

Kid-Friendly Tech

Fall Festival Middle School Division

Sets / Lights

This packet contains:

- Answers to what you actually have to do in this event
- Directions for writing the Concept Paper (and what it is)
- Directions for creating the required notebook
- Verification Form and Checklist for notebook
- Sample Expenditures form - how to report your spending
- Some questions a judge might ask

Note to anyone reading this:

Feedback requested. What needs to be explained differently? What seems to be missing? What needs changing? What's not necessary?

Tell your drama coach to pass your comments on to DTASC.

You will be helping DTASC create better directions for students to follow. Thank you.

Fall Festival — Middle School Division

Sets/Lights

Why is it called Sets and Lights if we're only doing Sets?

- Because the Varsity entries have to include 3 light plans, and Junior Varsity has to do one light plan so they can start learning what it's about.
- Middle School does NOT have to do a Light Plan. But it's easier to have all the ballots & categories say the same thing.

Okay, what do we have to do?

- You must:
 - ✓ Build ONE set for the designated category
 - ✓ Draw ONE overhead ground plan for your set
 - ✓ Create a Notebook
 - ✓ Write a Concept Paper
 - ✓ Get a Verification Form signed & fill out a Checklist
 - ✓ Create a detailed list of how you spent your money
 - ✓ Have receipts or proof of fair market value
- You should
 - ✓ Draw one (1) Front Elevation in color
 - ✓ These are not required, but they are highly recommended

What do we build the set on?

- Your school may already have what's called a "black box stage" for building your presentation set on.
- If not, you will need to create one for your set.
- It's basically a piece of wood, metal or foam board, painted black, where you can create a 3-dimensional set.

How big a set do we build?

- Maximum size for the "real" stage is 18' high, 36' wide, 30' deep (18 feet high, 36 feet wide, 30 feet deep).
- **The set for your presentation is created to a MANDATORY scale: $\frac{1}{2}$ inch = 1 foot.** (1 inch on paper equals 2 feet, $2\frac{1}{2}$ inches represents 5 feet, etc.)
 - How many inches for 18 feet? 36 feet? 30 feet?
 - How many for the number of feet in your stage or performance area?

- Measure out the size of your stage for your "black box stage" and create walls, furniture, whatever you would need on stage for a performance of one particular scene from the designated play.

How much money can we spend?

- You can spend no more than \$50 on materials for the set itself.
- The black box does NOT get counted in the \$50.
- If someone gives you something to use in your set, you have to find the fair market value of it on the internet, print a page that proves what it would cost, and include that in the \$50 total.
- If you borrow things for the set, you still need to find fair market value and include them in the \$50 you're allowed.
- See the Sample Expenditures page in this pdf to see how to figure the cost for various items.
- Save all your receipts and print-outs from the internet and include them in your notebook.

What's the overhead ground plan?

- Pretend you're looking down at the stage from up above it.
- Draw all the items in your set design to scale.
You should use $\frac{1}{4}$ " = 1' scale here (1/4 inch = 1 foot),
 although you can use $\frac{1}{2}$ " scale if you have enough space on a sheet of white letter-size paper ($8\frac{1}{2}$ " x 11").
- The ground plan shows the length and width of each item on the set.
- The ground plan is required.

What about those "highly recommended" front elevations?

- Show the set from the audience's point of view.
- Draw a scale model ($\frac{1}{2}$ " = 1' scale here (1/2 inch = 1 foot) of your set.
- Keep it to scale so you know how tall each item is.

What about the Notebook and Concept Paper?

- You must have a Notebook and Concept Paper, showing all the research you have done and the work that went into preparing your set design.
- You must identify each page with your school code and the title of the play.
- The Notebook must also include
 - Sets/Lights Verification and Sets/Lights Checklist
 - Expenditures Report
 - Receipts and/or proof of fair market value
- You must identify each page with your school code and the title of the play.

What will the judges expect?

- You must have the mandatory items, starting with 1 set, 1 overhead ground plan, and (optional) 1 front elevation
- You must have a Notebook and Concept Paper, showing all the research you have done and the work that went into preparing your sets.
 - Instructions for the Notebook and Concept Paper are in this pdf.
 - Please follow them.
- You must have the Sets/Lights Verification Form and Sets/Lights Checklist (together on a page in this pdf).
 - Print a copy of the Verification Form and Checklist.
 - Fill them out and get the page signed before festival.
 - Put the page into the back of your notebook.
- You must have a detailed list of expenditures in your notebook.
 - A Sample Expenditures page is in this pdf.
 - It shows you:
 - ✓ how to figure costs
 - ✓ how to get fair market value if something is donated
 - ✓ what to do if you lose a receipt
 - ✓ how detailed you need to be
 - The expenditures page is the last page of your notebook.
- You must include receipts or proof of fair market value.
 - See the Sample Expenditures page for examples of this
 - You can add these to your notebook by putting them in an envelope fastened to the inside back cover.
 - It's okay to glue or staple pages of receipts for your notebook, but the envelope is easier.
- You must have a presentation team of 1 to 6 persons to tell the judges about your work.
 - The presentation can take up to 8 minutes.
 - At least one member of your team should be confident enough to do the talking, and know why you made the choices you did.
 - The judges may or may not ask questions after your presentation.

What if we don't have everything?

- You'll still do the presentation, but you won't get as high a score.
- You will probably not be eligible for a trophy.
- You'll still get share sheets with judges' comments.

What do we say in our presentation?

- Give a brief synopsis of the selected play, if necessary, or a brief explanation of the scene selected, if the judges should know the play well.
- Explain your concept, how it fits your selected play and chosen set locations
- Show the set design, ground plan, and optional front elevation for your set, explaining the components (parts), and why those items were chosen
- Why you chose each particular scene for your set design
- Why you need the items you have on the set
 - practical reasons such as cost, ease of use, actors' needs
 - what the set items show in emotion or meaning or style for that scene
- Why they are arranged as they are
- Why particular colors or patterns are important (if they are)
- Problems you had, and how you solved them
- Who worked on what parts of the design and ground plan, and how you decided on responsibilities
- How many other students besides the presentation team were involved (if there were more - there might or might not have been)
- What you learned from working on this project

What are the judges likely to ask us?

- If the judges ask questions, they might ask some of the following:
 - "If you were to actually build this set on a real stage, what materials would you use to build a full sized set?"
 - "How will you get your sets on and off stage? How many people will you need? How long will the set shift take? Will this occur in front of the audience?"
 - "How does your set fit your concept?"
 - "Do you feel this is safe for actors to use?"
 - "Have you consider audience sight lines?"
- If the judges don't ask questions, don't worry. You may have answered everything in your presentation.

What happens after our presentation?

- The judges may want more time to look at your set and your notebook. If so, leave them there and pick them up later in the day.

SETS/LIGHTS:

A GUIDE TO THE

NOTEBOOK AND CONCEPT PAPER

I. TITLE PAGE

1. School Code
2. _____ Division Festival
3. Title and author of play

CA Theatre Arts Standard
3.2 - Advanced
Students design theatre
pieces in specific theatrical
styles including classics
by such playwrights as
Shakespeare.

II. CONCEPT PAPER (1-2 pages maximum)

Please write in short, simple sentences.

A. Essential Play Information

1. Title (again)
2. Author (again)
3. Genre (tragedy/comedy, etc.)
4. Historical period/cultural context
5. Settings and time passage
6. Style (romantic, etc.)

B. Interpretation of Play

1. Very brief plot summary — key conflict/resolution
2. Significant roles played by key characters
3. Dominant theme or message
4. Playwright's intent — How play reflects author's purpose

C. Designers' intent — Values of the play/playwright that the designers are committed to expressing through their designs

1. Mood, emotional tone, meanings
2. Stylistic and/or practical design goals

III. RESEARCH

The following are recommendations of things to include in this section. Include as few or as many as are appropriate for each entry.

- A. State specific design choices and explain in more detail how they help to communicate the practical needs, as well as meanings, emotions, and stylistic goals stated in the introduction.
- B. Drawings/sketches/renderings/models/plots (Explain in more detail how they support the play based on number and sequence of settings, time passage, script requirements, and authentic research)
- C. Practical choices — cost, time, materials, ease of use, ease in staging
- D. Artistic choices — color, texture, line, shape, composition, silhouette, balance, terminal accents, special effects
- E. Artistic license — unique choices based on an artistic vision (visual metaphors)
- F. Special design problems faced and how you resolved them
- G. Changes that you would make a second time and why
- H. Your greatest successes/personal rewards and why

IV. Expenses page, Verification Form and Checklist page, Receipts or proof of fair market value of items. (see E3-26)

SETS/LIGHTS VERIFICATION FORM

One copy of this sheet must be filled in, signed, and included in the mandatory notebook.

SCHOOL CODE: _____

CREATOR'S NAME(S): _____

TOTAL COST OF DESIGN: _____

I verify that the accompanying set/lights design was conceptualized and created by student(s) enrolled in the above school indicated by code. I further verify that this design has never placed in any DTASC competition prior to this date and that it does not exceed the amount allowed for my division.

Signature of Creator/Designer

Signature of Director/Sponsor

SETS / LIGHTS CHECKLIST

- ___ 1. Notebook is ready for judges. It has these items in this order:
 - ___ Title Page: School Code, Division, Title of Play & Playwright (or Theme)
 - ___ Concept Paper, following all the guidelines
 - ___ Research section:
 - ___ details of our research ___ sketches ___ problems solved
 - ___ our choices are practical & support the play ___ unused ideas
 - ___ Verification Form and Checklist (this page)
 - ___ Expenses Page, showing how we spent our money
 - ___ Receipts and/or other proof of money spent
- ___ 2. We have built the required number of sets for our division:
 - ___ Varsity: 3 set models ___ JV: 2 set models ___ MS: 1 set model
- ___ 3. We have spent no more money than we were allowed:
 - ___ Varsity: \$100 max ___ JV: \$75 max ___ MS: \$50 max
 - ___ We did not include the cost of the black box in our spending.
- ___ 4. We have created the required simple Overhead Ground plan(s).
 - ___ Varsity: 3 (1 per set) ___ JV: 2 (1 for each set) ___ MS: 1 (for our set)
- ___ 5. We have the required Lighting Components:
 - ___ Varsity: 3 (1 per set) ___ JV: 1 (for one of our sets) ___ MS: NONE
- ___ 6. All the work on this tech project has been done by students.
- ___ 7. Our group will be able to answer any questions the judges might ask.
If there are several in the group, others of us could choose to answer.
- ___ 8. I will report on time for my tech presentation, with all my materials and all members of my group.
- ___ 9. Varsity ONLY: I will find out what section we're in, and be on time for that section.
I understand that sections will be announced after roll is taken in our tech room.

TECHNICAL THEATRE EXPENDITURES REPORT

This is an example of how to create the Expenditures Report for your tech notebook.

The items listed here show you

- how to list and explain items
- how to figure costs
- how to prove the amount you're claiming on expenses.

Remember, if borrowed, found, rented, and/or donated, an item used to create your design must be accounted for financially in your budget!

FALL FESTIVAL - YEAR - DIVISION

SCHOOL CODE - ZZZ

TECH CATEGORY - SET.S...(or)...COSTUMES...(or)...GRAPHICS

LIST OF MATERIALS USED / PURCHASED / RENTED / DONATED

COSTUME / MAKE-UP (Example)

Materials	Amount Spent
1. Partial bolt of Cotton fabric, donated by a parent. Approximately 15 yards left on bolt. Located equivalent material on Fabrics R Us.com for \$3.99 a yard = \$59.85 - Printed copy of web page is included to show on-Line price. Only used 7 yards	\$ 27.93
2. Bought lace ribbon at Walmart. \$8.99 for 25 yard roll. (Receipt included) Used 12.5 yards	\$ 4.50
3. Purchased two dresses from Goodwill. (Receipt included)	\$ 12.00
4. Bought make-up from Halloween Superstore. (Receipt included)	\$ 19.95
5. Two old pairs of Converse Hi-Tops, Donated by students. Found similar pair on eBay for \$2.99. (Printed copy of website with price, included)	\$ 5.98
6. Eagle necklace purchased from Claire's. (Receipt lost.) Found similar necklace online. (Copy of website with price)	\$ 4.95
7. Fabric paint. Had in our classroom. 3 colors used. Joann fabric.com lists each tube at \$5.99 each. Used 1/2 from each tube. (Copy of website with listing of Fabric Paint included) \$5.99 X 3 = \$17.97 ~ 1/2	\$ 8.99
TOTAL	\$ 84.30

Suggested Follow-up Questions for Technical Categories

Set and Lights (Fall Festival)

Research

1. What were your sources for your research? (Internet, books, paintings, previous shows, etc.?)
2. How did your research influence your design?
3. How much time did your research take?

Concept

1. What inspired your concept?
2. How did you integrate your concept into your design?
3. What were some challenges integrating your concept into your design?

Set Design

1. How does your scenic design support your concept?
2. What were the biggest challenges that you faced with your scenic design and how did you overcome those challenges?

Lighting Design

1. How does your lighting design support your concept?
2. What were the biggest challenges that you faced with your lighting design and how did you overcome those challenges?