

UCLA School of Theater, Film, & Television Theater 72 | Production Practice in Theater
Design Innovation Summer Institute

LIGHTING DESIGN

COURSE SCHEDULE

Quarter: Summer 2023

Class Time: Monday – Friday from 9:30 AM – 12:45 PM

Location: 1473 Melnitz Hall

Zoom: (If Needed) Meeting ID: 463 022 9684 // Passcode: Source4

INSTRUCTOR

Name: Gabe Rodriguez (he/they)

Email: gabetrod@g.ucla.edu

Office Hours: By Appointment

FACULTY SUPERVISOR

Name: Lap Chi Chu (he/him)

Email: lchu@tft.ucl.edu

Office Hours: By Appointment

COURSE DESCRIPTION

The UCLA Design Summer Institute in Lighting Design is a two-week, UC credit-bearing intensive for students interested in theatre. Students will learn the technical components of breaking down a script and the art of collaboration while gaining hands-on experience in curating research, communicating ideas, and expressing creative intent. This program is designed for a student at any level who seeks the additional discipline and training required for participation in an educational theater setting and a career in the entertainment industry.

COURSE LEARNING OBJECTIVES

Students will practice design techniques and advance their vocabulary by generating a lighting design approach with a unique point of view. Improvement in curating research, collaborating with others, and communicating a design approach will be a priority.

A final project will result in a completed design approach presentation for the assigned script (defined below). Students will utilize and advance their plot-making, research, and conceptualization skills.

A complete final project would consist of:

- Lighting Research
- Concept Statement
- Lighting Outline/Scenic Breakdown
- Conceptual Lighting Plot

ATTENDANCE & PARTICIPATION

Each student will be expected to participate in class and complete all of the creative tasks. Students must adhere to the current UCLA directives related to COVID-19 mitigation. Any refusal to do so may result in the student being asked to leave the classroom and also referred to Student Conduct.

If you are not feeling well, please, do not attend class in person. Notify your instructor and we will do our best to stream the course to you via Zoom. Work can be turned in via a written or visual, uploadable form to be determined as needed.

GRADING

This course will use *Contract Grading*. This is a style that places the focus on completing tasks on time. It allows me to grade more quickly and allows all of us to engage in work together in a less hierarchical way, although I will still retain some discretion. This makes the environment more professional, in my view, and less about pleasing the teacher. It's more about delivering for the shared project.

We will set aside some time to discuss how this can work for us. For more information, try this page: <https://owi.ucdavis.edu/blog/what-contract-grading> and watch the fifteen-minute video from Professor Sarah Faye, UC Davis. This will be my first time using this method, so we can expect some road bumps and moments of negotiation.

Here's my first take on our Contract Grading Policy – to be negotiated with you:

- Starting grade for all students is a B.
- Students will track their own productivity on an honor system.
- Students will self-evaluate at the end of the course and this will act as a foundation for the final grade consideration by the instructor.

Students can raise their grades by:

- Delivering more work and taking on additional tasks.
- Taking on larger projects or deep dives as assigned.
- Actively participating and engaging in classroom discussions and critiques.
- Arriving on time and ready to participate.

Students will lower their grades by:

- Delivering tasks late, or after they are needed.
- Delivering tasks incomplete or otherwise undercooked.
- Coming to class late or not at all without prior discussion or for a non-emergent reason.
- Failing to respond to a request by a member of the class or instructor within an appropriate time.
- Otherwise dropping out of communication without explanation.
- Departing from respectful communication.

CLASS REQUIREMENTS

- Computer or tablet with a presentation, or slide show, creating and editing software.
- Access to Google Suite, including Drive, for class assignments.
- Work both collaboratively & independently.
- Complete all projects.
- Upload necessary work to Google Drive.
- Read, analyze, and break down a script.
- Curate research for mood boards/presentations.
- Explore color palettes.
- Hang, circuit, and focus a light.

REQUIRED READING

Play TBA

RECOMENDED READING

- Taylor, C. (2019). *Color & Light: Navigating Color Mixing in the Midst of an LED Revolution*, A Handbook for Lighting Designers. Silman-James Press. ISBN-10: 1935247190, ISBN-13: 978-1935247197.
- Shelley, S. L. (2009). *A Practical Guide to Stage Lighting* (2nd Ed.). Focal Press. ISBN-13: 978-0240811413 ISBN-10: 0240811410.

CLASS GOOGLE DRIVE

The instructor will set up a shared folder in Google Drive for the class.

CLASS PRESENTATIONS

Before each class begins, please post all visual documents in our shared class Google Drive folders. Images should be saved and uploaded in PDF or JPEG format. Students will present their project/work, followed by an open critique. Full-class participation is required. A Designer's ability to articulate his or her designs is just as essential as their capabilities to critique others'.

RESOURCES

- <https://www.google.com/>
- <https://www.office.com/>
- <https://it.ucla.edu/news/microsoft-office-proplus>
- <https://equity.ucla.edu/know/freedom-of-speech/free-speech-faq/>

CLASS SCHEDULE

| DATE | PROJECT | DISCUSSION | ASSIGNMENT DUE | NOTE |
|--------|---------|--|--|------|
| WEEK 1 | | | | |
| M | Play 1 | Course Introductions Intro to Lighting Design Intensity, Form, Direction | N/A | |
| T | Play 1 | Color, Movement Script Analysis Discuss Play 1 | Read: Play 1 Outline/Breakdown: Play 1 | |
| W | Play 1 | Curating Research Collaboration | Research: Play 1 | |
| R | Play 1 | Drafting & Paperwork | Updated Research: Play 1 | |
| F | Play 2 | Design Process Discuss Play 2 | Collaboration Project | |
| WEEK 2 | | | | |
| M | Play 2 | Electrics Programming | Conceptual Plot: Play 1 | |
| T | Play 2 | Guest Speaker Final Project | Research Play 2 | |
| W | Play 2 | Final Project | Outline/Breakdown: Play 2 Concept Statement: Play 2 | |
| R | Play 2 | Final Project | Conceptual Plot: Play 2 | |
| F | Play 2 | Prepare for Portfolio Presentations | Final Project | |

SOUND DESIGN

COURSE SCHEDULE

Quarter: Summer 2023

Class Time: Monday – Friday from 7-10PM

Location: TBD

Zoom: TBD

INSTRUCTOR

Name: Jonathan Snipes

Email: jsnipes@tft.ucla.edu

Office Hours: By Appointment

COURSE LEARNING OBJECTIVES

Students will be introduced to sound design and the responsibilities of this position within theater and film along with an understanding of Production Sound, A1, A2 and other similar positions. Classes will entail the following:

- How sound works (acoustics), the sound design process and how it differs for other areas (and what is similar). Starting out with getting the job, reading the script etc.
- Starting with the design, pulling sounds, recording and generating a sound palette. Initial paperwork to organize your ideas. Collaborating with the team.
- Working with a venue to realize your ideas. Budget, physical needs and limitations. Working with a sound department.
- Presenting ideas in a format for the show. Design presentations, workflow and keeping it all going.
- System tuning, dialing in everything and giving yourself headroom to work and create your show.
- Tech! When it all comes together. Being organized and prepared. Staying on top of notes and keeping an eye on the big picture.
- Mixing a show – how a sound engineer organizes their work to successfully mix all the elements needed. The Mixer/Designer relationship and how important the success of the show depends on this team. What to do if something goes wrong! How to efficiently correct and move on when something changes.

SYLLABUS DISCLAIMER

This syllabus is subject to adjustment or change due to unforeseen circumstances at the discretion of the instructor with a minimum of two-day advance notice and a full class vote of approval.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students needing academic accommodations based on a disability should contact:

The Center for Accessible Education (CAE)
(310) 825-1501
Murphy Hall A255
www.cae.ucla.edu

When possible, students should contact the CAE within one week of the start of the summer session institute start date, as reasonable notice is needed to coordinate accommodations.

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation on the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Please note that the CAE does not send accommodations letters to instructors—you must request that your instructor view the letter in the online Faculty Portal. Once you have requested your accommodations via the Student Portal, please notify me immediately so I can view your letter.

TITLE IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at:

CARE Advocacy Office for Sexual and Gender-Based Violence

1st Floor, Wooden Center West

(310) 206-2465

CAREadvocate@careprogram.ucla.edu

In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7:

Counseling and Psychological Services (CAPS)

(310) 825-0768

You can also report sexual violence or sexual harassment directly to:

University's Title IX Coordinator

2241 Murphy Hall

titleix@conet.ucla.edu

(310) 206-3417

Reports to law enforcement can be made to UCPD at:

UCLA Police Department

601 Westwood Plaza

(310) 825-1491

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

ACADEMIC INTEGRITY

Plagiarism and other forms of academic dishonesty will not be tolerated in this class and may constitute grounds for failing the course. For questions, see: <http://www.deanofstudents.ucla.edu/Academic-Integrity>

INCLUSIVITY STATEMENT

I strive to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors all identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this, please share the set of pronouns that you prefer. If you feel like your performance in the class is being impacted by your experience outside of class, please don't hesitate to come and talk with me. I, like many people, am still in the process of learning about diverse perspectives and identities. If something was said in class, by anyone, that made you feel uncomfortable, please talk to me about it. Anonymous feedback is always an option.