or choices
- solve problems imaginatively and creatively

## British Columbia (2018)

### GRADE 6 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### GRADE 7 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

### GRADE 8 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### GRADE 9 - DRAMA - Exploring and creating

Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

### GRADE 9 - DRAMA - Reasoning and reflecting

Develop and refine ideas and technical skills to improve the quality of performance pieces

Receive, offer, and apply constructive feedback

### GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

### GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Reflect on dramatic experiences and how they relate to a specific place, time, and context

### GRADE 10 - DRAMA - Communicate and document

Compose, interpret, and expand ideas using symbolism and imagery

### GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

### GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

Receive and apply constructive feedback to develop and refine ideas

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

### GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

### GRADE 12 - DRAMA - Explore and Create

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

### GRADE 12 - DRAMA - Reason and reflect

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

### GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

## Ontario, Canada

### Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)



# Virginia Standards Of Learning (2020)

## Technical Theatre

TT.1 - The student will create design elements that demonstrate personal voice and vision.

TT.2 - The student will apply the creative process for technical theatre.

## Technical Theatre

TT.3 - The student will analyze, interpret, and evaluate aspects of technical theatre.

TT.4 - The student will explain and justify personal preferences for theatre design using appropriate vocabulary.

## Technical Theatre

TT.17 - The student will demonstrate scenic design.