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THTR 562.01: Problems in Light Design

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COURSE SYLLABUS

THTR 562-SPRING 2017 THEATRE LIGHTING II-3CR.

CLASS SESSIONS: MONDAY & WEDNESDAY - 12:00 - 1:20 PM
MCGILL 213, PAR/TV 131, PAR/TV 005

PROFESSOR:

Mark Dean
PAR/TV Rm. 193.
243-2879
mark.dean@umontana.edu

Office Hours:

1:00pm to 2:30pm T/R

Please feel free to make appointments or stop by at other times.

TEXT:

Mumm, Robert C., The Photometrics Handbook, 2nd Edition

It should be clearly understood that the assigned text for this class will serve only as a resource. While much of the lecture material has its parallels in the text, the sequence of the class does not match the book. In addition, the terminology and approach of the professor differ from the material presented in the text. These factors make class attendance essential if the student wishes to succeed in this class.

GOALS AND PURPOSE:

The purpose of this class is to expand the student's abilities as a Lighting Designer to enable him or her to develop and execute lighting designs for a variety of situations. The class lectures will seek to enlarge and refine the basic understanding of stage lighting that each student brings to the class. The projects assigned within the class will aid the student in becoming proficient in lighting various types of productions, under differing conditions, with a variety of equipment. Students will use the resources in the Lighting Laboratory (PAR/TV 131) to demonstrate realized cues and cue sequences for the music projects and the Open Space (PAR/TV 005) for the dance cue projects.

The work of this class is designed to sequentially develop the student's understanding and skills. Therefore, it is extremely important that each student completes the assignments according to the class schedule.

OBJECTIVES:

- To build upon and improve the skills gained in THTR 360.
- Refine and improve ones individual design process.
- The ability to understand the evolved concept and communication of the design team for the work being designed.
- The ability to work collaboratively as a lighting designer with the entire design team.
- The ability to understand and use traditional and non-traditional research methods in order to better evolve a lighting design.
- The ability to define and defend a particular lighting design process, and to execute that process in differing performance venues.

GRADING:

Final grades for this course will be based on the following

Focusing Exercise	50
Music Cues#1	100
Music Cues #2	200
Dance Cues #1	150
Dance Cues #2	300
Attendance and Participation	100

Total -----900 points

Since the completion of many of these projects is dependent upon the completion of the project which precede them, any project not handed in on the date scheduled will be grade down 5% of its maximum value for every class session that it is late

Extra credit is possible and encouraged by the professor, but the student must receive the instructor's permission before starting a project that is to be used for extra credit.

MINIMUM REQUIRED MATERIALS:

In order to complete the projects for this class, each student must obtain a basic set of materials. These will include:

- 16Gb Flash Storage Drive
- Roscolux Gel Swatch Books
- Black Cansom (or equivalent) Pastel Paper for Storyboards
- Set of (24 minimum) Colored Pencils

PROJECTS AND REQUIREMENTS:

Project I - Focusing Exercise – This project is a hands-on, practical assignment that will take place in the Montana Theatre. Each student will “call the focus” for individual lighting instruments used to illuminate the stage for the Montana State Thespian Festival.

PROJECTS AND REQUIREMENTS: (CONT.)

Project II – Music Cues #1– Students will use the resources of the lighting laboratory to create a minimum of ten lighting cues for each of two contrasting pieces of music. The professor will select the two music choices from five music options provided by each student. Students will be required to create a light plot, hook-up schedule and magic sheet for this project.

Project III – Music Cues #2– Students will use the resources of the lighting laboratory to create a minimum of ten lighting cues for one piece of music. Students will refine the lighting design and present the final cueing sequence for the Lighting class and the Intermediate Composition class. Students are required to present an updated light plot, hook-up schedule and magic sheet reflecting any changes from the previous project.

Project IV - Dance Cues #1 – Working with choreographers from the Intermediate Composition class, each student will work to develop a common language using verbal and non-verbal research ideas. Designers and choreographers will then develop a new dance work incorporating lighting. The resources located in PAR/TV 005 will be used for this project.

Project IV - Dance Cues #2 – Student choreographers and lighting designers will research, collaborate and create a new dance work. This final project will be presented during a special showing at the end of the semester.

SCHOOL OF THEATRE & DANCE POLICIES

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The [*Student Handbook*](#) is available online at
“<http://www.umt.edu/umarts/theatredance/About/default.php>”

There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature. Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk.

Due to safety considerations, at no point during a student’s time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student without my consent. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will affect negatively a student’s grade.

ACADEMIC MISCONDUCT AND THE STUDENT CONDUCT CODE

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [*Student Conduct Code*](#). The policy is available at the following web address “http://life.umt.edu/vpsa/policies/student_conduct.php”

STUDENTS WITH SPECIAL NEEDS

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation. For more information, please consult the [*Disability Services for Students*](#) website. “<http://life.umt.edu/dss>”