

One Year Diploma, Theatre and Stage Craft Examination 2014

Model Answer

Subject:-Aesthetic Value related to Theatre and Stage Craft

Paper Code:- 409104 Set(1)

Paper - 4, Set-1

Answer-1

1. What is Aesthetics?

B, a sense of beauty

2. Not a part of design principles

D. ratio

3. Design software

A. 3D Max

4. Perspective

B. Effect of distance

5. Colour harmony

A. Pleasing arrangements of colour

6. Curvature

B. Bending of a line

7. Design:

A. Concept of a work of art

8. Distortion

A. Curvature

9. Figurative

C. gesture drawings

10. Foreground

A. Nearer/front view of a space

Answer-No. 2

Write a short note on two

1. "Behind the Scenes".

In secret or private, away from public view, as in His struggle for the top position took place strictly behind the scenes. This term alludes to the various activities that go on behind the curtain in theaters, out of the audience's view. [Late 1700s]

As soon as a Production has been scheduled to be performed, information begins to be gathered to estimate the likely demand of the specific Production. Overall management rests with the Production department. The Technical departments comprise Technical Stage, Stage Management, Lighting and Sound, Costume and Props. Each of these departments requires key information at different times in order to deliver the creative designs and support the overall artistic intent.

Another major element of the Production, the set, is put out to tender to achieve the best possible realisation at the lowest, one should have to developed a 'Production Life Cycle' to define and clarify what information we need and also, critically, when we need it.

As soon as contracts between the Creative team have been agreed, (Director, Set, Costume, Lighting, Sound Designers), the next stage of the development is discussions principally between the Director and the Set and Costume Designers to agree to the physical elements and style of the production. This may involve setting a 'classic' play in a very modern world or presenting something in a stylised way by using specific materials or technology. These discussions and their result will be critical in defining the creative teams' conceptual view of the production to be presented to the audience. Although the production department will be involved at this stage, it will be in an advisory capacity with the purpose of making the ideas achievable.

Answer-No. 2

2. A role of music in creating theatrical images?

The use of sound to evoke emotion, reflect mood and underscore actions in plays and dances began in prehistoric times. At its earliest, it was used in religious practices for healing or just for fun. In ancient Japan, theatrical events called kagura were performed in Shinto shrines with music and dance.

Drama consists, the complex nature of inner experiences of the spectator. From opera has been taken the principle element music as the source of inner sounds, to the external progress of the action. From ballet has been taken dance, which is used as movement that produces an abstract effect with an inner sound.

Plays were performed in medieval times in a form of theatre called Commedia dell'arte, which used music and sound effects to enhance performances. The use of music and sound in the Elizabethan Theatre followed, in which music and sound effects were produced off stage using devices such as bells, whistles, and horns. Cues would be written in the script for music and sound effects to be played at the appropriate time.

Italian composer Luigi Russolo built mechanical sound-making devices, called "intonarumori," for futurist theatrical and music performances starting around 1913. These devices were meant to simulate natural and man-made sounds, such as trains and bombs. Russolo's treatise, *The Art of Noises*, is one of the earliest written documents on the use of abstract noise in the theatre. After his death, his 'intonarumori' were used in more conventional theatre performances to create **realistic sound effects**.

Sound is an often neglected element of design. Some play scripts call for particular sound effects such as a bell, a whistle, or night sounds. The sound designer's task is to find or create these sounds and record them for production. Sound design can be an integral part of the whole concept of the production, for sound helps create a mood or atmosphere. Sound designers also search for music to be played at a particular time during the performance to enhance the mood and help draw the audience into a particular experience.

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Answer-No. 2

3. A creative process of designing

The creative attribute has always been a highly debated and researched component of the human psyche. The "designer" job title seems to be one that calls to the more creative minded among us and according to some, requires the highest level of creative processing. The ability to find creative and innovative solutions to problems holds value in almost all aspects of life. However, we certainly aren't alone Creativity does not limit itself to the "right-brained" artistic types.

In the discovery or cognitive phase, ideas are discussed individually and collectively and the preliminary design choices evolve. Potential parts of the design are added others are subtracted. These choices and refinement are made through the designer's perception, reasoning, and intuition using combinations, extraction, and isolation. The design is finalized during the refinement or convergent phase. This finalization is physically represented differently for the various design areas.

A scenic designer usually presents the finished design in the form of a painted rendering with a 1/4" white card model or a finished colour model in either 1/4" or 1/2" scale. (1/4" scale means that every 1/4" on the model equals 1' in actual size.)

A costume designer will usually draw a full colour rendering for each character or character groups and will attach swatches of the actual fabrics being used to execute the design. Lighting designers, who work in four dimensions, represents their ideas through the use of historical paintings, photographs, and a collage of images that reflect actual colour choices, an emotional response collage, or renderings of potential light cues within the show.

Finally, it is crucial that all members of the creative work together in collaboration so that the overall look and feel of the play is coordinated and unified and that no one aspect overwhelms or overpowers the artistic whole.

Answer-No. 3

Explain in your words

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1, Aesthetics

Aesthetics (also spelled æsthetics and esthetics) is a branch of philosophy dealing with the nature of art, beauty, and taste, with the creation and appreciation of beauty. It is more scientifically defined as the study of sensory or sensori-emotional values, sometimes called judgments of sentiment and taste. More broadly, scholars in the field define aesthetics as "critical reflection on art, culture and nature."

More specific aesthetic theory, often with practical implications, relating to a particular branch of the arts is divided into areas of aesthetics such as art theory, literary theory, film theory and music theory. An example from art theory is aesthetic theory as a set of principles underlying the work of a particular artist or artistic movement: such as the Cubist aesthetic.

Philosophical aesthetics has not only to speak about art and to produce judgments about art works, but has also to give a definition of what art is. Art is an autonomous entity for philosophy, because art deals with the senses (i. e. the etymology of aesthetics) and art is as such free of any moral or political purpose. Hence, there are two different conceptions of art in aesthetics: art as knowledge or art as action, but aesthetics is neither epistemology nor ethics.

Indian art evolved with an emphasis on inducing special spiritual or philosophical states in the audience, or with representing them symbolically.

According to Kapila Vatsyayan, "Classical Indian architecture, sculpture, painting, literature (kāvya), music, and dancing evolved their own rules conditioned by their respective media, but they shared with one **another not only the underlying spiritual beliefs of the Indian religio-philosophic mind, but also the procedures by which the relationships of the symbol and the spiritual states were worked out in detail.**"

In the Pan Indian philosophic thought the term 'Satyam Shivam Sundaram' is another name for the concept of the Supreme. 'Sat' is the truth value, 'Shiv' is the good value & 'Sundaram' is the beauty value. Man through his 'Srabana' or education, 'Manana' or experience and conceptualization and 'Sadhana' or practice,

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through different stages of life (Ashramas) comes to form and realize the idea of these three values to develop a value system.

Answer-No. 3

2. What is the Fourth wall?

Fourth wall

Fourth Wall is an imaginary surface at the edge of the stage through which the audience can watch a performance.

A proscenium arch creates a "window" around the scenery and performers. The advantages are that it gives everyone in the audience a good view because the performers need only focus on one direction rather than continually moving around the stage to give a good view from all sides.

The side of the stage that faces the audience is referred to as the "fourth wall". The phrase "breaking the proscenium" or "breaking the fourth wall" refers to when a performer addresses the audience directly as part of the dramatic production. The phrase can also refer to when a member of the cast or crew walks onto the stage or into the house when there is an audience inside, also breaking the fourth wall.

If a character speaks directly to the audience or walks on/off the stage, this is known as breaking the fourth wall.

Answer-No. 3

3. What do you understand of an image? Each frame is an image; do you agree?

An image (from Latin: imago) is an artifact that depicts or records visual perception, for example a two-dimensional picture, that has a similar appearance to some subject - usually a physical object or a person, thus providing a depiction of it.

Images may be two-dimensional, such as a photograph, screen display, and as well as a three-dimensional, such as a statue or hologram. They may be captured by optical devices - such as cameras, mirrors, lenses, telescopes, microscopes, etc. and natural objects and phenomena, such as the human eye or water surfaces.

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The word image is also used in the broader sense of any two-dimensional figure such as a map, a graph, a pie chart, or a painting. In this wider sense, images can also be rendered manually, such as by drawing, the art of painting, carving, rendered automatically by printing or computer graphics technology, or developed by a combination of methods, especially in a pseudo-photograph.

A volatile image is one that exists only for a short period of time. This may be a reflection of an object by a mirror, a projection of a camera obscura, or a scene displayed on a cathode ray tube. A fixed image, also called a hard copy, is one that has been recorded on a material object, such as paper or textile by photography or any other digital process.

A mental image exists in an individual's mind, as something one remembers or imagines. The subject of an image need not be real; it may be an abstract concept, such as a graph, function, or "imaginary" entity. For example, Sigmund Freud claimed to have dreamed purely in aural-images of dialogs. The development of synthetic acoustic technologies and the creation of sound art have led to a consideration of the possibilities of a sound-image made up of irreducible phonic substance beyond linguistic or musicological analysis.

Q-4

Describe aesthetical values of design, and write a note on designing process in a theatrical production.

Aesthetical value deals with the nature of beauty, and taste, it's value is creation and appreciation of beauty. The Spontaneous creative ability or aptitude is Pratibha or the power of manifestation. One can recognize his universal beauty, with the expansion of mind wavelengths through the practice of aesthetics. A glimpse of developed aesthetics can reveal the seeds of creation.

Exploring and responding

Aesthetics is associated with the beauty of universal self and its creative faculty, aesthetics is a process, and a sense of beautification which can develops our perception of beauty.

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It ensures the quality of richness at the experiential level, which fills the self with the joy and satisfaction of oneness. Aesthetics is a science of Arts, language, philosophy, and for anything which can exist artistically.

Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.

The idea expressed may be any kind of thought or emotion. It may, for instance, consist of the feelings encountered in the first days of early spring, the "love that flows on a summer day," the wonder of our existence (rather than non-existence), feelings of estrangement versus security, and the golden sunsets on the sea or on an alpine mountain top at summer ends. It may also be the vision of a tiny little program humming and jerking out patterns.

Indeed, the design itself may become the subject of an artistic idea. So, designs and artistic ideas may merge and thus may no longer be perceived separately, or as vertical layers of the "protocol" of art.

Examples of artistic symbols are paints, colours, textures, tones, multi dimensional forms, touches, pixels on a digital screen, smells, as well as melodies and ornaments. Every artistic symbolism depends, among other things, on the idea expressed, as well as on the preferred artistic style, which in turn is subject to tradition and historic developments, and also on the receptive human organs, including the brain functions interpreting nerve spiking activities from the sensory organs.

Students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.

They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language.

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Q-5

What is the purpose of design in visual art? Explain in your words.

The purpose of design is visual delight, a meaningful presence of aesthetics or grace, like any art form, the total, intense focus of design is on the human being, his or her existence in nature, and his or her relationship with life. Design is a part of human nature to need to examine who we are in relationship with where we are.

The purpose of design in "visual arts" includes a mental projection of thought, and activity of creation, imagination and formation.

From the very beginning of civilization, the purpose of design has helped us discover and understand ourselves and our relationship with our world, with others, and with God (or the gods.) As such, it is and always has been an affirming force in the world.

Every human being has an artistic sense. As evidence, observe healthy young children. They dance, sing, paint or draw, and actively engage in imagination. An artist is a person who has a highly developed artistic sense, has studied and has well-developed the discipline or technique of the art, and is able to transform his or her work as cultural or universal symbol. An artist also usually attempts to make a living with his or her art, because an artist has an overwhelming need to express, and many also have an overwhelming need to give his or her work to society.

As Jane Alexander stated,

Society suffers from a "crisis of spirit." Violence pervades our society and compassion is disdained. But, "If you give a child a paintbrush or a pen, that child will not pick up a gun." The reason for that brings us back to potential. It is a part of human need to explore and discover the self, and then express that discovery. When we deny our own need to explore ourselves in our own world and express that exploration in healthy ways, our potential becomes corrupted and consequently our lives are caught up in illusion. The arts counter-attack that corruption. The arts as a medium specifically engage a person in positive discovery and expression of the self.

Q-6

What is all-round personality development? How theatre as a vocational training can help to develop skills and personality?

The concern of any parent today is how to make their children realise their dreams in life. The race for a good education starts the day the child turns two years and does not end till the child enters the college.

However, one very critical area is still not receiving the attention it deserves. This is the Personality Development for our youth. With intensive competition for admission to management, medical and engineering colleges, the focus in higher classes is shifting to mark-scoring and not developing the personality. One important thing the parents should not forget is the need for an all round development of personality of their wards.

In fact, after the school final, no one is going ask for the mark sheet. After the college education, success depends on the quality of personality and not the degree or certificate.

An impressive personality not only helps you in your career, it brings you many friends, social contacts and acceptance everywhere. It is a misconception that a great personality is a genetic feature. It can be cultivated and polished through consistent hard work and proper grooming.

Apart from looks, an attractive personality consists of many traits such as confidence, courage, and ability to control adverse situations, leadership, initiative public speaking skills and persistence. You get more success in life once you overcome these barriers you are facing since your childhood.

Birds, animals and insects lead their lives guided mostly by biological inheritance. That is, what is required is passed on through genes. They know how to raise their young-ones, search for food and protect their spheres of operation through in-born patterns. Nobody teaches a fish how to swim and no one guides a bird in flying.

But this does not apply to human beings.

PERSPECTIVES ON EDUCATIONAL THEATRE

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Students who participate in a strong theatre program build a broad base of theatre content knowledge and skills. When theatre curricula are implemented with a variety of appropriate instructional methods, all learners have an opportunity to develop to their highest potential despite differences in learning rates and prior knowledge and skills. Additionally, theatre students develop capabilities in all of the following areas:

- Critical and creative thinking
- Problem solving
- Communication
- Individual and collaborative planning and implementation
- Historical and cultural understanding
- Self- and social-awareness
- Research skills.

Students refine their communication skills and gain a deeper understanding of the history and practice of theatre as an art form. The following activities reflect the mission of educational theatre: · Children and adolescents develop concepts about themselves, human relationships, and the environment by participating in role-playing.

Students of dramatic literature sharpen critical thinking skills by exploring the motivations of characters' actions, analyzing emotional responses to situations, and interpreting playwrights' intents.

Students who design and construct scenery, props, lighting, and makeup learn to interpret the ideas of others and to apply their interpretations to new works.

Students explore and communicate how a dramatic presentation relates to a particular time, place, and culture.

