

**SYLLABUS**  
**INTERMEDIATE PRODUCTION DESIGN**  
**CTPR 534**

**Instructor: Roland Rosenkranz**

**2 UNITS**

**Thursday 7:00 PM – 10:00 PM**

**Please note: Due to scheduling of guest speakers, the week-to-week order of this syllabus is subject to change.**

**Week 1 Course Overview.**

Discuss the job of a production designer.

How to develop a concept, rulebook and visual metaphor. Discuss issues of characterization; personality, economic & cultural background, social class, regional differences & issues, personal perception, and time period.

Developing the rulebook: What tools are in the toolbox-

color/ texture/ reflectivity, opacity, depth, material, light.

Watch short sequence from "Nothing in the Dark" and discuss concepts of "character".

Discuss turning a script into designable elements via script breakdowns by department.

Hand out script pages & colored markers.

In class, students pick a scene and break it down.

Discuss how breakdown and other elements effect, and are reflected in design.

Distribute basic source material on ground plans, and elevations.

Distribute and discuss text from *The Designer - Robert Edmond Jones on Design*.

Watch film clips: *In The Mood For Love; Tinker, Tailor, Soldier, Spy, etc.*

ASSIGNMENT: Read *Chinatown* or other script. Students analyze script and bring in material that reflects their vision of the material based upon the discussion in class.

**Week 2 Dissecting a Script**

The Art Department Team: The art director, set designer, illustrator, storyboard artist, art department coordinator and graphic designer.

The other branches of the Art Department: Construction, Set Dec, Props, Locations.

GUEST: Illustrator or Storyboard Artist.

ASSIGNMENT: Write a one-paragraph story for an interior location. Photograph & amend a location on campus that will work for your story.

Show amended location photos & discussed how you design a location - add & take away.

Find an SCA exterior location, discuss location pictures & Photoshopping them.

Students write a short script to use as a text in class.

ASSIGNMENT: Assign two location challenges. Students bring in photographs of potential solutions found in Los Angeles.

### **Week 3 Drawing Elevations**

Architectural style applied. How architecture informs story.

Assignment: Elevations of student set.

Review/amend key Chinatown location photo.

How big is it really?

Demonstrate analog and digital laser measuring devices. Discuss in relation to elevation drawings & period interiors.

Assignment reminder: Photoshopped exterior location photo.

Interior ¼" ground plan.

GUEST: SketchUp instructor

### **Week 4 Ground Plans**

Blocking the scene to develop a ground plan.

Hand out a script for ground planning.

Blocking - the designer as first director.

The idea of scale in a drawing. Discuss scale and how to read a scale.

The basic drawing for all departments - the ¼" ground plan.

Students draw a ground plan for the interior location they wrote.

In class – students draw the classroom and hall with windows –bring graph paper, scale rules.

Email ground plan to instructor for review.

Show plans, director plans, spotting plans.

Give students plans & director plans – post to Dropbox or Blackboard.

Review student location photos from Chinatown, discuss what requires Photoshop to make photos period correct. Discussed what we'll do with this next, i.e. design an interior. Discuss a missing step: research.

GUEST: SketchUp instructor.

ASSIGNMENT: ¼" ground plan of student's scripted set (no furniture). Email or Dropbox this to instructor OR draw a ¼" *ground plan of student's apartment*.

### **Week 5 Various Plans**

Director plans, ground plans, stage plans.

Discuss how to amend exterior location photos & make them period correct.

Learning the Period:

Research addressing historic or present-day architecture, furniture, and décor.

Research addressing photography & painting influences.

Review location photo assignment. How to make them period correct.

Show *Save Me* house location exterior, ¼ plan, elevations, staging plan. Discuss how to develop a plan (flow, what the scene requires- how that's different from a permanent set), how to develop elevations. Discuss dealing with plan, architecture, arch choice & casing, window style, wall finishes, décor, furniture & fixtures etc. Review scale, how to read a scale.

GUEST: UPM/Producer

ASSIGNMENT:

Int. & Ext. from books and online.

Assignment- Research photos as they pertain to your set choice.

Review ¼" ground plan of your set (no furniture yet).

## **Week 6 Field trip to Film or Television Studio**

### **OR**

#### **How to communicate: Communication Tools**

Discuss a wide variety of examples - sketches, amended photos, photo collages, palette swatches, key frame sketches.

Review student re-do's on research, amended location photos, and ground plans. Discuss proportion, flow, wild walls and sets, set dimensions for cameras, etc. Review students' ground plan & the assignment to redo the ground plan after instructor's notes.

GUEST: Tax accountant for the entertainment industry. Discuss the business side of the craft from the standpoint of doing personal taxes.

## **Week 7 Finding locations or building sets**

How & why the choice gets made. Discuss advantages and disadvantages of set/ vs. location. What you can control at a location.

How to choose a location.

Review Photoshopped & actual locations at SCA.

Discussed the actual do-ability of student solutions to assignment.

GUEST: Location Manager. Discuss the elements involved in designing on location.

ASSIGNMENT: Assigned script. Photos of where to go, what to look for.

Review & discuss: Amended location photos.

## **Week 8 The Construction Department: Construction, paint, signage, greens.**

Scheduling and budgeting construction.

GUEST: Construction Coordinator

## **Week 9 Set Decorating**

How & why of furniture, lighting, drapery choices.

Put furniture choices into the director's plan.

Assignment: Go shopping!

Review director's plans.

Discussed & showed elevations, discussed research, arch research, period, discussed looking at books. Students bring 20-25 pix on a thumb drive of research photos & discuss how their choices relate to the set design.

GUEST: Set Decorator

## **Week 10 The Palette**

Discuss palette- color, texture, finishes, wallpaper, etc.

GUEST: Producer

ASSIGNMENT: Select music that the student finds to be compelling, and present a design for a Music Video through the use of mood boards, concept, and drawings.

Review furniture choices.

**Week 11 Backings, Greens and VFX**

Discuss Backings, Greens, Green-Screen, extending the set.

Graphic Design: From Pre-Vis to final output.

GUEST: TV or Film Director and/or Digital Effects Artist.

ASSIGNMENT: Create staging plan.

**Week 12 Budget**

Discuss the budget & management duties.

Set Decoration budget: rentals & manufacturing detail and labor detail.

Graphics: budget and breakdown.

Legal/clearance breakdown. Legal memos.

More Communication Tools:

How to present furniture, lighting, drapery for the set.

Mood boards, Renderings, Colored elevations

GUEST: Agent TBA. Discuss the role of agents in the entertainment industry.

ASSIGNMENT: Final Project.

**Week 13 Review**

Review semester materials and all information.

GUEST: TBA

**Week 14 Final Project presentations.****Week 15 Screen film & discuss.****Statement on Academic Conduct and Support Systems****Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety*

<http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### ***Support Systems***

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.