THEA 3342
LIGHTING DESIGN I
Spring 2023
(Subject to Change)

Instructor: Hideaki Tsutsui
Class Time: TUE & THU 9:00am - 10:20am
Office: Fox Fine Arts D371-A
Cell Phone: 915-329-2107
Office Hours: Wed 9:00am - 10:30am (for most weeks) or by appointment

Contact via email on blackboard or by cellphone (texting is allowed. You must state your name and which class you are in). All communication is to be done between 9am-4pm Monday-Friday. Please do not contact me on my cell in the evenings or weekends either by text or call. You can also make an appointment. I can set up a video chat or a phone call as needed if you do not want to meet F2F.

Course Direction during the pandemic:
The assignments and objectives are designed to adjust ever changing social and lifestyle conditions due to Covid-19. If you have any questions or concerns, do not hesitate to contact me.

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, paperwork, cueing and the final execution of lighting design.
• Students will discuss and communicate critical view of their ideas and concept through class projects.
• Students will analyze today’s social condition and effect on live entertainment.
• Students will examine global effect of this pandemic and how the industry should strategize for the future.
• Students will evaluate how theatre and arts can contribute today’s social condition.
• Students will assess what is a theatre artist means to you and how you can contribute to the industry and society after the pandemic.

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.

Attendance and Responsibility
• It is the responsibility of the student to fulfill all the requirements to the best of their abilities. If a student is unclear about anything on the syllabus, they should seek clarification from the instructor.
• ATTENDANCE IS MANDATORY for this course. Students are allowed three unexcused absences. If you make more than three (3) absences, from the fourth absent, each absent will be count as minus 10 point and will be subtracted from your final grade. For example, if you miss total of six classes, 30 points will be deducted from your final grade.
• In case of serious illness such as contracting Covid-19, students can request joining the class via Zoom. To utilize this option, students must contact the professor prior to the class. In addition, student must present doctor’s note or positive test results within 7 days from the Zoom class. Otherwise, this class will be count as an absent.
• Students can email positive Covid-19 test result or doctor’s note for the case of absences caused by illness.
• Students must behave in accordance with all rules put forth by the Handbook of Operating Procedures of the
University of Texas at El Paso.

- Please also look at the instruction under: EXCUSED ABSENCES AND/OR COURSE DROP POLICY

Getting Help

Technical Support
If you do not know how to use Blackboard or have technical issues with Library access – go to Tech Support Room 300 at Library immediately. Do not wait until you do not understand until you are having problems. You can contact Help Desk via email, helpdesk@utep.edu, by phone 747-5257. Hours are M-F 7a-8p, Sat 9a-10p and Sun 12-4p.

Copyright Statement https://www.copyright.gov/title17/92chap5.html
Some of the materials in this course are copyrighted. Copying of textbooks is not “fair use” under the Copyright Act. Your cooperation is expected.

Student Conduct/Scholastic Dishonesty/Final Exams and Plagiarism
Refer to the Handbook of Operating Procedures: Student Affairs.
Due to the nature of an online class, proper online etiquette is critical.

Students with Disabilities Policy:
If you have or suspect a disability and need an accommodation, you should contact The Cass Office at 747-5148 or at cass@utp.edu or go to Room 106 Union East Building.

UTEP Writing Center
To get help with writing please check out the writing center – their procedure has changed due to the virus and you must plan ahead. https://www.utep.edu/uwc/

Class Materials

Required (For Majors) Text:

If you are non-major, the book is optional
Scene Design and Stage Lighting
By W. Oren Parker, R. Craig Wolf, Dick Block
Publisher: Wadsworth Publishing; 10th edition
ISBN-10: 1111344434

Required Programs and Software:
Microsoft Office and PDF (PDF is built in for Microsoft Office) will be needed for the class. Vectorworks may be needed for theatre major students.

Required Material:
*Please allow yourself enough time to buy these materials below.
1. 1 x Scale ruler (All Students): Must be Standard (Architectural)
   **DO NOT BUY METRIC!! (Engineering)**
2. 1 x Protractor (All Students)

3. **Light Plot Template - Majors Only**

Choose one from below for the Template –
- 1/4" Plan Lite Field Templates are $7.00 + shipping

Company: Barbizon
Contact: Mark Orosz morosz@barbizon.com
Phone: 303-394-9875 ext.7114
**if you order three or more, they will take care the shipping**

4. Drawing paper - can be purchased at local craft stores, Wal-Mart etc.

5. A Flashlight (You can use your smartphone flashlight)

6. Drafting paper (Vellum: Size 19.5 in x 25.5 in or larger)*Majors Only*

*You don’t need this paper if you are using Vectorworks*
*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/sheet)

**Assignments:** Students are responsible of turning in the assignments on time, even if you are absenting on the due day. Projects will be submitted online or in person. The online portal will close after the deadline. Students can turn in projects early, if approved by the professor. Please refer to the Syllabus Schedule for due dates and time.

- Late work will not be accepted.
- If your work looks like it was done as a group or a partner, you will all receive a zero and turned over to student conduct.

**Assignments and Projects:**

**Project #1-A: Quality of Light Photos** – Based on the lecture of *Quality of Light* in class, each student will take five photographs or videos 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 search those qualities of light from your everyday environment. You can also create your own light studio. Please discussed with the professor ahead of time if you are going to choose this option. The camera should be minimum 5 megapixels or higher. If you have a smartphone, more than likely the quality will be good enough for the project. You must utilize different locations and variations of environment for this assignment. It can also include video. Movement would be a good quality to use video. Example is on Blackboard. **Please use PowerPoint for this project.**

You must list the following about the photos: 1pts each
- 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?
Give a word based on emotion
Photo (5pts)

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.) online that matches with the words you gave to describe the photos.

You must list the following for the paintings: 1pts each
- Artist
- Name of the Painting
- Any additional information regarding the artwork (Size, Mediums etc.)
- Explain why you chose the art
- Artwork (6pts)

Project #2: Direction of 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.

Direction of light Instruction:
- Print out or Digital files (PDF) of 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 (Rosco website in the Blackboard).
  - Overhead View and 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.
    B) Identify fixture types, gel colors and intensity.
    *Do the best estimate you can from Rosco website and videos
    *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 Cve lights
    C) Most paintings will have a background. Use lighting fixtures to light the background.
    *Note - if the background is back, use dark blue as a background
    D) Put intensity for the lights.
    E) Indicate Purpose for each light (example: sun light, candle reflection of water etc.)
    F) Turn the Overhand into mini plot *see example on Blackboard

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 and estimated intensity. Drawings must have great details with highlight and shadows
3) Adding the choice of lighting fixtures with Field Angles and approximate number of fixtures as “Mini plot” for both of the Overheads with lighting fixtures and colors

Project #3: Lighting a 3D Object
Student would pick a word that describes emotions, situations or environment (for example: Love, Happy, Sadness, Lost, Serene, Decadence, Divide, etc.) or word used in Project #1. Based on that word, you will create a sculpture using materials that can be found around the house. Not necessary to go out and buy materials. Be creative. It can lay flat on a table (see example 1) or can be standing up (see example 2). Be inventive and imaginative. Show off your artistic and problem-solving skills!
*This project will be presented in the light lab.*

Steps for the Project:
1. Make a sculpture
2. Write up (One page max) to describe material used, methods and your conceptual idea about the sculpture.
3. Take pictures of your sculpture by using a flashlight (single light source). It can be the light on your smartphone. Take 5 pictures of the sculpture with 5 different angles/directions with five different colors. (such as Front, Back, Left or Right Side, Top, Up light etc.) * Please list the colors (for example: R60). All five pictures can be taken from the front to represent “Audience” perspective. With this approach, student may need an assistant to hold a light. Please explore and experiment different angles.
4. Put this all together in a Word document or PowerPoint
5. Turn into Blackboard

*Be sure your room/environment is dark so you can see your light (flashlight)*.

Examples for sculpture:
1. Word: Lost

![Image of sculpture](image)

2. Word: Separation

![Image of sculpture](image)

Project #4: Color in Virtual Light Lab

Go to link: [https://scenicandlighting.com/lightlabs/](https://scenicandlighting.com/lightlabs/)

Scroll down and under Open Education Resources, choose “Color Lab”

There are three angles: Right, Back and Left.

Three bars indicate from the top: Color, Saturation, and Intensity.

Student will take following screen shots. Please give each photos an emotional “word” that best describe the “look” you created for #1-5. Then, for #6-10, give a scenario. For example, #6: Cold Fall day in El Paso, #7: Summer in LA and excited for new start in life, or #8 Feeling lonely winter day in NYC apartment, and so on.

1. Combined two angles of light with different colors and intensity of your choice
Combined two angles of light with different colors and intensity of your choice
Combined two angles of light with different colors and intensity of your choice
Combined two angles of light with different colors and intensity of your choice
Combined three angles of light with different colors and intensity of your choice
Combined three angles of light with different colors and intensity of your choice
Combined three angles of light with different colors and intensity of your choice
Combined three angles of light with different colors and intensity of your choice
Combined three angles of light with different colors and intensity of your choice
Combined three angles of light with different colors and intensity of your choice
Combined three angles of light with different colors and intensity of your choice

Colors:
Under the same Open Education Resources, there is a Virtual Swatch Book.
Please use variety of colors and find the closest match in the Virtual Swatch Book. Please indicate those identified colors with each picture such as R80, R32 etc.
- Please note, Virtual Swatch Book does not list entire gel collection.
  If you would like to see the full selection colors, please go to below link to view “Roscolux” colors:
    Link:  https://us.rosco.com/en/products/catalog/roscolux

What you turn in:
Please put those ten screen-shots with your emotional words and scenario, and indicate the matching color (gel) numbers for each light as a complete package in Office Word or PowerPoint. * See example on Blackboard

Project #5: Script Treatment: PIPELINE (This is a written project)
1. Student will read PIPELINE by Dominique Morisseau. The script is on Blackboard. Then student will conceptualize the lighting design by writing a Concept Statement known as “Script Treatment” for the entire play. It must explain scene-by-scene lighting design ideas.
  **If I cannot open your file, the project will not be accepted.

- About the Playwright:  https://www.youtube.com/watch?v=YRfJvlC-9jU

What you turn in as a part of concept statement should include following:
Script Treatment” should include following:
  1. Give one word to describe this entire play
  2. Theme (your main idea of the play) of the play
  3. Concept of the play: Your idea of Where, When and Why
  4. Discuss overall lighting concept and approach
  5. Give a word to describe each scene.
  6. Lighting Approach for each scene
  7. Explanations of each scene/location and approach to your lighting design
  8. Research: With above (G), support with visual research/inspiration photos (Every scene must have minimum two research photos)
    *Please see examples on Blackboard.

Project #6 for Non-Major: Written Paper Minimum 5 pages
Topics:
- Global pandemic effects on Theatre and Live event industry from beginning of pandemic, now and to the future
- Your ideas and prospective on ED&I (Equity, Diversity, and Inclusion)
- What is your role in the world?
Your paper must address and analyze following:
1. What has and is happening to the Broadway theatres and the industry worldwide as well as professionals in the industry from this pandemic?
2. What has been and are the solutions to support the industry currently?
3. What do you hope to see and happen after this pandemic is ended?
4. What do you think theatre managers and producers has done and can do to bring back the audience once this pandemic is ended?
5. What does theatre and arts offer during the crisis like we have experienced?
6. What is theatre to you?
7. What is your idea of entertainment industry in the future?
8. Listening to Podcast such as “Changing the Landscape”, what do you think the role of theatre is for diversity and what you can do to contribute to ED&I (Equity, Diversity, and Inclusion)?
9. How do you see your role in the world?
10. What are your future goals?
11. What are your contributions to the community and the world?

Some resource examples for Project #6:

Why theatre is essential for democracy by Oskar Eustis
https://www.ted.com/talks/oskar_eustis_why_theater_is_essential_to_democracy?language=en

The New York Times

Forbes

The Guardian

Playbill
https://www.playbill.com/article/actors-equity-launches-emergency-curtain-up-fund

The Washington Post
https://www.washingtonpost.com/entertainment/independent-movie-theaters-expanding/2021/10/19/5b06f83a-0758-11ec-a266-7c7fe02fa374_story.html

The Hollywood Reporter

TDF
https://www.tdf.org/stages/article/2371/broadway-whats-closed-canceled-or-rescheduled

Reuters

Podcast – American Theatre: Off Script from July 21, 2020 “Three on the Aisle” Side with Hope
https://www.americantheatre.org/2020/07/21/three-on-the-aisle-side-with-hope/

Project #6: For Majors:
You can use Vectorworks, if you prefer over hand drafting.
*Let me know if you will have issues working with VW and LW6 at home. Both software can be installed for free.
You can also use UTEP’s Remote Access System Citrix for these programs. Please ask the instructor for more details.
VW Education Portal: https://student.myvectorworks.net/home

Play: Real Women Have Curves
What you turn in:
1) Script Treatment
2) Mini Plots for each Acts with light fixture notations
   *This can be rough lighting ideas/hand sketch and do not have to be in scale
3) Light Plot ¼” =1’0” (Max fixture number 70)
4) Working Section ¼” =1’0”
5) LW6 Paperwork (Channel Hook Up and Instrument Schedule submit with PDF)
6) Magic sheet

Other Projects:
Podcast Review Journal 20 pts each- Write one-page (500 words) review
#1: in 1: the podcast / the lives of theatrical designers.
https://in1podcast.com/
Episode #75: Direct from Broadway (1989) with Tharon Musser, Peggy Clark, Abe Feder & Jeff Davis
moderated by Ken Billington

#2: In 1: the podcast / Changing the Landscape
Episode4 – Barrier To Entry
https://in1podcast.com/changing-the-landscape-episode-4-barrier-to-entry/

Attending Shows:
Students must see UTEP Theatre and Dance department produced shows. Student will see TWO (Heroes and Saints and UTEP Dance Festival; Our Secrets As We Shed Them: Experiencing the Bosque Reimagined) Productions. Submitting ticket or program may be required. Students must write minimum 500 words/1 page review to receive points. If you are theatre students and working on the productions, you can write your experience and involvement with the production.

UTEP Theatre and Dance Website: https://www.utep.edu/liberalarts/theatre-dance/about/prices.html
*Tickets are available on campus ticket center or online through Ticketmaster
PLEASE NOTE FOR ALL REQUIRED SHOWS AND EXTRA CREDIT SHOWS AT UTEP:
You may be required to sign in an attendance sheet at the end of the performance. If you do not sign in at the end of the performance, you will not get credits for your attendance. Resulting your paper project will not be accepted and you will receive a 0 for the assignment. The house manager will have the sign in sheet available at the end of each performance.

Extra Credits Options Total 50 pts Max (All 10pts each):
1. Lab Hours
   Each student is allowed to put in up to 50 hrs of lighting and sound work call. One hour is worth one point. You can participate between 12:30pm to 5 pm work call Mon-Fri at Wise theatre or June Studio theatre.
   - Time Sheet (Can be located on Blackboard)
   - No paper required for this option
     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**

2. Podcast review – Write one-page (500 words) review
   **In 1: the podcast / the lives of theatrical designers.**
   https://in1podcast.com/
   Episodes: Episode #47: Howell Binkley

3. UTEP Dinner Theatre Show (20pts) - Write one-page (500 words) review
   Students 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

4. In Class Video Review Paper (10pts each):
   Students can write one-page (500 words) review of the videos (Frankenstein and The Container) viewed in class. As part of extra credits, they are all due (Deadline) last day of regular class (Please refer to the Syllabus Schedule).

*All Extra credits are due on the last day of the class (Thursday before dead day)
*Students are encouraged to turn in the extra credits before the due date. Consider the due date as a Deadline.
*Students can do up to 50 points combined for extra credits

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

Grading Calculations:
- Project #1-A 50
- Project #1-B 50
- Project #2 100
  (20 each for front views, 30 each for top/mini-plot)
- Project #3 100
- Project #4 100
- Project #5 100
- Project #6 150
  (Majors - 1.Script Treatment: 20pts, 2.Mini-plot: 20, 3.Light Plot 40pts, 4.Section 40pts,
  5. Magic Sheet 10pts, 6. Paperwork: 20pts)
Grading Guidelines:

Professionalism

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 the person in charge of your section as soon as possible to discuss possible accommodations. As we will respect your individual's rights to choose what shows you want to see, we expect all our discussions—including any that may occur outside of class—to be conducted in a respectful and professional manner.

Professionalism:

Late work: Late work will not be accepted. All assignments are due at the beginning of class period or due time specified on Blackboard.

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.

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. There will be no group project. If your work looks like it was done as a group or a partner, you will all receive a zero and turned over to student conduct.

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.

| Participation and Professionalism in class | 20 |
| Photometrics and Paperwork in class | 20 (10 each) |
| Podcast: in 1 episode #75 | 20 |
| Podcast: in 1: Changing the Landscape | 20 |
| Play review on lighting Design #1 | 35 |
| Play review on lighting Design #2 | 35 |

Total Points 800
(A: 720, B: 640, C: 560, D: 480)

*Extra Points (50 pts Max) will be added to your final score.
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)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Work</th>
<th>Material Covered</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17</td>
<td>Introduction to the course / Review Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/19</td>
<td>What is Light? Quality and Function of light</td>
<td>Ch 14</td>
<td>Talk about Project #1</td>
</tr>
<tr>
<td>1/24</td>
<td>What is Lighting Design?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/26</td>
<td>Lighting Mechanics: Reflection, Fixtures, lamps and gobos</td>
<td>CH17 &amp; 23</td>
<td></td>
</tr>
<tr>
<td>1/31</td>
<td>Lighting Mechanics: Reflection, Fixtures, lamps and gobos</td>
<td>CH17 &amp; 23</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td><strong>Project #1 Presentations</strong></td>
<td></td>
<td>Project #1 Due by 10:30am in class</td>
</tr>
<tr>
<td></td>
<td>*Please be ready to present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/7</td>
<td>Direction of light and how to choose fixtures (angles, mixing colors choices/Frost and positions)</td>
<td>CH15 &amp; 24</td>
<td>Talk about Project #2</td>
</tr>
<tr>
<td>2/9</td>
<td>Direction of light and how to choose fixtures (angles, mixing colors choices/Frost and positions)</td>
<td>CH15 &amp; 24</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Video: Frankenstein starring Benedict Cumberbatch</td>
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<tr>
<td>2/16</td>
<td>Video: Frankenstein starring Benedict Cumberbatch</td>
<td></td>
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</tr>
<tr>
<td>2/21</td>
<td>Lighting Mechanics: Gels and Color M&amp;M With Console</td>
<td>CH16</td>
<td>Project #2 Due by 2/21 11:59pm</td>
</tr>
<tr>
<td>2/23</td>
<td>Gels and Color</td>
<td>CH16</td>
<td>* Light lab and with console</td>
</tr>
<tr>
<td>2/28</td>
<td>Theatre Tour, Power, Dimmer, Cables and electricity</td>
<td>CH21 &amp;22</td>
<td></td>
</tr>
<tr>
<td>3/2</td>
<td>Lighting Mechanics Power, Dimmer, Cables and electricity, CH, DMX, Universe and, Soft Patching **With Console</td>
<td>CH21 &amp;22</td>
<td></td>
</tr>
<tr>
<td>3/7</td>
<td>Lighting Theme &amp; Concept Design Process</td>
<td>Ch 19 &amp; 20</td>
<td></td>
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<tr>
<td>3/9</td>
<td><strong>Project #3 Presentations</strong></td>
<td></td>
<td>Project # 3 Due by 10:30am in class</td>
</tr>
<tr>
<td>3/14</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>3/16</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td>Lighting Theme &amp; Concept Design Process</td>
<td>Ch 19 &amp; 20</td>
<td>Talk about Project #4 Play review due 11:59pm</td>
</tr>
<tr>
<td>3/23</td>
<td>LD History How to read plot and section (Tile Block, Key, Legend)</td>
<td>Ch 19 &amp; 20</td>
<td></td>
</tr>
<tr>
<td>3/28</td>
<td>Who is a Stage Manager? Guest Lecture</td>
<td></td>
<td>Podcast 1 Due 11:59pm</td>
</tr>
<tr>
<td>3/30</td>
<td>Work in the “Live Event” industry. Guest Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/4</td>
<td>Video: The Container (Digital Theatre+)</td>
<td></td>
<td>Project #4 Due by 11:59pm on 4/4</td>
</tr>
<tr>
<td>4/6</td>
<td>TBA</td>
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<tr>
<td>4/11</td>
<td>Catch up day How to read plot Magic Sheet</td>
<td></td>
<td>Talk about Project #5</td>
</tr>
<tr>
<td>4/13</td>
<td>TV and Broadcast lighting: Kelvin &amp; Camera Lighting for Cameras</td>
<td></td>
<td>Podcast 2 Due by11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>4/18</td>
<td>Photometric, Areas, Beam Angles and Mini Plot – <strong>Bring a Scale ruler and a Protractor</strong></td>
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<tr>
<td>4/20</td>
<td>Photometric, Areas, Beam Angles and Mini Plot – <strong>Bring a Scale ruler and a Protractor</strong></td>
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<tr>
<td>4/25</td>
<td>Paperwork class project (LW6 or Excel)</td>
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<tr>
<td>4/27</td>
<td>Paperwork class project (LW6 or Excel)</td>
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<tr>
<td>5/2</td>
<td>Work in class: Project #6/Drafting</td>
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<tr>
<td>5/4</td>
<td>Work in class: Project #6/Drafting</td>
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</table>
| 5/11 (THU) | **Project #6 Due:** Turn in by 11:59pm on Blackboard  
Or there will be a box in front of my office for plots and paperwork                                                             |

Project #5 Due by 11:59pm

All Extra Credits Due and Play #2 Reviews