

# THEA 3111

## SOUND DESIGN LAB

**Instructor:** Marissa Diaz  
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### **Course Objective:**

The purpose of this course is to give students the opportunities to implement skills they learned in class to real production.

Students will learn about the process of organization, paperwork, cueing and the final execution of sound design.

Students will discuss and communicate critical views, ideas and concept with the director.

\*See under Assignments for individual goals and outcomes for the class.

### **Requirements:**

It is recommended that students completed or are completing MUST 1215 and THEA 3305. Students must have served as an assistant sound designer before this course. Students must have basic knowledge of sound equipment (Sound board, Microphones, speaker systems and QLab)

### **Responsibilities:**

The Sound Designer will supply the necessary documentation and materials needed to enable the realization of their design within the parameters of budget, schedule and the physical limitations of the venue. The Sound Designer will work under the direction of the Producer, Director, Theatre Manager and Design Faculty within the established budget and artistic expectations of the production. The Sound Designer will design sound for the assigned production and will perform the following tasks as needed:

1. Read the Script.
2. Be punctual, prepared, professional, and attend all production meetings.
3. Meet with Director one-on-one as needed.
4. Meet weekly with faculty or mentor to review progress.
5. Participate in relevant rehearsals to ensure the integrity of the sound design in relation to other elements of design and advise on and/or approve necessary alterations.
6. Create cue sheet and sound hook up diagram
7. Submit the sound design and all necessary paperwork to the director and stage manager on the specified deadline date
8. Attend Paper Tech
9. Attend all Tech Rehearsals
10. Supervise Load-in and Strike.

### **Assignments:**

This semester, due to the pandemic, the class is organized as independent studies in the area of lighting and/or sound. Students must set up a meeting with the professor during the first week of school to discuss goals and outcome, agree on the projects, and its schedule and deadline. If the project is unsatisfactory or late, your grade will reflect accordingly. \* Please see Rubric. If the project was not completed by the deadline date, the student will receive "F" for the assignment.

## RUBRIC FOR GRADING Design Projects

NAME: \_\_\_\_\_

PROJECT: \_\_\_\_\_

GRADE: \_\_\_\_\_

100 95 90%

|-----|

A

89 85 80%

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B

79 75 70%

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C

69 65 60%

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D

59% and below

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F

### I: Over All Quality and Function of Sound Design (20 Points)

\_\_20 points :

A: Planned carefully, made necessary paperwork and showed an awareness of the elements and function of sound design; chose methods and equipment carefully, used 3D space effectively.

\_\_15 points

B: The project shows that the student applied the functions of sound design while using one or more elements effectively; showed an awareness of filling the space adequately.

\_\_10 points

C: The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned.

\_\_5 points

D: The assignment was completed (or turned in), however, showed little evidence of any understanding of the elements and functions of sound design; no evidence of planning.

\_\_0 points

F: The student did the minimum or the artwork was never completed.

### II: Creativity/Originality

\_\_20 points :

A: The student explored several choices before selecting one; generating many ideas and thought outside of box; made connections to previous knowledge; demonstrated understanding problem solving skills and demonstrated excellent communication skill.

\_\_15 points

B: The student tried a few ideas/researches for selecting one; made decisions after referring to one source; solve the problem in logical way. Demonstrated good communication skill.

\_\_10 points

C: The student tried in an idea, and help out adequately, but it lacked originality and gave no evidence of trying anything unusual. Demonstrated adequate level of communication skill.

\_\_5 points

D: The student fulfills the assignment, but inadequate research and originality. Need improvement on communication skill.

\_\_0 points

F: The student showed no evidence of original thought; might have copied work. Need great deal of improvement on communication skill.

### III: Effort/Perseverance

- \_\_\_ 20 POINTS      A: The project was continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement.
- \_\_\_ 15 POINTS      B: The student work hard and completed the project, but with a room of improvement; more effort it might have been outstanding.
- \_\_\_ 10 POINTS      C: The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.
- \_\_\_ 5 POINTS      D: The project was completed with minimum effort.
- \_\_\_ 0 POINTS      F: The student did not finish the work adequately.

#### **IV: Craftsmanship/Skill/Accuracy**

- \_\_\_ 20 POINTS      A: The project was beautiful and patiently done; it was as good as hard work could make it.
- \_\_\_ 15 POINTS      B: With a little more effort, the work could have been outstanding; lacks the finishing touches.
- \_\_\_ 10 POINTS      C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless
- \_\_\_ 5 POINTS      D: The student showed below average craftsmanship, lack of pride in finished work.
- \_\_\_ 0 POINTS      F: The student showed poor craftsmanship; evidence of laziness or lack of understanding.

#### **V: OVERALL COMPLETION OF PROJECT: OTHER COMMENTS**

\_\_\_ OF 20 POINTS