

Theatrical Design Prompt for Snow Queen:

Our production of *The Snow Queen* will preserve the nostalgic qualities of a timeless winter tale, while introducing contemporary entertainment that a modern day audience will immediately recognize. The original tale of *The Snow Queen*, told by Hans Christian Andersen, has been recreated and retold in many of the popular winter tales of today and our audience will be reminded of these current popular stories when watching *The Snow Queen*. We want them to feel at home, be comforted by the familiar, then be excited about the differences in the experiences.

Our overall metaphor that captures this production is: Persistent love and teamwork from the powerless, can conquer even the most improbable mighty and powerful. Imagine Girl Power, wrapped in snow and ice, with an evil Queen and greedy King, teamed with marginalized characters that while alone are not equipped to conquer, but when joined together, they can do it all. This is a story of opposites - Spring/Winter, family/orphan, love/hate, cold/hot, snow/green gardens, and all production elements should reflect opposing themes.

We will be performing this show for elementary age kids to adults and we want to draw in both ends of these age groups through different theatrical devices on the stage. While the young kids may enjoy the call and response design of the dialogue, older students and adults must find areas of the performance entertaining and visually appealing. I am hoping to wow them visually with a set that is easy to create, easy to manipulate, and easy to transform in plain sight. A set that has the lush gardens/forests of the countryside, that can then be magically transformed by winter creatures into an iridescent, mirrored, fantastic, winter FUNHOUSE. The design should NOT be cartoon like, but big, oversized, and tongue-in-cheek exaggerations are appropriate. For instance, the costumes for the polar bears might be fur hoodies with exaggerated ears, teeth and paws. We will not be painting their faces to try and make them realistic and at no point should we believe they are "real" animals.

We want to explore how to carry these fantastic design elements into the audience's personal experience as well. How can we create a chilly winter apocalypse as the Snow Queen slowly takes over every part of the land/theatre? How can various design elements move and transform into other pieces that can blur the line between stage and audience? The design must mirror the script, such that the set must break the fourth wall as much as the playwright has done so in the dialogue.

My advice on where to start and terms to explore:

- READ THE SCRIPT, analyze the text, notate places, things, design cues, and stage directions
- Read/research the original tale of The Snow Queen by Hans Christian Andersen
- Compare and contrast the original version to the adaptation we are performing by Stuart & Paterson and to popular winter stories/movies of today
- Explore Immersive Theatre Experiences and experiencing theatre with all five senses
- Define the fourth wall and how this script uses the fourth wall (or doesn't). Explore how to incorporate this loss of boundary in the design elements.....HAVE FUN!

2019-2020 Theatrical Design COSTUME Challenge

Students designing costumes will submit a total of (4) plates plus their Justification Paper and Prompt Address Statement. They are outlined as follows:

Plate #1: Students will still submit a 10” x 15” Inspiration Board showing research from their design process. Items contained in the Inspiration Board should reflect specific research that can be seen applied in the designs.

Plate #2: will be 10” x 15” inches and will be in a colored sketch format (No swatches are required). The designer should create a design for KAY, GERTA, and one character they interact with on their journey (ex, BHIMA, PRINCESS LENA, PECK, GRANDMA). All three characters should be seen together and the plate should be labeled with the name of the play, characters, act/scene.

HINT: Think about how you can tie the three characters together visually and still give them individuality. How can you emphasize their personalities through your costume choices?

Plate #3: will be 10” x 15” and will be a full color rendering with swatches. The designer will design one of the story’s non-human characters (ex, COBWEB, REINDEER, TOUGH BEAR, etc.). The plate should be labeled with the play name and reflect the character name and the act/scene.

Plate #4: will be 10” x 15” and will be a full color rendering with swatches. The designer may choose any character from the show. The plate should be labeled with the play name and should include the character name and the act/scene.

Justification Paper: Students will also submit a two-page Justification Paper explaining their design choices. Emphasis should be placed on using specific research findings and applying them to costuming details to support the characters.

Prompt Address Statement: Students must also submit a 100-word maximum explanation of how they addressed the prompt.

2019-2020 Theatrical Design SET Challenge

The play, *The Snow Queen* contains 15 total scenes that take place in a number of locations. While the designers will be asked to visualize all of the scenes, they will narrow their focus for specific aspects of the project. Students entering set design will submit a total of (4) plates plus their Justification Paper and Prompt Address Statement. They are outlined as follows:

Plate #1: Students will still submit a 10" x 15" Inspiration Board showing research from their design process. Additionally it should reflect the textures and colors that will be utilized in the final design.

Plate #2: Students will still submit an 10" x 15" Story Board containing thumbnail pencil sketches for all 15 scenes showing what the stage will look like for each scene. (see sample). The plate should be labeled with the name of the play and each sketch should be labeled with the scene number/location.

For Plates #3 and #4, Students should select one of the following locations: Grandma's Rose Garden, The Wild Forest, The Castle of King Grin, or The Ice Palace. (NOTE: Many scenes visit these locations more than once. Your design should include elements to help the set transform from scene to scene.)

Plate #3: Students will submit an 10" x 15" drafted scale ground plan of their set design for the selected scene. The ground plan must have a title block and should use USITT standards. Stage dimensions for the stage to be used will be provided on the website under League High School Stage Dimensions.

Plate #4: Students will submit an 10" x 15" plate showing either of the following options:

- a) Photographs of a scale scenic model illustrating the selected scene. ...OR...
- b) Full color rendering of the selected scene.

HINT: Be sure to label the photos or the renderings to indicate the name of the play and the act/scene when appropriate.

Justification Paper: Students will also submit a two-page Justification Paper explaining their design choices. Emphasis should be placed on explaining the connections between the research and its application to specific set details and how they support the story.

Prompt Address Statement: Students must also submit a 100-word maximum explanation of how they addressed the prompt.

2019-2020 Theatrical Design HAIR/MAKEUP Challenge

Students designing makeup will submit a total of (7) plates plus their Justification Paper and Prompt Address Statement. They are outlined as follows:

Plate #1 Students will still submit a 10” x 15” Inspiration Board showing research from their design process. Items contained in the Inspiration Board should reflect specific research that can be seen applied in the designs.

For Plates #2, #3 and #4 The student will create hair and makeup designs for a male character, a female character and a character of their choice. Each plate should be 10” x 15” and it should be labeled with the name of the play and the character name on each along with a product legend indicating the materials intended to create the design.

HINT: You may use a photo of the actor’s face for the base of your renderings. Professional artists refer to this type of chart as a schematic as it shows the actual plan specific to the performer.

For Plates #5, #6, and #7, the student will display photographs of the realized designs that were rendered on plates #2, #3 and #4. Each plate should be 10” x 15” and include photos of the full-face view as well as detail shots. It should be labeled with the name of the play and the character name on each.

Justification Paper Students will also submit a two-page Justification Paper explaining their design choices. Emphasis should be placed on connecting research and character analysis to specific hair and makeup choices.

Prompt Address Statement: Students must also submit a 100-word maximum explanation of how they addressed the prompt.

2019-2020 Theatrical Design MARKETING Challenge

Students entering marketing will submit a total of (5) plates plus their Justification Paper and Prompt Address Statement. They are outlined as follows:

Plate #1 Students will still submit a 10" x 15" Inspiration Board showing research from their design process. Items contained in the Inspiration Board should reflect specific research that can be seen applied in the designs.

Plate #2 Students will submit a 10" x 15" marketing calendar indicating when all aspects of the marketing campaign are scheduled to occur. HINT: There are no assigned dates for this calendar. It is totally up to you when and how you plan your campaign. Some theatre companies advertise a year in advance!

Plate #3 Students will submit an 11" x 17" original poster design advertising the plays. They should use League High School as the producing organization and include all required information from the publisher as well as all the information needed to attend the show (when, where, how much, how to get tickets) The performances should take place May 2nd, 3rd, and 4th at 7:00pm.

Plate #4 Students will submit a playbill design including the cast and crew information for the play. Additionally, it should include a page dedicated to Hans Christian Anderson stating how learning about him influenced the production. The playbill should be a minimum of four pages including cover/back and should be 5.5" x 8.5" in finished size. When mounted, it should go onto a 10" x 15" plate in such a way that it can be removed for reading.

Plate #5 Students may select from EITHER of the following options.

A) Students will submit an advertisement for a special event held in conjunction with the play as part of promoting it. The advertisement will be mounted on a 10" x 15" plate and should include the agenda/itinerary for the event.

...OR

B) Students will submit an original *The Snow Queen* study guide for children and their parents to enhance their production experience. The Study Guide will be mounted on a 10" x 15" plate and should be removable for viewing. It should be no more than 8 pages total and include a page for how to involve adults in the learning.

HINT: This is a chance for you to be really creative and come up with a way to draw in more people to an expanded experience or to increase their learning... the possibilities are endless!

Justification Paper Students will submit a two-page Justification Paper explaining their marketing strategy and why it will work. Emphasis should be placed on explaining how everything will work together to bring audiences in for this production.

Prompt Address Statement: Students must also submit a 100-word maximum explanation of how they addressed the prompt.