

TPA 4020

Lighting Design 1

Tuesday Thursday Periods 7 + 8

CON 217

Course Syllabus

Professor: Stan Kaye, Professor	Semester: Fall 2018
Office: CON 207	Office Phone: 352-273-0510
Office Hours: T/R 6+7 12:50 PM–2:45 PM or by appt	Email: stankaye@arts.ufl.edu

Textbooks

Designing with Light, by Michael Gillette, 6th Ed. **(REQUIRED)**

A Practical Guide to Stage Lighting, by Steven Louis Shelley **(REQUIRED for BFA's)**

From Page to Stage: How theatre designers make connections between scripts and images
(suggested) In UF Library

Software:

Please go to the following link and register for a free version of Vectorworks spotlight.

<https://student.myvectorworks.net/> To aid you in the use of Vectorworks we will use Professor Lonnie Alcaarez's tutorials which are available to you for \$ 75.00 one time charge. 3 computers may use the tutorials per day so you may share. The link is here: <http://lradesigns.com/training-videos/> you will need a student ID.

We will use [WYSIWYG](#) software and VW in this first level class. Lighting Design 2. WYSIWYG will give you more instant understanding of how lighting **design** works in three dimensions.

The course is very heavily front loaded with software and technical training. You will need to keep up and stay ahead of the course work. Only then will you be able to enjoy the designing which comes later.

Scripts

Glass Menagerie by Tennessee Williams

Course Objectives

1. Develop the technical skills necessary to effectively manipulate theatrical lighting equipment.
2. Develop an understanding of how elements of design apply to theatrical lighting.
3. Develop an aesthetic language for lighting and design.
4. Understand the relationship of light, material and the human visual system in support of storytelling on the stage

Course Description

This course is designed to develop your technical skills as a lighting designer as well as your appreciation for the art of lighting design. The first portion of the semester will cover the technology and theory behind lighting and electricity. The second portion of the semester will be used to deepen your understanding of how these theories apply to theatrical and live entertainment design. The third portion of the semester will focus on the theatrical design process and aesthetic.

eLearning

We will be using the e-Learning system this semester as a way for you to keep track of your progress in the course, as well as exams, quizzes, and to make any course information you may need always available to you including weekly readings and supplemental course material. Please be sure to check eLearning on a regular basis. Any notices I send via eLearning are considered as important as in class announcement

Attendance and class participation:

Attendance for TPA 4020 is mandatory. The course is based in discussion and practical application. You will not be able to learn the information presented in this course from the textbook alone. You are allowed 3 unexcused absences. Subsequent unexcused absences will result in the loss of one grade level per absence'(i.e. B+ would be reduced to a B for one absence)."In order for an absence to be excused you must provide a written doctor's note or have written approval from the instructor prior to the absence. Participation is a major component of learning. Readings listed in the syllabus should be completed for the class period in which they are scheduled It's imperative that you complete these readings so we can have a productive conversation in class. I expect each student to be actively engaged in our conversations in each and every class.

Quizzes

You may be given unannounced quizzes over the course of the semester. All quizzes will Count towards your final grade. They will cover material we've discussed in class as well as assigned reading material. Quizzes cannot be made up however.

Projects

These projects are practical exercises that are designed to demonstrate your mastery of the subjects discussed in class. There will be a total of 3 projects over the course of the semester.

Final Project: (Project 3)

This final project will consist of a theoretical paper design project. You will be expected to use and incorporate all of the skills you acquire over the course of the semester into your final project.

You will be provided with details for each of the projects.

Grading

Your final grades will be based on the percentages below:

Class Participation	20 %
Quizzes	5 %
Project 1 (Fine Art)	20 %
Project 2 (Music/Programming)	25 %
Project 3 (Final Play)	30 %
TOTAL	100 %

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks(e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/sccr/process/studentEconductEhonorEcode/>

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing a crisis or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are

available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352 392 1575

www.counseling.ufl.edu/cwc/

1. Counseling Services
2. Groups and Workshops
3. Outreach and Consultation
4. Self Help Library
5. Training Programs

Community Provider Database Career

Resource Center, First Floor JWRU,

3921601 www.crc.ufl.edu/

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

Reid' Hall, 352 392 8565

www.dso.ufl.edu/drc/

ATTENDANCE AT PERFORMANCES: Since production is the laboratory for all theatre courses, attendance at all mainstage Department of Theatre and Dance productions is required of students enrolled in classes with the following prefix designations: THE, TPA, TPP, ORI. Critiques of and/or responses to these productions **may** be required.

USE OF ELECTRONIC DEVICES: The use of cell phones or other mobile devices is disruptive, and therefore is prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are not permitted to use computers during class without specific permission from the instructor, and in that case, students using the computer for work not related to the class must leave the classroom for the remainder of the class period. Classes may not be recorded without express permission from the instructor.

ONLINE COURSE EVALUATIONS: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students <https://evaluations.ufl.edu/results/>

**Please remember that this syllabus and the course schedule are subject to change at any time during the course of the semester. However, I will ensure adequate notice of any changes. **

This is an INTENSE course and much will be asked of you. You must keep up, falling behind will have severe consequences. BFA Lighting designer are specializing in this subject and others are not. I will endeavor to maintain high expectations but your work ethic will be paramount to success.

Programming Project

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Objective:

The objective of the programming/music project is to make you feel comfortable with the programming of basic consoles. To enhance your visual sensibilities regarding light as a compositional and transformative artistic tool. You will learn complex aspects of modern lighting control systems. You will also become much faster at programming basic conventional lighting consoles.

I am looking for the following:

Artistic:

- Visual inspiration and conceptual ideas that link the music to images
- A cue structure that supports a narrative either verbal (lyrics) or musical motif (instrumental only)
- Color Pallet – drawn from someplace beyond your own imagination, i.e from the physical world.

Technical:

- Creation of groups and pallets
- Mastery of cue timing attributes
- Command of color mixing capabilities
- Editing and updating cues
- Evaluating the operations and executing of cues structures

Expectations:

- You will program a 3 -5-minute lighting program (working within the plot of the light lab)
- Choose any piece of music between two and two and a half minutes in length
- You will need to program a minimum of 50 cues
- All cues need to be either linked or followed so you can execute your project by hitting the go button once.
- You will need to submit a cue list explaining all the moments.
- Your file can be saved on the local computer. It is strongly advised that you also save a copy of the show file on removable storage as a back up

On the Due Date:

You will be given a few minutes to set up, then you will present your programming project to the class (the sound system will be set up for you). The students and Instructors will have a chance to ask questions and you will have the chance to explain why you made the choices you made.

A Little More Info to Help:

Start early and make sure you sign up for the lab on the board in the hall. Times will go fast between our class and the two other sections of Intro to light and sound being taught. Remember to save often and always make at least one back up copy of your disk. Don't take too much time with your focus, this project is mainly graded on the programming portion so make sure you plan your time accordingly.

Have Fun:

Learn to explore and take a chance, show your personality, and learn how to communicate in the design world.

Final Project

(Design for a Play)

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Fall 2018 Semester

Objective:

To understand and demonstrate the design process of lighting design for a play on the live stage. Demonstrate script analysis, visual research, lighting systems, lighting paperwork, and lighting graphics.

Method:

By analyzing a well-respected 20th century script you will design as much of the lighting that is possible without physically executing the show in a physical space. All choices shall clearly be presented via documents based on class instruction, readings and professional examples as case studies.

See Shelly and Gillette for examples of acceptable paperwork.

Items to be developed as included in the final package:

1. Lighting plot PDF and Printed to include the following:
2. 2D plan of lighting layout including:
3. fixture schematic
4. all associated data on fixture, unit #, color, channel,
5. DMX address, pattern, ganging info, effects, accessories
6. All elements shall have proper line weights, with the following priority order from darkest/thickest to lightest/thinnest: architecture, Key and legend lighting positions, fixtures, data, notes, callouts. (See USITT standards)
7. Title Block. Legend (fixture type, wattage, address, channel, unit #, accessory, etc..) Key (to include fixture
8. #, channel in a circle container, color or diffusion at front of lens)

- Lighting section
 1. Center Line Section looking either stage left or stage right to include:
 2. Human figure at curtain line and midway upstage
 3. Beam and field angle show all fixture beam projections to focus targets
 4. Scenic elements in section
 5. Side light front views
 6. All masking in side view
 7. Audience chamber with seats and sightlines
- Visual/Contextual research
 1. Graphic imagery inspiration
 2. History, psychology, philosophy. Styles and politics of the times
 - Lightwright File or WYG generated file
 - Magic Sheet
 - Cue Score

Lighting Design TPA 4020 Fall 2018 Professor Stan Kaye				Tuesday and Thursday 1:55-3:00 Mcquire 217	Tutorials you will watch at home
Weekly Schedule		Topic	Class Activity	Reading Assignment due for the day it is shown	
Week 1	Thursday, August 23, 2018	Introduction- Layout expectations - preview of W spotlight 3d	Review syllabus- demo moving lights	Demo Light Lab	watch LRA Spotlight Videos 1A and 1B
	Tuesday, August 28, 2018	Lighting History-Human Visual system more VW 3D continued	The human visual system-- a overview- Review Readings	Gillette 1,2,3-Shelly 1	watch LRA Spotlight Videos 2
Week 2	Thursday, August 30, 2018	Electricity Review VW overview Systems based on the Hokey Plot	Discuss readings	Gillette 3, 4-Shelly 5 and 7	watch LRA Spotlight Videos 3
	Sunday, August 13, 2017	VW draft Light Lab in Class Drafting the Hokey Plot on Class	Discuss readings	Gillette 4, 5 Shelly 5 and 7	watch LRA Spotlight Videos 4A, 4B, 5 & 6
Week 3	Tuesday, September 04, 2018	EOS Control Consoles- control methods Overview of Basics and Magic Sheets	Discuss readings	Gillette 6-Shelly 13	watch LRA Spotlight Videos 7A, 7B, 7C
	Thursday, September 06, 2018	EOS Control Consoles Advanced and Color Demos	Discuss readings	https://www.etcconnect.com/EosFamilyVideoSeries/	watch LRA Spotlight Video 8
Week 4	Tuesday, September 11, 2018	Section work on Light Lab- Begin drafting Shelly Plot in Vectorworks	Discuss Readings	Gillette 7 8	
	Thursday, September 13, 2018	WYSIWYG Basics /navigating the software suite	Color and Demo LED's and look more closely at moving lights in the lab	Gillette 8, 10 and handouts on Canvas	
Week 5	Tuesday, September 18, 2018	WYSIWYG Basics /navigating the software suite	show you pallets for Art project	Precise Color Communication PDF and Guide to Understanding Color Communication PDF	Find document on Canvas under color
	Thursday, September 20, 2018	WYSIWYG modules-CAD-- library-views, accessories and 3D builds	Present Art Projects		
Week 6	Tuesday, September 25, 2018	WYSIWYG Design-Lighting Systems and Focus	More on WYG Design	Watch WYSIWYG Videos	
	Thursday, September 27, 2018	WYSIWYG Design methods			
Week 7	Tuesday, October 02, 2018				
	Thursday, October 04, 2018		Present Art	Demonstration	Brad Shiler Show-pix technology- https://www.youtube.com/watch?v=sv0Xm-5muvw Robe DL Profile- https://www.youtube.com/watch?v=V0VYH2DZLI WYSIWYG What it does- https://www.youtube.com/watch?v=V0VYH2DZLI WYSIWYG What it does- https://www.youtube.com/watch?v=V0VYH2DZLI WYSIWYG What it does- https://www.youtube.com/watch?v=V0VYH2DZLI
Week 8	Tuesday, October 09, 2018	Color Spaces-			Critiques # 1 Due Josh Acosta https://youtu.be/4-8P2hNM4
	Thursday, October 11, 2018	Previz Studio Day			
Week 9	Tuesday, October 16, 2018	Design Process - Script and design thinking			Read A Road Map to Script Analysis on Canvas
	Thursday, October 18, 2018	Discuss The Glass Menagerie	Present Song for Music Project with support documentation		
Week 10	Tuesday, October 23, 2018	Design Processes		Gillette 11, 12, 13, 14	
	Thursday, October 25, 2018	Light Plot Analysis-review professional plot expectations		Gillette 15 - Shelly 5	Drafting the Light Plot Tutorial- https://www.youtube.com/watch?v=V0VYH2DZLI
Week 11	Tuesday, October 30, 2018	How to mask the stage- within WYSIWYG		Gillette 16,17 Appendix A (Also on Canvas)	
	Thursday, November 01, 2018	Light Plot Drafting Part 1 Magic Sheets Light Plot Drafting Part 2		Shelly 9 Shelly 7	
Homecoming November 2-3				Homecoming	
Week 12	Tuesday, November 06, 2018	Lightwright Paperwork- Overview in WYSIWYG and Lightwright		Shelly 8	
	Thursday, November 08, 2018	Light Plot Drafting Part 3 Discuss Kiss Me Kate		Critique # 2 Due Shelly 9	
Week 13	Tuesday, November 13, 2018	Music Project Presentations		Shelly 10	
	Thursday, November 15, 2018	Drafting Lab	Conceptual Plot	Shelly 11,12	
Week 14	Tuesday, November 20, 2018	Formatting and Printing	Final Plot for Printing	Shelly 13, 14	
Thanksgiving November 21-24				Thanksgiving Break	
Week 15	Tuesday, November 27, 2018	Review and Red-Line Printed Plots	present all paperwork for red-lining--Instructor- Mr.Bedell, and Lighting GTAs		
	Thursday, November 29, 2018				
	Tuesday, December 04, 2018	Present Final Project for critique	Upload Final Project to Canvas--I will accept uploads until the the last day of Exam week		
	Tuesday, December 05, 2017				