



Theater
Summer Institutes

Design Innovation Summer Institute

LIGHTING DESIGN

COURSE INFO

Theater 72 – Production Practice in Theater (3 units)

Quarter: Summer 2025

Class Time: Monday – Friday from 9:40 AM to 12:40 PM and 2:00 PM to 5:00

PM Location: 1473 Melnitz Hall

Zoom Meeting ID: 978 4401 6930 / Passcode: Bruin

INSTRUCTOR

Name: Gabe Rodriguez (he/they)

Email: gabetrod@g.ucla.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.

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

- Participation 30%
- Project 1 10%
- Project 2 25%
- Project 3 35%
- Extra Credit 5%

Student's final grade will be based on attendance, participation, and projects. Late assignments will drop a letter grade for each day they are tardy. Extensions are available at the discretion of the instructor. Extra credit is available at the discretion of the instructor. General rubric for assignments as follows.

- A – Execution of the assignment with extra detail or component
- B – Clear execution of the assignment
- C – Adequate attempt at execution of the assignment
- D – Limited attempt at execution of the assignment

- F – Failure to attempt execution of the assignment

Email or speak with the instructor if you require an extension, make up, absence excuse, or extra credit.

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.

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/>

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.

PROJECT 1 – A PICTURE OF LIGHT AROUND YOU

Find light in the real world that is interesting to you. Take a photo of it and write about it. Upload your photo and write up to the class Google Drive in your own folder.

Your work should include:

- A photo of light around you.
 - Find some light to photograph that speaks to you.
 - This can be a natural and/or practical source.
 - A cell phone photo is great but do not submit a raw photo over 2GB.
- A short write up about what the image evokes for you.
 - Examine and describe the light and effect it has on the objects or surroundings.
 - Describe what you feel the light evokes emotionally and/or about the setting.

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- This should be a few sentences or a paragraph, do not exceed more than one page.

- The write up should be a PDF, preferably with the photo on the same page.

General Notes:

- The formatting of your presentations is flexible, feel free to use your own style. ▪
PDFs of the above should be included in your folder.
- You will present your work in class followed by an open critique.

Grading Rubric:

- This project is worth 10 possible points.
 - Were the appropriate files uploaded to the class Google Drive on time? 5 Points
 - Did you clearly communicate and present your ideas or creative intent? 5 Points

PROJECT 2 – LIGHTING DESIGN FOR A PLAY

Select a script from the works provided. Pick a moment that is interesting to you from that script and create a lighting design for that one moment. We will work in groups of at least three during lab for the cueing portion of this assignment. Upload a concept statement, research, conceptual plot, and a photo of your cue to the class Google Drive in your own folder.

Your design should include:

- A concept statement for your design and overall description of intent.
 - Examine and describe the lighting effect you hope to achieve.
 - Describe what you feel the light evokes emotionally and/or about the setting.
 - This should be a few sentences or a paragraph, do not exceed more than one page.
 - The write up should be a PDF, preferably with the photo on the same page.
 - You can include the link to the song here.
- Some research or visual representation of lighting ideas.
 - May be sketches, paintings, pictures, or photos.
 - A minimum of three different lighting ideas should be included.
 - Visual representation should be organized in a presentational format.
- A lighting cue presented in class.
 - There will be dark time during lab hours to write the cue.
 - We will be using an ETC Ion console running the EOS software.
 - You may add color to the rep plot, if needed.
- A photo of the cue.
 - Photograph your lighting look and upload to the class Google Drive.
 - A cell phone photo is great but do not submit a raw photo over 2GB.

General Notes:

- The formatting of your presentations is flexible, feel free to use your own style. ▪
PDFs of the above should be included in your folder.
- You will present your work in class followed by an open critique.

Grading Rubric:

- This project is worth 25 possible points.

- Were the appropriate files uploaded to the class Google Drive on time? 15 Points
- Did you clearly communicate and present your ideas or creative intent? 10 Points

PROJECT 3 – LIGHTING DESIGN FOR A SONG

Select a piece of music. Develop a design approach and create a lighting design for that song. We will work in groups of at least three during lab for the cueing portion of this assignment. Upload a concept statement, research, cue sheet, conceptual plot, and video recording to the class Google Drive in your own folder.

Your design should include:

- A concept statement for your design and overall description of intent.
 - Examine and describe the lighting effect you hope to achieve.
 - Describe what you feel the light evokes emotionally and/or about the setting.
 - This should be a few sentences or a paragraph, do not exceed more than one page.
 - The write up should be a PDF, preferably with the photo on the same page.
 - You should include a YouTube link to the song here.
- Some research or visual representation of lighting ideas.
 - May be sketches, paintings, pictures, or photos.
 - A minimum of three different lighting ideas should be included.
 - Visual representation should be organized in a presentational format.
- A cue sheet, or list of cues for your song.
 - At least five cues.
 - Cue numbers.
 - Timing information.
 - Placement of the cue, this can be lyrics or time stamps.
 - Cue description.
- A Lighting Plot and Channel Hookup (Conceptual or Formal)
 - Visual representation of desired lighting systems.
 - Basic depiction of desired scenic elements.
 - Backdrop (Cyc, backwall, curtain, graphic or painted drop).
 - Open stage or simple scenery.
 - Performers or musicians.
- Your lighting cues presented in class.
 - There will be dark time during lab hours to write the cue.
 - We will be using an ETC Ion console running the EOS software.
 - You may add color to the rep plot, if needed.
- A video recording of your work.
 - Record your presentation and upload to the class Google Drive.
 - This can be a recording of the final presentation but you must remember to upload the recording by 6:00 pm on the last day of class.

General Notes:

- The formatting of your presentations is flexible, feel free to use your own style. ▪
- PDFs of the above should be included in your folder.
- You will present your work in class followed by an open critique.

Grading Rubric:

- This project is worth 35 possible points.
 - Were the appropriate files uploaded to the class Google Drive on time? 25 Points
 - Did you clearly communicate and present your ideas or creative intent? 10 Points

EXTRA CREDIT – LIGHTING DESIGN REVIEW

Go see a theater production with the lighting design in mind and write a review for it. This can be a departmental or professional production, but it has to be considered “theater” – i.e., a play, musical, devised piece, etc. Do not write about a music concert.

Some things to consider and discuss can include the following:

- Production Details
 - Who was on the creative team?
 - What was the story about?
 - In what venue was the production located?
- Lighting Design
 - How does lighting help to support the narrative?
 - Describe the collaboration between the costume, lighting, scenic, and/or sound design. ▪ Does the lighting design support and/or work well with the other design elements? ○ Any specific moments or lighting cues themselves.
 - Are they appropriate to the piece?
 - Are they well placed?
 - Technical execution of the design.
 - Were there live spotlights and how did they help tell the story?
 - How did the focus of the lights look?
 - How did they use incandescent versus smart fixtures?
 - Describe some of the diegetic and non-diegetic elements of the design.
 - Are there practical elements used?
- Overall Audience Experience
 - Was there anything that distracted from the piece or felt out of place?

General Notes:

- The formatting of your review is flexible, feel free to use your own style.
- A PDF of the above should be included in your folder.

Grading Rubric:

- This project is worth 5 possible points.
 - Were the appropriate files uploaded to the class Google Drive on time? 2 Points
 - Did you clearly communicate and present your ideas or creative intent? 3 Points

Design Innovation Summer Institute, 2025

Sound Design

Course Information:

Theater 72 – Production Practice in Theater (3 units)

Quarter: Summer 2025

Class Time: Sunday - Wednesday, times vary, [see calendar](#)

Location: Little Theatre, Melnitz Hall, Green Room

Zoom Meeting ID: 971 186 8705 / Passcode: DIS1

Instructor:

Becca Kessin, she/her

Email: rebeccakessin@gmail.com - please allow 24 hours for response

Office hours: in person and via Zoom - 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.

Students will identify and implement the skills required to work as a theatrical sound designer. Content creation, recording, editing, and programming will be addressed as theoretical and practical lessons.

Course Objectives:

Understand the timeline and technology of sound in theatre.

Understand basic physics of sound theory, Inverse Square Law, live gain structure.

Identify the skills a sound designer uses in their role.

1 - artistic creation and collaboration

2 - physics and engineering

3 - organization and communication

Identify how a sound designer interprets and enhances a theatre performance.

Communicate creative ideas verbally and non verbally.

Identify why a sound effect might be added to a theatrical production.

Use a DAW to record sounds.

Use a DAW to edit sounds.

Edit cues in QLab.

Present a completed Sound Portfolio Piece

Text:

There are no required texts for this course. Students may be asked to read professional publications, etc, in their place. Links will be provided for online materiel.

Exams:

Small quizzes are given regularly as assessment and reinforcement of class topics.

Projects:

Projects of varying size and depth will be assigned over the course to reinforce skills. Projects submitted late will be penalized.

Grading:

Projects: 30

Quizzes: 30

In Class 30

Activities:

Participation: 10

Total: 100

A 91 - 100

B 81 - 90

C 71 - 80

D 61 - 70

F 60 or below

+/- will be given based on participation and extra credit

All evaluation of work and scores/grades assigned will be made exclusively by the Instructor. Extra credit projects may be offered throughout the term.

Attendance and 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.

Lateness:

Please strive to be on time for class. When you enter late it is distracting to your Instructor and your classmates. Excessive lateness may impact grades.

Participation:

Your focus, inquisitiveness, and willingness to share observations will make class more engaging and informative for all of us. Please come to class energized and prepared to participate.

Cell Phones and Electronic Devices:

Turn off all the noisemaking devices during class. Please set them to silence, a vibrating cellphone is a distraction. **There is absolutely no texting, Instagramming, Tik Toking, Pokémon capturing, or use of any other app I have not yet heard of.** All phones must be off desks and out of sight, unless being used for note taking. Repeated non class use of phones in class will adversely affect student grades.

Strong Scents in Class:

Your instructor suffers from migraines, with strong smells being an especially bad trigger. Please avoid strong perfumes, deodorants, lotions, etc, before coming to class. Your consideration is greatly appreciated!

Projects:

Will be assigned to reinforce lessons and skills. Lab time will be used to begin these projects in class. Projects may always be submitted early! Students in intensive production may request a project extension in advance if needed. These extensions are a courtesy and given **at the instructors discretion** only.

Materials:

1 - A USB drive or hard drive of at least 8 GB is required to save your projects. Keeping several copies on multiple drives is highly encouraged. Cloud based backup is also encouraged. Students are responsible for keeping their work properly saved.

2 - A laptop or tablet capable of running a DAW. Students will be given links to a free, cross platform DAW which may be used for coursework.

Digital Access:

Students will be invited to a google drive to share and submit work.

Syllabus Disclaimer:

This syllabus is subject to adjustment or change.

Student Accommodation:

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>

Land Acknowledgment:

The Design Innovation Summer Institute at UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging.

Statement On Commitment To Inclusive Excellence:

I commit to continually educating myself in how to be a better ally and champion of all students. I routinely seek additional training through CSUF and LACC's Faculty Development Center, my theatrical union IATSE USA 829, and elsewhere to not just teach and model, but learn and grow as a teacher. I pledge to make space for, amplify, and empower all voices.