

SYLLABUS
THEA 4312
ADVANCED LIGHTING DESIGN
Spring 2020
(Subject to Change)

Instructor: Hideaki Tsutsui

Class Time: T, TR 9:00a-10:20a in Fox Fine Arts FOXD 075

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Recommended Text

Lighting and the Design Idea by Linda Essig

ISBN-10: 1111836868

Color & Light By Clifton Taylor

ISBN: 978-1-935324-19-7

The Business of Theatrical DESIGN

By Dr. James L. Moody, ED.D

Publisher: ALLWORTH PRESS

ISBN: 1-58115-248-5

To Print material

El Paso Reprographics

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Course Objectives:

From this class, students will learn and understand the advanced knowledge of theatre lighting design and technology.

Students will develop the understanding of the mechanics and equipment for the stage lighting and other genres of lighting design. Student will practice their craft with actual venues as their class projects.

Students will learn about the process of more advanced organization, paper work, cueing and the final execution of lighting design. They will also learn how to make shop order to prepare themselves for actual job environment.

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”). 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.

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. 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 an accommodations, please contact The CASS Office at 747-5148 or at cass@utep.edu or go to Union East Building Room 106.

Assignments:

Lighting Observation Journal: Record ten observation (roughly one each week) about the lighting that you see around you. Take a picture of each observation. Outside (night or day), in a room, in or on buildings etc. Indicate time, light source, effect in an environment, and as many qualities of light as possible. Document how the light effected around you and objects, how it made you feel and how you might use it in a theatrical setting. **You will turn this in at the last day of class.**

Project #1: Notebook Pictures to Light Project

Part1: Students will find minimum 10 different pictures that references light. Then, student will select Three pictures that catch your eyes. These photos or artwork should have strong lighting emphasis. Put some notations for each picture regarding how these photos affected you emotionally. Then student will create his/her own creative story using those three pictures as scenes. Students will write lighting Design concept statement as a script treatment.

Turn in:

Part1: 60 pts

1. 10 photos
2. 3 scene story with selected photos * Be creative as you can be.
*Think about theme and concept of your story/play.
3. Script Treatment: Put it all together
Theme of your story
Concept of your story
Lighting concept for three scenes

Part2: 40 pts

Light your object as you see in the photo using two light sources per scene.

1. Make a small model/ an object that symbolize all three scenes. This object must fit in the Mini Light Lab
2. Light 3 of your scenes in the Mini Light Lab using two light sources per scene
 - ❖ **Inventory:** six dimmers, one each ERS (19, 26 and 36 degrees) and five MR16s

Purpose: Students will practice and understand how to communicate with a director. During a pre-production, pictures (artwork etc.) can be used as communication tools. In this exercise, students would also act as a director to understand and translate aesthetics from conceptual view.

Project #2: Students will read *Doubt*. The script and set design can be found on Blackboard. Student will present the lighting concept, research, Mini Plots/rough sketch, Plot etc. to create the lighting design in the Wise theatre (a scenery will be given to you). Scenery picture is on Blackboard. It is a small acting area. There is a bench (DSR) and a desk (SL).

***Use all conventional fixtures only. No LEDs or Moving lights. Inventory is on Blackboard.**

Turn in:

- Concept Statement and research (with photos using PowerPoint) 20 pts
- Mini Plots/rough sketch (for each scene) * this can be very rough and simple 10 pts
- Plot 25 pts
- Section 25 pts
- Paperwork (Channel Hookup and Instrument Schedules) 20 pts

***Plot and Section must be printed for the presentations**

Project #3: You will read *Hand to God* by Robert Askins. The script and set design can be found on Blackboard. You will have to present the concept of your idea, research, Mini Plots/rough sketch and create the lighting design for our Studio Theatre. Blocking is at your discretion. Think about lighting acting areas and scenery. Student will turn in full design package. (Concept paper with research, Mini Plots/rough sketch, light plot, section, paperwork, Magic sheet and cue sheet).

Note for scenery:

- Picture of the set is on blackboard

Turn in:

- Concept Statement and research (with photos using PowerPoint) 10 pts
- Mini Plots/rough sketch (for each scene) * this can be very rough and simple 10pts
- Plot 25 pts
- Section 25 pts
- Paperwork (Channel Hookup and Instrument Schedules) 10 pts
- Magic Sheet 10 pts
- Cue Sheet 10 pts

***Plot and Section must be printed for the presentations**

***You may use maximum 12 LED fixtures or moving lights. Inventory is on Blackboard.**

Project #4: Shop order

- Student will be given a light plot of *The Demo* at Bing Concert Hall. From that plot, student will produce a shop order. Be sure to carefully read the tech rider of *The Demo* and the venue specs. Locations for Dimmer Beach area and Main power are indicated on the plot.

Turn in:

- Complete list of shop order in Excel
- * Look at the examples
- Items include but not limited to – Dimmers, Distros, Console, lighting fixtures, power & DMX cables, etc.
- * Truss and chain motors are optional. If you include the items correctly, you will receive 10 extra points for this assignment.

Project #5 Dance Lighting Project:

Student will design and submit full lighting package. This Dance project will be designed in Harvey Theatre at Brooklyn Academy of Music. All necessary venue information is on Blackboard. You must stay within the lighting inventory of the venue. Refer to Harvey Theatre Specs PDF. Must include Side Booms for this project.

- Yu Ryung (On Blackboard)
- Resurrection by Mark Morris Dance Group (On Blackboard)

Turn in:

- Concept Statement and research (with photos using PowerPoint) 20 pts
- Mini Plots/rough sketch (for each scene) * this can be very rough and simple 10 pts
- Plot 30 pts
- Section 30 pts
- Paperwork (Channel Hookup and Instrument Schedules) 20 pts
- Magic Sheet 10 pts
- Cue Sheet 10 pts
- Shop Order 20 pts

Grading:

Project #1	100
Project #2	100
Project #3	100
Project #4	100
Project #5	150
Lighting Journal	100
Total Points	650 pts

Project Rules

- Student can have one-week extension for one project. Student must plan this and talk to the professor one week in the advance to receive the extension.

Professionalism:

Late work: *Late work will not be accepted.* Unless the selected project was arranged and approved by professor. (see above) All assignments are due at the beginning of class period. A grace period is not allowed for projects due in the last week of classes. No work can be made up from an unexcused absence. All work not printed at the beginning of class will be considered late.

Cell Phone Policy: The use of cell phones are 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 a.s.a.p.

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.

Working in Class: Working on assignments from other class is prohibited. If student was found doing other assignment, the student will ask to leave and marked as absent for that class.

Grading: 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 Calendar (THEA 4312)
(Subject to Change)

Date	Class Work	Material Covered	Note
1/21	Introduction to the course / Review Syllabus		
1/23	Work on ten pictures from Project #1 during class		
1/28	Conceptual Framework Discussion: Lighting Design Research and Presentation for Production meeting Talk about Project #1	P85	Design Development Example: <i>Medea, Hand to God, The Cradle Will Rock, Sweeny Todd</i>
1/30	Choosing Instrument and decision choices. Process of Design from conceptual to Cueing Composition, Purpose and Angels (Framing)	P59 – 69, P182 P187-197	
2/4	Execution of The Design: Plot, Section & Paperwork		
2/6	Execution of The Design: Plot, Section & Paperwork		
2/11	Alumni Skype TBA		
2/13	“Relationship and Expectations “SM & LD”		Carolyn Cubit-Tsutsui
2/18	<i>Presentations Project #1</i>		Project #1 Due
2/20	<i>Presentations Project #1</i>		
2/25	More “Color”. Talk about Project #2		
2/27	Execution of The Design: Magic sheet Talk about Project #3	P215	
3/3	Execution of The Design: Cue Sheet		
3/5	<i>Presentations Project #2</i>		Project #2 Due
3/10	<i>Presentations Project #2</i>		
3/12	ACDA: No Class		
3/24	How to plan as ME / DMX, Cables and Shop order Talk about Project #4	P259	
3/26	How to plan as ME / DMX, Cables and Shop order Talk about Project #4	P239	
3/31	<i>Presentations Project #3</i>		Project #3 Due
4/2	<i>Presentations Project #3</i>		
4/7	TBA		
4/9	TBA		
4/14	Discuss Design ideas Dance Lighting Project #5	P228 (BOOMS)	
4/16	Review Day		
4/21	<i>Presentations Project #4</i>		Project #4 Due
4/23	<i>Presentations Project #4</i>		
4/28	Lighting Musical, Opera and Dance		
4/30	Discussion: Lighting Design outside of educational Talk about Project #5		
5/5	Discussion: Lighting Industry		
5/7	Work in class		Lighting Journal Due
5/12 (TU)	Final: Project #5 Due @ 12:45pm		