Kid-Friendly Tech

Shakespeare Festival
Junior Varsity Division

Sets / Lights / Graphics

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.

Shakespeare Festival — Junior Varsity Division
Sets / Lights / Graphics

What do we have to do?

- You must:
  - ✓ Build TWO (2) sets for the designated category
  - ✓ Draw TWO (2) overhead ground plans (one for each set you designed)
  - ✓ Make a Light Plot for ONE (1) of the sets (but there are 3 parts to a Light Plot)
  - ✓ Make a poster OR flyer advertising the play
  - ✓ 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 also
  - ✓ Draw TWO (2) Front Elevations in color
  - ✓ These are not required, but they are highly recommended

Yikes! Where do we start?

- Choose the play. Every year DTASC selects 2 Shakespeare plays as the featured plays. They are always listed on the DTASC home page: dtasc.org
- Decide on the setting for that particular play.
  It could be the way it would have been done in Shakespeare's time,
  or in the time and location of the play itself,
  or as a modern adaptation,
  set in any time from Shakespeare to the present to the future
  or even the far distant past.
  Be creative and interesting.
- Start thinking about set design for the time and place you have chosen, and how you will explain your choice to the judges.

What do we build the sets 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.

Do we need 2 black boxes for 2 sets?

- No. Just like on a real stage, you will move the pieces around to create the 2nd 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: ½ inch = 1 foot.** (1 inch on paper equals 2 feet, 2½ 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.
- Now do the same with the other set.
- Decide how much you need to move or change to create the other set.

How much money can we spend?

- You can spend no more than $75 on materials for creating the sets.
- The black box does NOT get counted in the $75.
- 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 $75 total.
- If you borrow things for the set, you still need to find fair market value and include them in the $75 you're allowed.
- See the Sample Expenditures page in this pdf to see how to figure costs.
- 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.
  It shows placement of all elements in the scene, as well as width and depth, but not height.
- Draw all the items in your set design to scale.
  You should use ¼˝ = 1´ scale here (1/4 inch = 1 foot).
  It's okay to use ½˝ scale if you can fit everything on one plain sheet of white paper (8½˝ x 11˝).
- A ground plan for each set is required.

What about those "highly recommended" front elevations?

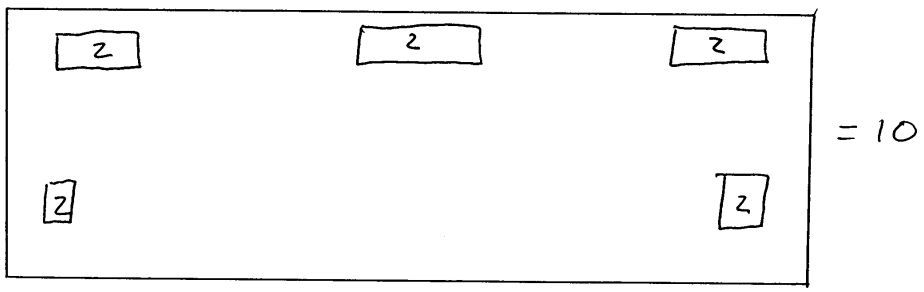
- Show the set from the audience's point of view in color.
  This view shows height and width, but not depth.
- Draw a scale model of each of your 2 sets.
  Use the same $\frac{1}{4}''$ = 1′ scale here (1/4 inch = 1 foot).
  It's okay to use $\frac{1}{2}''$ scale if you can fit everything on one plain sheet of white paper ($8\frac{1}{2}''$ x 11″).
- Keep it to scale so you know how tall each item is.

What's a light plot?

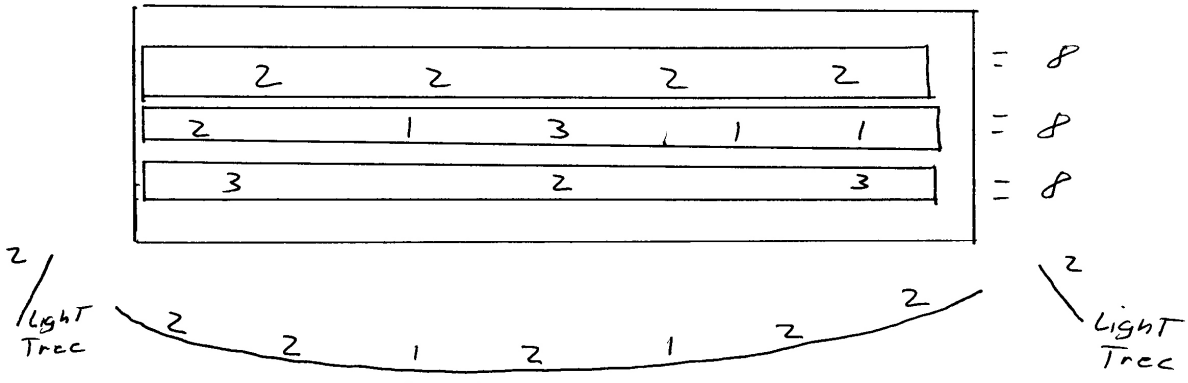
- A light plot shows how you're going to light the stage so the audience can see what's happening, or to set the mood for the scene.
- Use the **$\frac{1}{4}''$ = 1′ scale here too (1/4 inch = 1 foot).**
- You need to include **Circuitry**, **Instruments**, and a **Gel (Color) Schedule**.
- Samples of these are included in this pdf.
- Your designs must be appropriate for school use.
  - Don't overload the circuits so you blow a fuse or flip a circuit breaker
  - Don't include the newest fanciest tech stuff the school can't afford
- Your school probably already has lighting for shows. Use that as your base.

What do you mean by circuitry?

- Circuits provide electricity to power lights, appliances, etc.
- The following are recommendations for circuitry, or your electrical system:
  - 50 circuits available
  - Each circuit is 1,500 watts
  - 3 electrics remain as is, with each one containing 8 circuits (24 total circuits for electrics)
  - Ante-Proscenium (APs) will contain 16 circuits
  - There will be 10 floor pockets
  - The floor pockets will be located in the following positions and cannot be moved:



  - The electrics and AP will allow for repositioning circuits to fit individual designs.
- The following is an example of a Circuiting Chart.



What if we're using a thrust stage or an area stage?

- You still use this circuiting chart.

What instruments should we use?

- Instruments could include LED lights, ellipsoidals, Fresnels (pronounced "fer-NELS"), intelligent mirrors, Gobo projectors, beam projectors, strip lights, spotlights, image projects, gel scrollers, or any other instrument within reason and a school budget.

What is a Gel (Color) Schedule?

- The light design for each set must include a color medium schedule. You will get samples of how to write this when you download the instrument schedules above.
- A color medium is any colored transparent material placed in front of a light beam, such as lighting gels.
- Examples of lighting gels can be found online through Olson Theatrical Lighting or Gamcolors.

What about the poster or flyer? Does it matter which? What's the difference?

- You can do either a poster or a flyer.
- A flyer is letter size (the size paper used in most printers) or half letter size, and is the kind of thing you might hand out to people to tell them about the play, or post on bulletin boards around the school.
- A poster is larger, and can be whatever size you can manage. It would go on a wall somewhere. It has to attract attention and be readable.

- The poster or flyer must give people the information they need so they can get to the play – when, where, etc.
  It also needs to be interesting, so they will want to come.
- Do NOT use your real school name. Use a made-up one or Shakespeare High.

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
  - renderings, ground plans, light plans, and, if you have them, front elevations
  - Sets/Lights/Graphics Verification and Sets/Lights/Graphics 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 2 sets, 2 overhead ground plans, 2 light plots, (optional) 2 front elevations, and the poster or flyer.
- 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/Graphics Verification Form and Sets/Lights/Graphics 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.

What if we don't have everything?

- You'll still do the presentation, but you won't get as high a score.
- You might not be eligible for a trophy, no matter how few entries there are.
- You'll still get share sheets with judges' comments.

What do we say in our presentation?

Definitely include:

- 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 your poster or flyer, explaining how it will get students interested.
- Show the set design, ground plan, optional front elevation, and light plot for the first set, explaining the components (parts), and why those items were chosen.
- Talk about one set and how it's arranged, then change things around and talk about the 2nd set
- 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

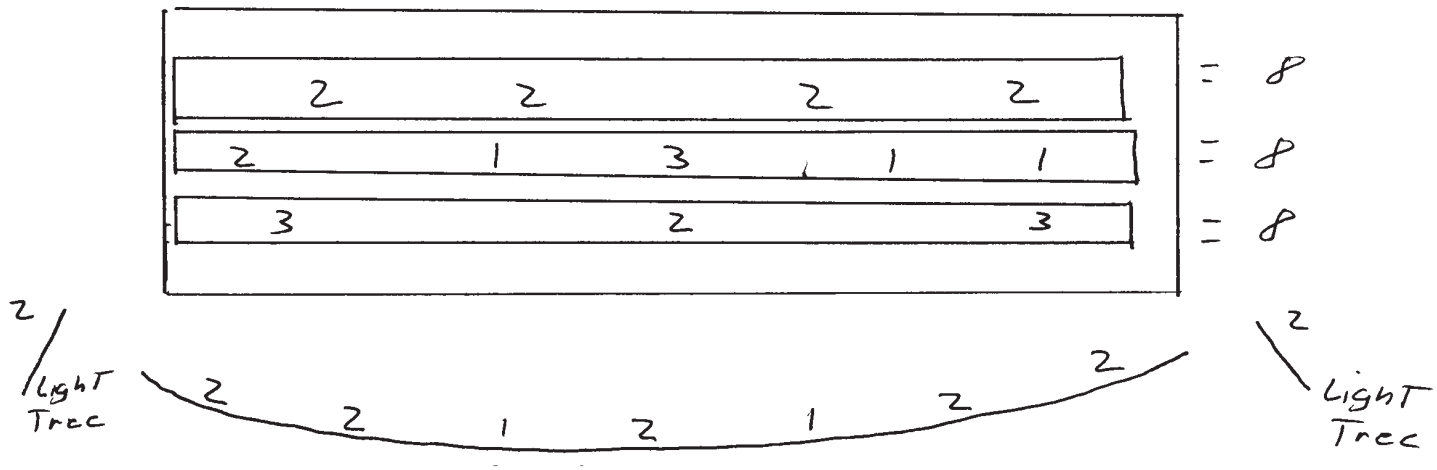
If you have time, also include:

- Why particular colors or patterns are important (if they are)
- How each lighting plan works with the set you made it for
    - where the lights will be brightest or darkest
    - what colors you'll use, and why
- 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

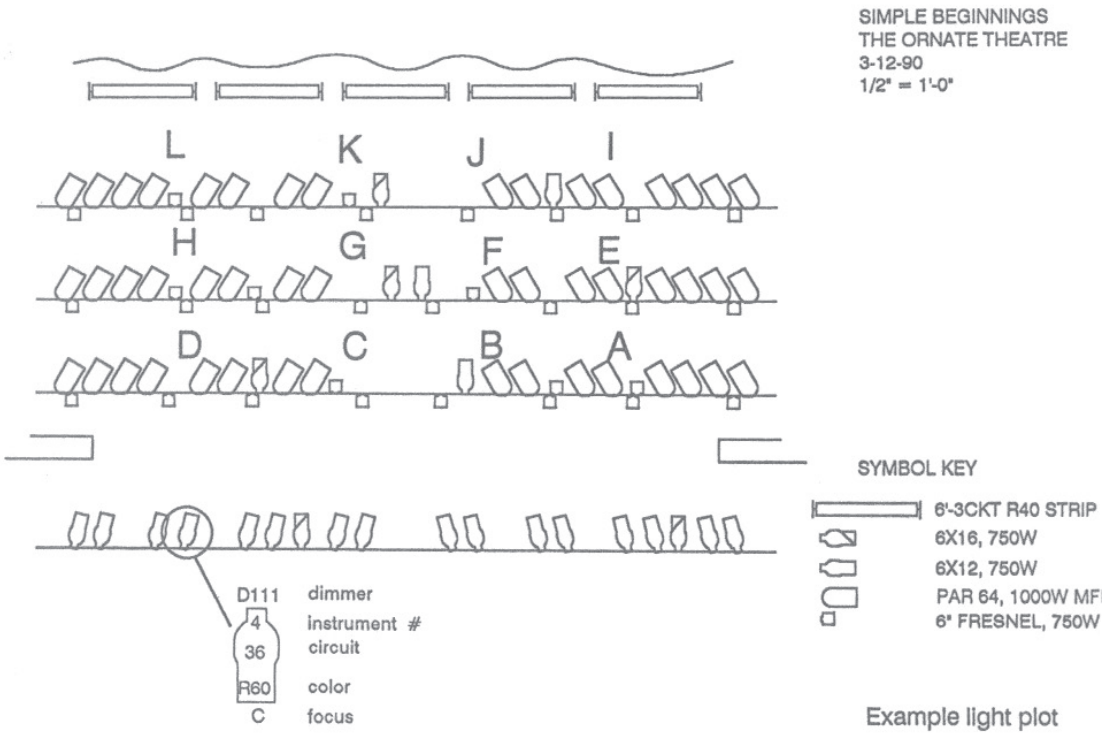
What are the judges likely to ask us?

- 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?"
  - "Is the majority of your Light Plot used for general illumination, or are you creating mood and tone, as if the lights were characters themselves?"
  - How do the graphic design poster/flyer support your concept?
  - How does the graphic design fit the theme(s) of the selected play?
  - Is the written information on your graphic design easy to read? If it's a poster, is it easy to read from a distance?
- Sample judges' questions are in this pdf, but judges might not use them.
- Judges may ask you to leave your notebook and/or sets for them to look at. If so, you can pick them up later in the day.
- If the judges don't ask questions, don't worry. You may have answered everything in your presentation.

The electrics and AP will allow for repositioning of circuits to accommodate individual designs. This is an **EXAMPLE OF A CIRCUITING CHART**:



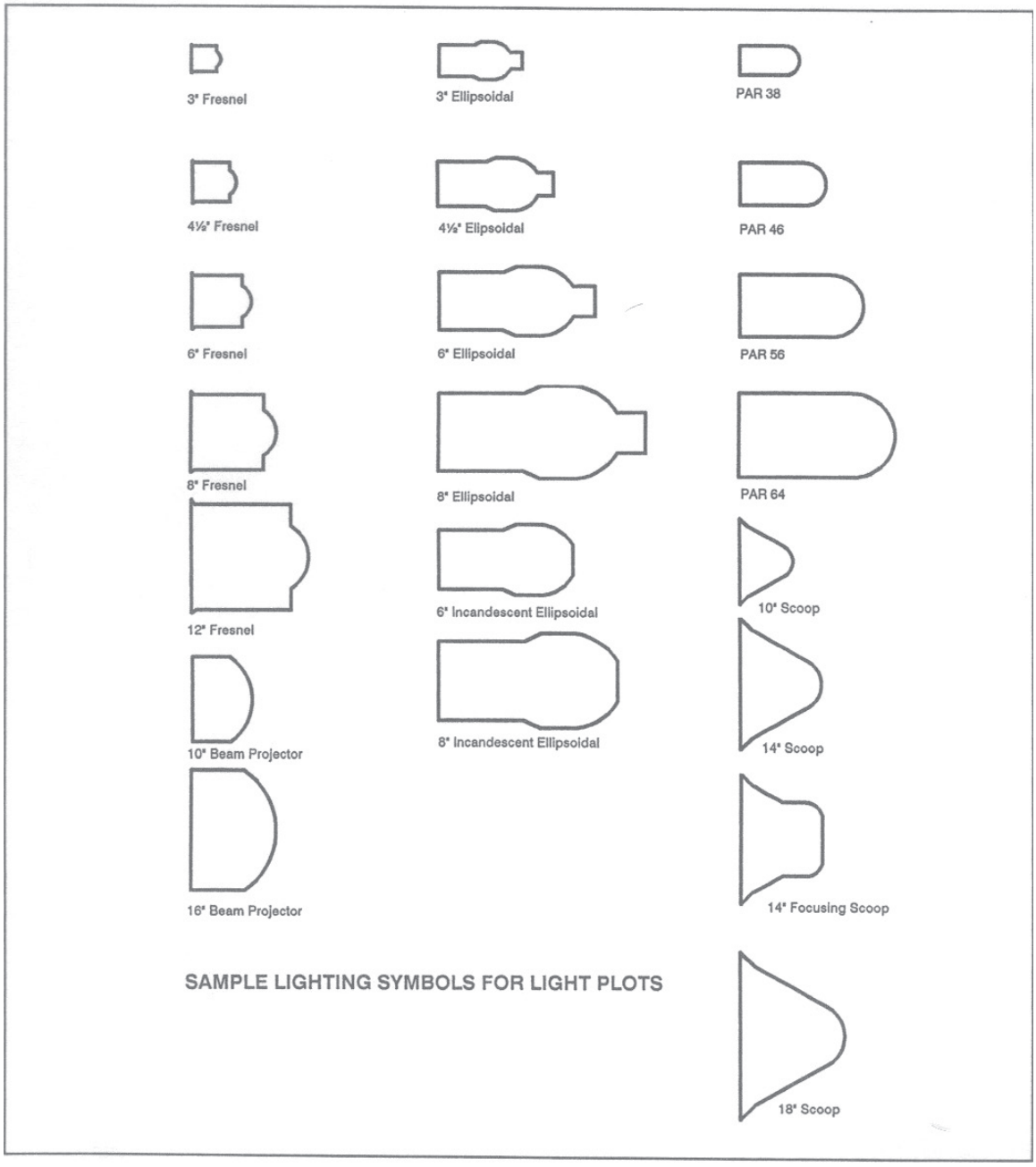
Sample Light Plot



Example light plot

This theatrical light plot is the plan used to hang the show's lighting.

Common Lighting Symbols



Sample Instrument Schedule (abbreviated) (includes color medium schedule)

Instrument Schedule

(All Layers) 8/28/2005 15:53

Venue: McFarlin Auditorium **Show:** Repertory
Designer: Jeannine Stegin **Assistant:** Rhonda Miller

1st Electric

Unit	Channel	Dimmer	Type	Lens	Wattage	Purpose	Colour	Gobo
1	19	48	Source 4	36 Degree	575	L1 WARM P	R58	
2	25	49	Source 4	36 Degree	575	L1 COOL PI	R68	
3	19	50	Source 4	26 Degree	575	L1 WARM P	R58	
4	25	51	Source 4	26 Degree	575	L1 COOL PI	R68	
5	118	52	Source 4	26 Degree	575	SPECIAL	R51	
6	14	53	Strand Centi		750	US PINK W/	R35	
7	16	54	Strand Centi		750	US BLUE W	R78	
8	18	55	Strand Centi		750	US AMBER	R9	
9	117	56	Source 4	26 Degree	575	SPECIAL	R51	
10	14	57	Strand Centi		750	US PINK W/	R35	

Step 2-c: Instrument Schedule (includes color medium schedule)

POSITION	CHANNEL	DIMMER	TYPE	FOCUS	LOAD	COLOR
EL 2 #1	11	7	6" FR	C	500W	R64
EL 2 #2	2	8	6" FR	B	500W	R68
EL 2 #3	1	9	6" FR	A	500W	R68
EL 2 #4	8	10	S4 36°	D	575W	R08
EL 4 #1	4	17	6" FR	D	500W	R68
EL 4 #2	3	19	6" FR	C	500W	R68
PIPE A #1	10	1	6" FR	B	500W	R64
PIPE A #2	12	11	6" FR	D	500W	R64
PIPE B #1	9	2	6" FR	A	500W	R64
PIPE D #1	6	4	S4 36°	B	575W	R08
PIPE E #1	5	5	S4 36°	A	575W	R08
PIPE E #2	7	15	S4 36°	C	575W	R08
FLOOR #1	13,14,15	16,21,22	STRIP	CYC	500W	RBG
FLOOR #2	13,14,15	23,24,20	STRIP	CYC	500W	RBG

Step 2-b: Light Lab Sample Hook-Up (includes color medium schedule)

HOOK-UP Light Lab Sample page of

CHANNEL	DIMMER	POSITION	TYPE	FOCUS	LOAD	COLOR
1	9	EL 2 #3	6" FRES	A	500W	R68
2	8	EL 2 #2	6" FRES	B	500W	R68
3	19	EL 4 #2	6" FRES	C	500W	R68
4	17	EL 4 #1	6" FRES	D	500W	R68
5	5	PE #1	S4 36°	A	575W	R08
6	4	PD #1	S4 36°	B	575W	R08
7	15	PE #2	S4 36°	C	575W	R08
8	10	EL 2 #4	S4 36°	D	575W	R08
9	2	PB #1	6" FRES	A	500W	R64
10	1	PA #1	6" FRES	B	500W	R64
11	7	EL 2 #1	6" FRES	C	500W	R64
12	11	PA #2	6" FRES	D	500W	R64
13	16,23	FLOOR #1&2	STRIP	CYC RED	500W	R26
14	21,24	FLOOR #1&2	STRIP	CYC BLUE	500W	R67
15	22,20	FLOOR #1&2	STRIP	CYC GREEN	500W	R91

Suggested Follow-up Questions for Technical Categories

Set / Lights / Graphics (Shakespeare 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?
4. What surprises or interesting pieces of information did you learn?

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?

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!

SHAKESPEARE FESTIVAL - YEAR - DIVISION
SCHOOL CODE - ZZZ
TECH CATEGORY- SETS (or) COURT COSTUMES (or) CHARACTER COSTUMES

LIST OF MATERIALS USED / PURCHASED / RENTED / DONATED

CHARACTER COSTUME (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

Set/Lights/Graphics:
A GUIDE TO THE
NOTEBOOK AND CONCEPT PAPER

I. **TITLE PAGE**
   1. School Code
   2. _____ Division Festival
   3. Title and author of play

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.

SETS/LIGHTS/GRAPHICS 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/GRAPHICS CHECKLIST

____ 1. We chose the featured play: _____

___ 2. 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

___ 3. We have built the required number of sets for our division:
___ Varsity: 3 set models ___ JV: 2 set models ___ MS: 1 set model

___ 4. We have spent no more money than we were allowed:
___ Varsity: $100 max ___ JV: $75 max ___ MS: $50 max
___ We did <u>not</u> include the cost of the black box in our spending.

___ 5. 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)

___ 6. We have the required Lighting Components:
___ Varsity: 3 (1 per set) ___ JV: 1 (for one of our sets) ___ MS: NONE

___ 6. We ARE ARE NOT including the optional Front Elevations:
___ Varsity: 3 (1 per set) ___ JV: 1 (for one of our sets) ___ MS: NONE

___ 7. We have created a poster OR flyer.
____ We used a fake school name, not our real one.

___ 8. All the work on this tech project has been done by students.

___ 9. 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.

___ 10. I will report on time for my tech presentation, with all my materials and all members of my group.

___ 11. 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.