

THEA 3305: Lighting Design 1

Class: MW 9:00am- 9:50am, Lab: M 1:00p- 4:50p

Fine Arts Rm. 137

Spring 2015

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Course Description:

The study of basic design principles and techniques and their application in theatrical lighting design. The practical application of computer-aided design tools and the use of theatrical lighting equipment in realized design projects.

Student Learning Outcomes:

- The student will learn and utilize the basic aspects of theatrical lighting design: the design elements, the use of different equipment to help realize a design concept, the design process, and script analysis.
- The student will evaluate design work in the context of a production and in class exercises.
- The student will become familiar with lighting design software, paperwork, and basic programming.
- The student will practice maintaining an active morgue of lighting images.

Required Text:

A Practical Guide to Stage Lighting by Steven Louis Shelley (3rd Ed) ISBN#041581209

The Secret in the Wings: A Play by Mary Zimmerman ISBN# 0810129876

Recommended Materials:

Lighting and the Design Idea by Linda Essig & Jennifer Setlow (3rd Ed.) ISBN# 1111836868

Vectorworks Spotlight 2015 software

Lightwright Demo Version software & Beamwright 5 software

Requirements:

Students are required to see the UTA productions of *Into the Woods* (Feb. 25 – March 1) in order to participate in class discussions.

Course Requirements and Evaluation:

The student's final grade will be determined according to the following:

10%	Class Performance	The student's participation in class discussions and lab activities; as well as daily preparation for the course.
10%	Lighting Morgue	Compilation of images and sketches for lighting, 2 per week of class.
80%	Design Projects	Design Projects 1-3 (15% each), Design Project 4 (20%), and Paper Work Project. (15%)

Attendance:

It is the student's responsibility to attend classes. Greater than three unexcused absences and/or excessive tardiness will negatively affect the student's final grade; the student can lose up to half a letter grade for every unexcused absence above three. Greater than one unexcused from lab meeting times can cause the student to lose up to half a letter grade for every unexcused absence above the first. Makeup papers or projects will not be permitted for

unapproved absences. Any student attending a conference or school related activity that requires the student to miss class, is required to inform the instructor as soon as possible in order for the absence to be excused.

As the instructor of this section, I have established the following attendance policy: It is the student's responsibility to attend classes. Greater than three unexcused absences and/or excessive tardiness will negatively affect the student's final grade; the student can lose up to half a letter grade for every unexcused absence above 3. Arriving to class 10 minutes or later will count as an absence. Makeup exams will not be permitted for unapproved absences. Any student attending a conference or school related activity that requires the student to miss class, is required to inform the instructor as soon as possible in order for the absence to be excused.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Theatre Arts Attendance/Production Duty Policy:

Students who fail to meet class attendance requirements may be removed from acting, directing, design, and/or stage management positions for the current semester's productions at the discretion of the department chair.

Conferences/Auditions:

Department of Theatre Arts majors are encouraged to participate in theatre conferences and auditions. However, students are expected to complete assigned coursework in a timely manner and to notify instructors prior to their absence. Such notification must be in writing. At the discretion of each instructor, class participation grades may be affected; therefore, students are advised to consult with their instructors prior to engaging in such activities.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Writing Center. : The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the

writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Blackboard:

A copy of this syllabus and additional class related materials can be found under this course at the www.uta.edu/blackboard website.

Project and Lighting Morgue Overview

Lighting Morgue:

The student will keep a binder or digital presentation of visual lighting research with simple sketches that represent the lighting angles and colors within the research images. The student will find two new images every week of class and present those images during select labs. The research should be focused on the lighting within the images and be something that the student finds interesting or inspiring for design. Some examples of where research can come from: magazines, photography, artwork, nature, etc.; the research should not be from performance art pieces (aka theatre, dance, opera, etc.) or cinema. Images should come from a variety of sources and art forms rather than only concentrating on just one source.

Design Projects:

Project 1- The student will design and present a 2-5 minute piece using a predesigned lighting plot. The emphasis should be on lighting the performer, the process of creating lighting cues and the use of angle and intensity, in order to communicate dramatic choices about the piece. The piece chosen is up to the student, some suggestions: monologue, poem, etc. It is the student's responsibility to find a performer and stage the piece selected. The student will also write a 1-2 page paper detailing the choices that were made and why.

Project 2- Student teams will be assigned one to two lighting experiments that they will reproduce and present to the class. The students will also write a 1-2 page paper detailing what they discovered and learned from their experiment.

Project 3- The student will design and present a 2-5 minute piece using a predesigned lighting plot. The emphasis should be on lighting the performer, the process of creating lighting cues and the use of color, angle and intensity, in order to communicate dramatic choices about the piece. The piece chosen should be a piece of music selected by the student. It is the student's responsibility to find a performer and stage the piece selected. The student will also write a 1-2 page paper detailing the choices that were made and why.

Project 4- Student teams will design and present a 4-7 minute scene or monologue from the script *The Secret in the Wings: A Play* by Mary Zimmerman. Each student will have a limited number of instruments to use for their scene and will create a lighting plot for their design. The plot is due prior to the assigned hang/focus date and will be hung and focused during the lab class. The student will also write a two to three page paper detailing the choices that were made and why.

Paper Work Project- The students will develop a lighting concept, find research and create a lighting plot with accompanying paper for the show *The Secret in the Wings: A Play* by Mary Zimmerman. The student will be given a ground plan with a basic scenic design and an inventory of equipment that they can use to create the project. In addition, the student will write a 2-3 page paper detailing the choices that they made in developing their paper work and present these choices to the class.

*The above guidelines are only brief descriptions of projects due. Detail guidelines will be handed out in class a couple of weeks before each project is due.

Course Outline			
Week 1		Week 9	
1/19- Mon.	MLK- No Class	3/16- Mon.	Class Discussion on <i>The Secret in the Wings</i> (Analysis for Paperwork Project Due)
1/19- Lab	MLK- No Class	3/16- Lab	Spotlight & Lightwright Lab Cont.
1/21- Wed.	Class Introduction	3/18- Wed.	USITT- NO CLASS
Week 2		Week 10	
1/26- Mon.	Functions of Lighting Design (Ess. 3), class discussion on assigned reading	3/23- Mon.	Preparations for the design (Shell. 3)
1/26- Lab	Properties: Angles & Intensity on the Performer/ Console Training	3/23- Lab	Design Project 3 Presentations
1/28- Wed.	Properties of Light	3/25- Wed.	Understanding the Parameters of Design (Shell. 4) (Research for Paperwork Project Due)
Week 3		Week 11	
2/2- Mon.	Elements of Composition (Ess. 4)	3/30- Mon.	Focusing Your Design (Shell. 14)
2/2- Lab	Console Training	3/30- Lab	In class work on paperwork project (cont. project 3 presentations if needed)
2/4- Wed.	Frame Work: Analysis (Ess. 5), class discussion on assigned reading	4/1- Wed.	Focusing Your Design Cont.
Week 4		Week 12	
2/9- Mon.	Frame Work: Point of View & Form	4/6- Mon.	Creating a shop orders & loading in (Shell. 7)
2/9- Lab	Design Project 1 Presentation	4/6- Lab	Lighting Rendering & Storyboards
2/11- Wed.	Research (Ess. 6)	4/8- Wed.	Cueing Sessions (Shell. 15) (Paper Work Project 1 Due)
Week 5		Week 13	
2/16- Mon.	Drafting & Documentation for Lighting (Shell. 5, 6, & 9)	4/13- Mon.	Lighting for Dance
2/16- Lab	VectorWorks Spotlight Lab	4/13- Lab	Lighting Rendering & Storyboards Cont.
2/18- Wed.	Drafting & Documentation for Lighting	4/15- Wed.	Lighting for Concerts
Week 6		Week 14	
2/23- Mon.	Developing the Plot & Design Methods (Ess. 7)	4/20- Mon.	Lighting for Architecture & Events (Renderings for Project 4 Due)
2/23- Lab	Design Project 2 Presentation	4/20- Lab	Ion & Moving Light Training, Advance Concepts
2/25- Wed.	Developing the Plot & Design Methods Cont.	4/22- Wed.	Lighting & Projections
Week 7		Week 15	
3/2- Mon.	Lighting Positions (Ess. 9)	4/27- Mon.	Lighting & Projections Cont. (Plot for Project 4 Due)
3/2- Lab	Spotlight & Lightwright Lab	4/27- Lab	Class Hang & Focus for Design Project 4
3/4- Wed.	Class Discussion on <i>Into the Woods</i>	4/29- Wed.	TBA
Week 8		Week 16	
3/9- Mon.	Spring Break- No Classes this week	5/4- Mon.	Open Cueing for Project 4
3/9- Lab		5/4- Lab	Open Cueing for Project 4
3/11- Wed.		5/6- Wed.	Open Cueing for Project 4
		5/13 Wed.	Final: Design Project 4 Presentations

* As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.