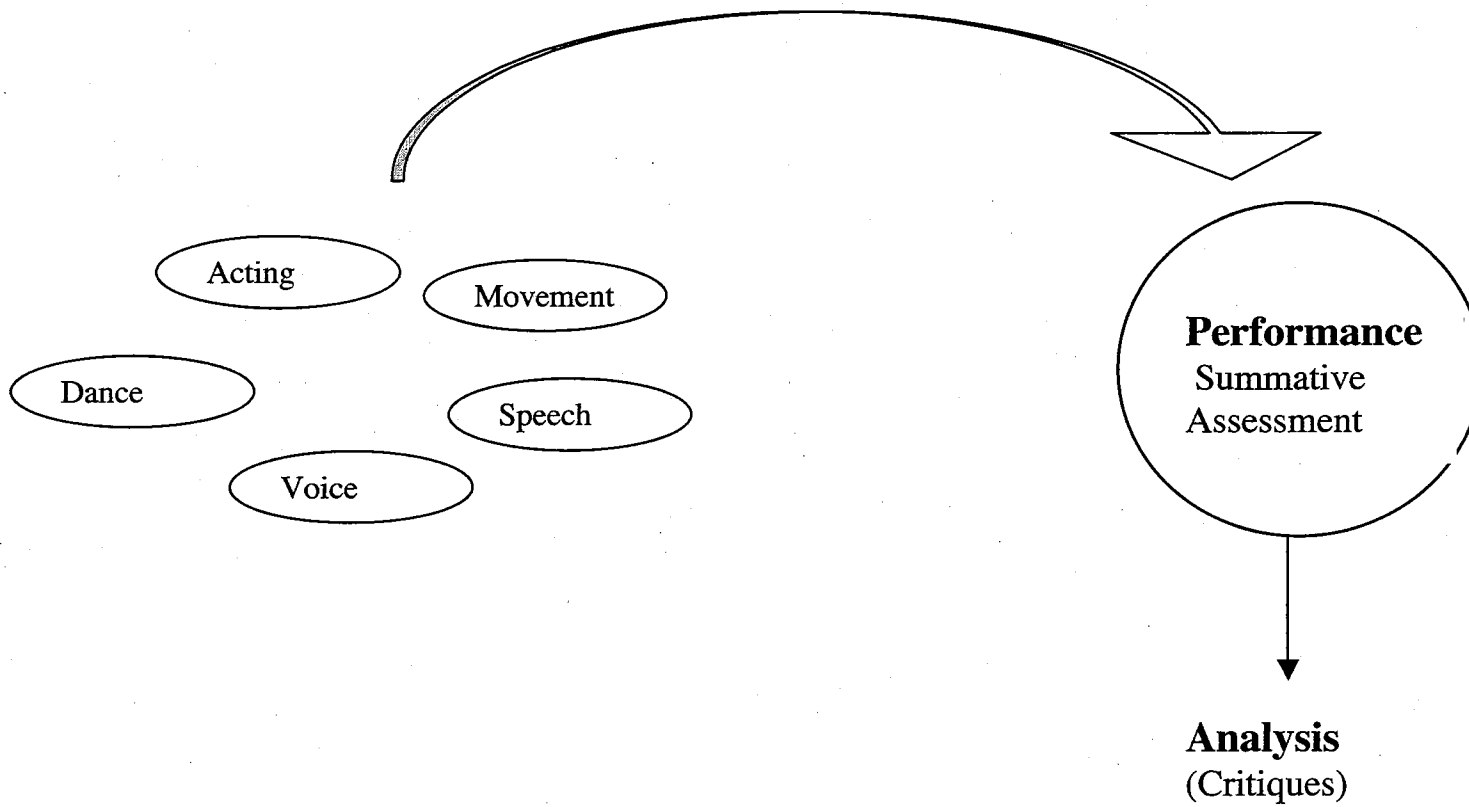


Scene Design Area-Modular Curriculum Sample						
Course	Sequence/Target/Goals	Semester/mini	Instructor	Pillars	Support Classes	Mastery Mapping Beginner 2-Pre-CMU Possesses as passion and aptitude for visual expression possesses rudimentary skills Is able to express ideas verbally (both written and oral) and visually Expresses a point of view Has emerging sense of process
Design One	The Story of Form Composition and Resonance	Year One-Fall	Tsu	Education	Drawing Drafting	Emergent-1 Possesses familiarity and basic understanding of fundamental design elements. Acquires some of the basic components of process (ie, skills, history, general idea making) Can employ foundations skills to express a focused idea within stated objectives Begins to explain own work and assess the work of others against stated criteria
Design Two	Environmental Storytelling	Year One-Spring	Tsu (with guests if desired)	Education	Drawing Drafting	
Oswald	 Creative Exploration Boundary Erasure Highly process oriented What kind of creature do we have emerging from the Oswald egg? organism	Year Two Fall Mini One	Pino, Shackelford, Block	Experimentation Community Diversity? Education	Creative Media Drawing:Non-standard materials and surfaces	Emergent-2 Continues to develop and expand facility with the components of the design process as applied to the theatrical text. Demonstrates skill facility in support of idea expression Demonstrates skill facility in support of idea expression Demonstrates emerging awareness of self as artist/practitioner evolves and identifies professional focus areas Has developed a basic understandin of Theatrical Design Process through guided integration Explaining the work of others remains conscious and effortful
Design Three	Applied Creative Exploration	Year Two	Block	Experimentation	Drawing subjects and color.	
	Applied Boundary Erasure Process to nascent product Living process...	Fall Year Two		Community Diversity? Education	-variety of materials, and subjects Objects in Space- Perspective..	
Set Design Four	Story in Space and Time Nuts and bolts?	Spring Year Two	Block	Education Diversity	Building Ideas in Three Dimensions,	
Set Design Five "B" for non-scene design majors	Story in Space and Time Idea Development and Delivery	Spring Year Three Fall		Experimentation Education	Color and Ideas	
Set Design Five	Creative Pathways to Storytelling	Year Three Fall Mini One		Experimentation Diversity Education	Drawing for the Designer Drafting for Grads: Hand/Autocad-V-works	
Set Design Five.five	Creative Pathways to Storytelling-The Fourth Dimension	Year Three Fall Mini Two		Experimentation Diversity Education	Two dimensional idea development And presentation Mundell?	Novice Commits to area of professional focus within th processes of theatrical design Explores creative pathways that express individual responses and points of view to text and collaborative interactions. Self-implements design processes. Continues to deepen and broaden skills and techniques, including the support for choices and self-assessment
Set Design Six	Idea Development and Delivery	Year Three Spring Mini One		Education Community Leadership	Three dimensional Idea development and presentation	Intermediate Recognizes and respects the process of theatrical design. Expected to initiate and develop a collaborative design process and successfully manage its production Able to extend academic applications to professional settings and integrate self-assessments in process
Set Design Six.five	Idea Development and Delivery	Year Three Spring Mini Two		Education Leadership	Drawing and Painting in the computer Projections	
Set Design Seven	Collaborative Creation	Year Four Fall Mini One		Community Experimentation Leadership Education	Design Skills in Service of Collaboration	Practitioner One Possesses an understanding of all of the elements of the design process; successfully engages in a complete collaborative design process from development through opening is able to lead a comples production process can generally assess their own work for effective improvement
Set Design Seven.five	Collaborative Creation	Year Four Fall Mini Two		Community Experimentation Leadership Education	Professional Skills	
Set Design Eight	Birth of Vision	Year Four Spring Mini One		Community Leadership	Professional Skills Business Practices for Designers	
Set Design Eight.five	Vision to Venue	Year Four spring Mini Two		Community Leadership Education	Design Skills in Service of Collaboration	
Scene Design Thesis One	Professional Marketing and Presentation Capstone Project Development	Semester One	Staff	Education Community	Break the Caution Tape	
Scene Design Thesis Two	Capstone Project Development Professional Polish	Semester Two	Staff	Education Community Diversity?	Break the Caution Tape	
						Practitioner Two (Post Graduate) Has gained confidence and proficiency in processes Demonstrates sustained consistency in deliverables across multiple, simultaneous projects Meets audience/collaborators/employers expectations within resource parameters Can consistently and accurately assess their work and apply assessment for effective improvement (knows how to learn)

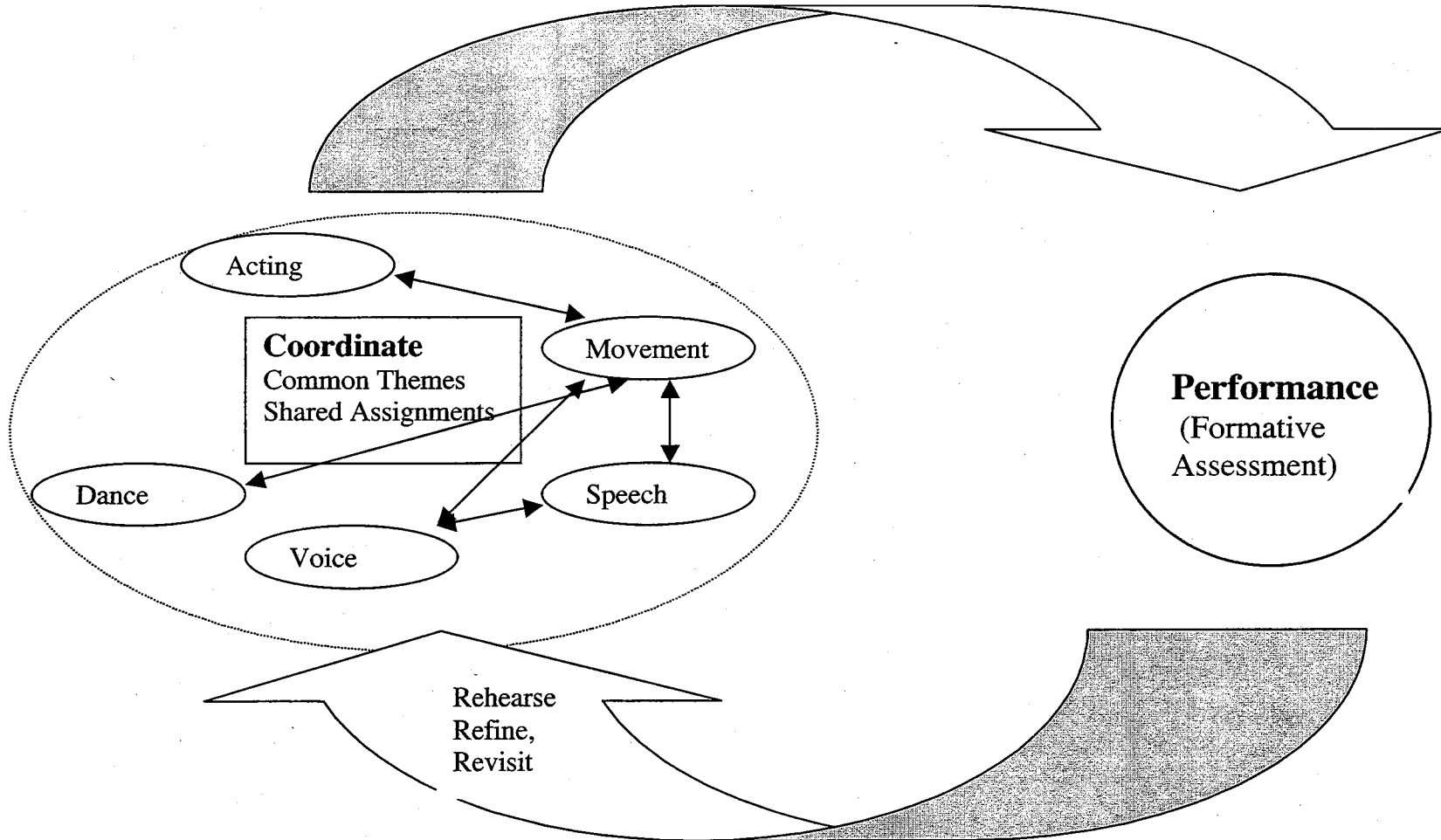
Current Learning Model

Synthesis & Application



Ideal Learner Model

Synthesis & Application



Reflection and Analysis

Drives content and practice in courses