

THEA 3342
LIGHTING DESIGN I
Fall 2019
(Subject to Change)

Instructor: Hideaki Tsutsui

Class Time: TUE & THU 10:30am - 11:50am in Fox Fine Arts FOXD 075

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Office Hours: By appointment

Required Text:

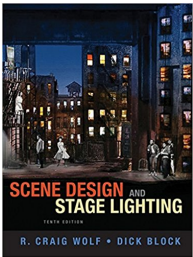
Scene Design and Stage Lighting

By W. Oren Parker, R. Craig Wolf, Dick Block

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Required Material:

***Please allow yourself enough time to buy these materials below.**

1. 1 x Scale ruler: Must be **Standard (Architectural)**
****DO NOT BUY METRIC!! (Engineering)**
2. 1 x Protractor
3. Drawing materials can be purchased at local craft stores, Wal-Mart etc.
 - Drawing papers (minimum 10 sheets)
 - Color Medium (watercolor or color pencils, markers etc.)

***Copier/printer paper will not be accepted.**

4. Light Plot Template – *Cannot buy this at local stores

Choose one from below for the Template –

- 1/4" Plan Lite Field Templates are \$7.00 + shipping
- 1/4" Stage Plan Field Templates are \$16.00 + shipping (Suggested for Majors only)

Company: Barbizon

Contact:

Mark Orosz mosorz@barbizon.com ext.7114

Jared Grohs <jgrohs@barbizon.com>

Phone: 303-394-9875

**** if you order three or more, they will take care the shipping****

Also on

Amazon \$9.95 + \$4.00 shipping & handling

Stage Spot \$8.50 + \$10 shipping & handling

5. **Drafting paper (Vellum: Size 19.5 in x 25.5 in or larger)**

***You can purchase drafting paper at**

- Art Center
3101 E Yandell Dr
El Paso, TX 79903
- Local Hobby Lobby store (19.5" x 25.5" - \$2.99)

6. USB Drive

7. LED Flashlight

8. Incandescent (old style) Flashlight

*You can buy this at a Dollar stores, Big Lots Etc.

Course Objectives:

- From this class, students will learn and understand the basic knowledge of theatrical lighting design.
- Students will develop the understanding of the mechanics and equipment for the stage lighting
- Students will learn about the process of organization, paper work, cueing and the final execution of lighting design.
- Students will discuss and communicate critical view of their ideas and concept with the class projects. There will be class presentations for those class projects.

Attendance and Participation: Class participation is crucial and **ATTENDANCE IS MANDATORY** for this course. Students are allowed three unexcused absences. If you make more than three (3) absences, your final grade will drop one letter grade. For each additional unexcused absence, the final letter grade will lower another letter (For example: you have an "A" at the final grade, however you missed 4 classes, you will receive a "B", if you missed 7 classes you will have "F"). **If a student has excessive absences, the student can be dropped from the class.** Excused absences can be arranged under special circumstances such as university approved events, illness, death of the family, etc. You must provide the instructor proper documentations. **Lateness** will not be tolerated in this class. Three (3) late arrivals will equal one (1) absence and will affect your grade as stated above. The door will close 15 min after the lecture begins and no students will be allowed into the classroom. Attendance will be taken at the beginning of each class.

Student Conduct and Discipline: The University of Texas at El Paso expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding student conduct and discipline, which is contained in both print and web version of the Handbook of Operating Procedures: Students Affairs. These regulations and policies can be found online and in the "Catalog" of the University of Texas at El Paso.

Special Needs: Any student with disabilities or suspect a disability, and need accommodations, please contact The CASS Office at 747-5148 or at cass@utep.edu or go to Union East Building Room 106.

Assignments, Lab and Exam: Students are responsible of turning in the assignments on time, even if you are absenting on the due day. Students can turn in projects or take tests early, if approved by

the professor. Projects are due by the end of the class period on the due date. Late work will not be accepted. No excuses.

A. Projects:

Project #1-A: Quality of Light Photos – Based on the lecture of *Quality of Light* in class, each student will go out and take five photographs of quality of light. **You are not allowed to use any pictures prior to this class or taken from an Internet.** It is an exercise for you to go and search those qualities of light from our everyday environment. If you would like to create your own light studio, please discussed with the professor ahead of time. The camera should be minimum 5 megapixels or higher. You must utilize different locations and variations of environment for this assignment. Example will be shown in class and also on Blackboard.

You must list the following about the photos:

- What camera and methods used to take the photos?
- When did you take these photos?
- Where did you take these photos?
- Why did you take this photo?

Project #1-B: Photo to Art – Student will give a word (such as “Passion” or “Decadence” etc.) that describes feelings or emotions of the photos from Project #1-A. Then, student will search photograph of art (paintings, sculptures etc.) that matches with the words you gave to describe the photos.

You must list the following for the paintings:

- Artist
- Name of the Painting
- Any additional information regarding the artwork (Size, Mediums etc.)
- Explain why you chose the art

***Must use PowerPoint to create the presentations of Project #1 A&B.**

Project #2: Front view Sketches - Student will chose **TWO** photos from Project #1 to create “Front View Drawings.” Student will draw elements on the photos as if you are recreating the photo in a dark space theatre. Analyze the light sources in the photos and recreate them with lighting instruments learned in class. Be sure to draw **highlight and shadows** to represent the direction of light. **These drawings must be in color and use lighting template.** You can choose your method and medium, however, watercolor or color pencils are recommended. Paper size is minimum 8½ inch x 11 inch. Copy paper will not be accepted. Depend on the color medium you use, you must choose the paper accordingly. The objects on the photos can be simplified to make this assignment manageable. For example, you have a picture of sky, mountains, houses, buildings, roads, etc... You can simplify to just focus on the sky and the mountains. Example will be shown in class and also on Blackboard.

What you turn in: Two front view drawings in color

- 1) Drawings must indicate strong display of highlight and shadows
- 2) **Use light template** to indicate lighting fixtures
 - *Specify the name of the lighting fixtures (including the Field Angle)
 - *List how many you are using
 - *Do not use LED lights. Use ERS, PAR, Fresnel and Cyc lights
- 3) List choice of colors (gels from the gel book given)
 - * **If you choose white light list as NC: No Color**
- 4) List intensity of each light

5) Print out the original photo **in color** and attach with each drawing

* Understanding of directional light and color is the goal of this project. Be able to understand the overall look of lighting design

*Effort and accuracy is key to this project.

***Light Template will be needed for this project. If no template is used, deduction of 10 points from the score.**

Project #3: Finding the light: Student will find two Paintings from researching online. Student should choose realistic paintings with reference of light. **Pictures must show aspects of light source and directions.** It is recommended that the paintings to have a relatively simple image with figures/objects in a close-up view. Some suggested painters are: Caravaggio, Rembrandt, Johannes Vermeer, Anthony van Dyck, Frederic Church, Albert Bierstadt, Georges de la Tour, Giovanni Paolo Panini, Canaletto, Hopper, etc.

What you turn in:

- 1) Print out of TWO paintings with arrows identified as "Primary and Fill" lighting directions and also indicate the choice of color by the gel number
- 2) Overhead drawings indicate as "Primary and Fill" lighting directions and also write down the choice of color by the gel number.
- 3) Drawings must have great details with highlight and shadows
- 3A) Use above drawings and make "Mini plot" for both of the Overheads with lighting fixtures and colors

*Specify the name of the lighting fixtures (including the Field Angle) List how many you are using

*Do not use LED lights. Use ERS, PAR, Fresnel and Cyc lights

Direction of light Instruction:

- **Print out two paintings in color**

- A) Identify the direction of the primary and fill light sources. Use a marker to draw arrows on the painting showing the directions of the light. Then, determine the colors of both sources by compare them with color swatch book, which will be given in class.

- **Overhead View & Mini Plot**

- A) Must draw an overhead view of your paintings. Identify the location of the light sources (Primary and Fill) and list intensity of the light. Use lighting template
- B) Identify fixture types and colors. *Students must use different type of fixtures. Use lighting template
- C) Most paintings will have a background. Use lighting fixtures to light the background.
 - i. ***Even if the background is back, you must figure out a way to create the background.**
- D) Put intensity for the lights.
- E) Indicate Purpose for each light

*Example will be shown in class and also on Blackboard.

***Light Template will be needed for this project. If no template is used, deduction of 10 points from the score.**

Project #4: Color and Kelvin Project. Student must use a LED flashlight and Incandescent flashlight. Using CTO and CTB color corrected filters to capture the difference of color temperature (Kelvin) in photos. Student must set up objects (baseball, a doll, etc.) in a dark room to get a full effect. If you have other light source in a room, you will have a difficult time taking just using the light sources listed above. There should be five different objects and be taken with different directions such as: Top, Left Side,

Right side, Back, Front, Front Left Diagonal etc. You would put this gels/filters in front of a light. **Not the lens of a camera (Pictures will come out blur)**. Must use PowerPoint for your presentation.

Colors and What you turn in:

1. Full CTO R3407 (Must use LED light source)
 - 1A. Use Incandescent light source to match the original (non-gel) picture with LED
2. ¼ CTO R3409 (Must use LED light source)
3. Full CTB R3202 (Must use Incandescent light source)
 - 3A. Use LED light source to match with the original picture with Incandescent
4. ¼ CTB R3208 (Must use Incandescent light source)
5. Four Colors of your choice for each Incandescent and LED

**(There should be two sets of 4 colors each for LED and Incandescent)*

***Each photo should be presented with a photo with no gels (original light source).**

Project #5: Andre's Mother "Script Treatment"

Student will read Andre's Mother. The script is on Blackboard. Then student will conceptualize the play and design by writing a Concept Statement known as "Script Treatment". The paper should be minimum two pages (first page can not contain photos) with research photos. The paper assignments must be using 12pt Times New Roman font, double-spaced with 1" margins top, bottom, right and left. No extra spaces between paragraphs. You must turn in your paper via Blackboard using Microsoft Office Word.

****If I cannot open your file, the project will not be accepted.**

What you turn in as a part of concept statement should include following:

- a) Give "A Word" for the play
- b) Theme of the play
- c) Concept of the play: Your idea of Where, When and Why
- d) Discuss overall lighting concept and approach
- e) Research about HIV/AIDS * Please list source of research.
- f) Lighting Research: Support with **visual research** (Inspiration Photos)

Project #6:

Script Treatment, PowerPoint Presentation format and Mini Plot

Play: *Our Town* by Thornton Wilder

Script can be found on Blackboard. Students will write theme and concept of an **entire** play as "Script Treatment". Student will explain scene-by-scene lighting design ideas of this play. The script is not divided into scenes. Students can divide the play into different scenes by the locations that story takes place. It is very similar to Project #5, however, this time you will do this script treatment for the entire play. Then students will pick one scene from each Act (there are three Acts in the play) and create three Mini plots (overhead view) as we did for Project #3 (must list specific lighting fixtures, intensity and colors). Then write down one-page lighting strategy for the full play. (For example: list colors for each directions front, back, side, cyc, list of fixtures for those directional light, specials that you need to have etc.) Lastly, put together PowerPoint design presentation based on your script treatment.

What you turn in:

- 1) **Script Treatment for the entire script:** Format: Microsoft Office Word)

Include:

- A. Theme: What is this play about to you

- B. Concept of the play: Your idea of Where, When and Why
 - C. Design Concept: Direction of your lighting design, Metaphor
 - D. Give “A Word” for each scene
 - E. Describe your lighting approach for each scene
 - F. Lighting Approach Research: Explanations of each scene/location and approached to your lighting design support with **visual research**: Inspiration Photos (Every scene must have research photos of visual presentation/ideas at least three or more)
- 2) **Three Mini Plot** - Plan Views (Overhead) of Three scenes (One scene from each Act).
 - *Use lighting template
 - *Do not worry about scale or theatre environment
 - *Think about **Simple** set design for those scenes
 - 3) **One-page Design Strategy Note**: write down one-page lighting plan for the entire play. (For example: list colors for each directions front, back, side, cyc, list of fixtures for those directional light, specials that you need to have etc.)
 - 4) **Design presentations** – PowerPoint

***Light Template will be needed for this project. If no template is used, deduction of 10 points from the score.**

Project #7:

Script Treatment: Concept, Research & Inspirations with Mini Plot

Play: *Real Women Have Curves*

What you turn in:

- 1) Script Treatment
- 2) Mini Plot with Light fixture notations, angles and colors for each act.
- 3) Light Plot $\frac{1}{4}$ " = 1'0"
- 4) Working Section $\frac{1}{4}$ " = 1'0"
- 5) Paperwork (Channel Hook Up and Instrument Schedule)
- 6) Magic Sheet

***More will be discussed in class.**

B. Attending Shows: Students must see UTEP Theatre and Dance produced shows. Student will see TWO (*Real Women Have Curves*, *UTEP DANCE*) UTEP Theatre Productions. Submitting ticket or program may be required. Students must write minimum 500 words review to receive points.

PLEASE NOTE FOR ALL REQUIRED SHOWS AND EXTRA CREDIT SHOWS AT UTEP:

You are **required** to sign in an attendance sheet at the **end of the performance** you attend. If you do not sign this sheet at the end of the performance you will not get credit for attendance, your paper will not be accepted and you will receive a **0** for the assignment. The house manager will have the sign out sheet available at the end of each performance.

SUBJECT MATTER:

The performing arts have a power to stir strong emotions, or possibly touch on subjects you might not feel comfortable seeing on stage. If you have concerns about viewing or discussing specific subjects, please see me as soon as possible to discuss possible accommodations. As I will respect your individual's rights to choose what shows you want to see, I expect all our discussions—including any that may occur outside of class—to be conducted in a respectful and professional matter.

C. Extra Credits Options:

1. Lab: (All Students)

Each hour is worth 2 points. For example, if you put in 10 hours, you will receive 20 pts. You can participate 12:30pm to 5 pm work call Mon-Fri at Wise theatre or Studio theatre.

*Time Sheet

There is a binder in the scene shop that you can keep your time sheet. **Do not carry the time sheet with you.** If you lose the time sheet, you will need to start over the hours.

****Your last day to finish your hours is the last class before dead day****

2. Additional Show (10pts):

Student can see another UTEP Productions such as UTEP Dinner Theatre, student productions, etc. Submitting ticket or program may be required depend on the show. Students must write min 500 words review to receive points.

UTEP Dinner Theatre:

<http://www.utep.edu/liberalarts/udt/index.html>

UTEP Theatre and Dance:

<https://www.utep.edu/liberalarts/theatre-dance/>

***All Extra credits are due on the last day of the class (Thursday before dead day)**

***All Projects are due by the end of class period of the due date. No Exceptions**

*** Students can do up to 40 points for extra credits**

Grading Calculations:

| | |
|--|--------------------|
| Project #1-A | 50 |
| Project #1-B | 50 |
| Project #2 | 100 |
| Project #3 (30 each for front view, 40 for top) | 100 |
| Project #4 (Kelvin) | 100 |
| Project #5 | 100 |
| Project #6 | 100 |
| (Script Treatment: 30pts, Mini-plot: 30 (10pts each), Lighting Strategy paper 20pts, PowerPoint: 20pts) | |
| Project #7 | 150 |
| (Script Treatment: 20pts, Mini-plot: 20, Light Plot 40pts, Section 40pts, Magic Sheet 10pts, Paperwork: 20pts) | |
| Two Shows | 25 each (50 total) |

Total Points 800

***All information on this syllabus can be subject to change**

Professionalism:

Late work: Late work will not be accepted. All assignments are due at the beginning of class period.

Cell Phone Policy: The use of cell phones is strictly prohibited in class, unless approved by the instructor previously. Please set your phone to vibrate. Taking a call or texting in class could result in being asked to leave the class and taking absence for the day. My cell will be turned on for class in case of a family emergency. If you have such a situation please contact me asap.

Laptop usage & Classroom Computers: Students are allowed to use laptops for note taking purposes only. If a professor suspects that a student is using a laptop and/or classroom computer for other than the use above, also results in being asked to leave the class and taking absence for the day.

Class Breaks: Once in class you will not be excused to leave class. Doing so could result in absence being given for that class. Leaving the middle class disrupts the instructor and other classmates. So please take care of business before class begins

Email: Students must write proper and respectful emails. Whether if that is submitting projects or simply asking questions, there is a certain etiquette to follow. If a student does not demonstrate the proper etiquette, the professor is not obligated to answer the email. In addition, if student emails his/her projects, file name must have student's name. Professor will not respond emails after 5pm, weekends or holidays.

Projects and Conditions: As students turn in projects (drafting, drawing etc.) The condition of projects and materials should be clean and organized. For example, edges of drawing papers should be trimmed off. All projects must have your name on it and stapled or put in a binder. No name no grade.

15 Min Rule: Attendance will be taken beginning of each class period. Door to the classroom will close 15 min after class has started and students are not allowed to enter the classroom. (*Shall be determined by the class tardiness.)

Student Behavior: If a student acts disrespectful and disruptive in class, the student can be withdrawn from the class with "F".

Grading Guidelines:

Grading is a complex procedure which gauges the quality of the work you produce, your willingness to contribute the time to prepare our work at hand, and your participation in the class exercises and discussions. Although it is largely subjective, here are some additional guidelines I use for grading.

A: (Outstanding) Student understands the theories and materials of the class and has demonstrated a high level of commitment to the class. Has exhibited outstanding intellectual and creative growth. Has completed all assignments, attends class regularly and works in a consistently focused manner. Demonstrates excellent work ethics, enthusiastically participates in class activities. Exhibits unvaried excellence. Has developed and demonstrated excellent analytical and creative skills. Project must be complete.

B: (Excellent) Student understands the theories and materials of the class and has demonstrated a high level of commitment to the class. Has exhibited above average intellectual and creative growth. Has completed all assignments, attends class regularly and works in a focused manner. Shows potential but needs to work harder on assignments or needs to become more expressive with creativity, more skilled in techniques, show more intellectual curiosity and participate more in class. Project may be missing one minor element.

C: (Average) Student shows some understanding of the basic theories and materials of the class, and had demonstrated some commitment to the class. Has exhibited some intellectual and creative growth. Has met the minimum requirements of class projects. Shows potential, yet has satisfactorily completed the course with minimal insight, or with minimal willingness and/or ability to take creative leaps. Quality of work is fair.

D: (Poor) Student shows little or no understanding of basic theories or materials and is unwilling or unable to show creative growth or has failed to complete course assignments satisfactorily. Exhibits little involvement with course activities.

F: (Failing) Student has not met requirements for the course.

I: (incomplete) Given only in cases of extreme hardship or illness when most of the work has been completed and there is clear exception on the part of the student and the instructor that the remaining work can be successfully completed within a reasonable amount of time.

Syllabus Schedule
(Subject to Change)

| Date | Class Work | Material Covered | Assignment |
|-------------|---|-------------------------|---|
| 8/27 | Introduction to the course / Review Syllabus | Book Pg312-323 | |
| 8/29 | What is Light? Quality and Function of light | Ch 14 | Talk about Project #1 |
| 9/3 | What is Light? Quality and Function of light | Ch 14 | |
| 9/5 | Lighting Mechanics: Reflection, Fixtures, lamps and gobos | CH17 & 23 | |
| 9/10 | Project #1 Submit on Blackboard | | Project #1 Due |
| 9/12 | Lighting Mechanics: Reflection, Fixtures, lamps and gobos | CH17 & 23 | Talk about Project #2 |
| 9/17 | Lighting Direction of light and how to choose fixtures (angles, mixing colors choices/Frost and positions) | CH15 & 24 | Light lab and with console Talk about Project #3 |
| 9/19 | Lighting Mechanics: Gels and Color | CH16 | M&M With Console |
| 9/24 | Lighting Mechanics: Gels and Color | CH16 | |
| 9/26 | Project #2 Presentations | | Project #2 Due |
| 10/1 | TV and Broadcast lighting: Kelvin & Camera Lighting for Cameras | | Talk about Project #4 |
| 10/3 | Theatre Tour, Power, Dimmer, Cables and electricity | CH21 &22 | |
| 10/8 | Project #3 Presentations | | Project #3 Due |
| 10/10 | Lighting Mechanics Power, Dimmer, Cables and electricity, CH, DMX, Universe and, Soft Patching | CH21 &22 | With Console |
| 10/15 | Lighting Mechanics Power, Dimmer, Cables and electricity, CH, DMX, Universe and, Soft Patching | CH21 &22 | |
| 10/17 | Lighting Mechanics Power, Dimmer, Cables and electricity, CH, DMX, Universe and, Soft Patching | CH21 &22 | |
| 10/22 | Project #4 Presentations | | Project #4 Due |
| 10/24 | Who is LD? LD History Lighting Concept and Process, plot and section (Tile Block, Key, Legend) How to read a plot and circuits | Ch 19 & 20 | Review for Real Women Due |
| 10/29 | Lighting Concept and Process, plot and section (Tile Block, Key, Legend) How to read a plot and circuits | Ch 19 & 20 | |
| 10/31 | Project #5 Presentations | | Project #5 Due |

| | | | |
|--------------------|--|--|--|
| 11/5 | Photometric, Areas, Beam Angles and Mini Plot – Bring a Scale ruler and a Protractor | | Talk about Project #6 |
| 11/7 | Photometric, Areas, Beam Angles and Mini Plot – Bring a Scale ruler and a Protractor | | |
| 11/12 | Light hang and Stage weight system | | in Wise Theatre |
| 11/14 | Light Plot Drafting (Bring drafting materials) | | |
| 11/19 | Project #6 Presentations | | Project #6 Due Review for Dance Due |
| 11/21 | Light Plot Drafting (Bring drafting materials) | | |
| 11/26 | Light Plot Drafting (Bring drafting materials) | | |
| 11/28 | Thanksgiving. | | |
| 12/3 | Paperwork class project | | |
| 12/5 | Paperwork class project | | All Extra Credits Due |
| | | | |
| 12/12 (THU) | Project #7 Due <u>Turn in</u> by 12:45pm *There will be a box in front of my office | | Review for Xmas Carol due <u>ONLY</u> for as Extra Credit |

