

# TPA 4020 Lighting Design 1

Fall 2023

Instructor: **Eli Carnahan**  
Email: [ecarnahan@ufl.edu](mailto:ecarnahan@ufl.edu)  
Office Hours: By Appointment  
Office: CON 216

Class Day: **Tuesday/Thursday**  
Time: **10:40-12:35**  
Location: CON 0216  
Section: 18026

## Course Description

This course is designed to develop your technical skills as a lighting designer in addition to building your artistic abilities in the art of lighting design. The course is split between exercises that build your foundation of technical skills and projects that create an analytical framework for lighting design as an art form. Once this foundation has been built, students will have the chance to use these skill sets to create full design concepts and packages of their own. In addition, throughout the semester, students will be required to train their eyes by identifying lighting in their own lives, as well as, analyzing various designs throughout the semester.

## Prerequisite Knowledge and Skills

- An interest in production for live events. A willingness and desire to participate in the technical operation of productions at UF.
- TPA 4930 Practical Stage Lighting

## Course Goals and/or Objectives

- Students will understand the past, present, and future applications of stage lighting for live events.
- Students will develop vocabulary and knowledge at an advanced level for engagement in a production.
- Students will develop a holistic approach to lighting design that will inform other aspects of their creativity.
- Students will be educated on school equipment providing solutions for stage lighting.
- Students will be introduced to the lighting lab design and production environments.
- Students will be able to identify lighting applications and solutions in contemporary live performance applications.
- To create an open atmosphere and encourage students to tap into their interests and experiences.

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## Textbooks, Software and Instructional Materials

Students will complete drafting projects using Vectorworks 2023, available on the computer lab machines. Additionally, students will be instructed to download [ETC Nomad](#), to help them follow along while learning to program.

Students are required to also purchase:

- A Practical Guide to Stage Lighting (3rd Edition) by Steven Louis Shelley (**REQUIRED**)

Scripts

- *Trifles* by Susan Glaspell ([PDF](#))
- *Picasso at the Lapin Agile* by Steve Martin [Purchase](#) (\$10.95)

## Course Fees

Material and supply fees are assessed for certain courses to offset the cost of materials or supply items consumed in the course of instruction. A list of approved courses and fees is published in the Schedule of Courses each semester. (UF-3.0374 Regulations of the University of Florida). Material and supply and equipment use fee information is available from the academic departments or from the schedule of courses (Florida Statutes 1009.24). The course fee for this class is [\\$137.50](#).

## Course Schedules

Week #	Date	Topic	Homework Assigned (Day Assigned)	Homework Due (Day Due)
1	8/24/23	Syllabus Review + Intro to Lighting Design	Purchase Course Materials/Shelly Chapter 1	NA
2	8/29/23	Reintroduction to Lighting Design/Reading Light Plots	Chapter 1 Quiz/Drafting Project – Shelley Plot	
2	8/31/23	Discussion of Lighting Design History /VW 1	Read Shelley Chapter 6	

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3	9/5/23	Objectives of Design/VW 2	Read Shelley Chapter 6	Chapter 1 Quiz
3	9/7/23	Systems, Light Keys, and Plot Setup/ VW 3	“A New Questions About Color” - Cynthia Freeland	
4	9/12/23	Color Theory in Light/VW4	Shelley Chapter 5	<u>Shelley Chapter 6 Quiz</u>
4	9/14/23	VW Studio	Read Trifles	
5	9/19/23	Trifles Discussion/ VW Studio	Midterm – Trifles Concept Design/Trifles Quiz	Read Trifles/ Shelley Chapter 5 Quiz
5	9/21/23	Analyzing a text for Light/VW Magic Sheets		<b>Drafting Project Due</b>
6	9/26/23	LD Paperwork/VW Magic Sheets	Lighting Analysis for Trifles	Trifles Quiz
6	9/28/23	Finding Research Images/VW Studio		
7	10/3/23	Cue Score/Cue Sheet Creation + Budgeting		Trifles Concept Due (Canvas)
7	10/5/23	Analyzing Texts/Studio Day		

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8	10/10/23	Discussion of <a href="#">Trifles</a> + Visual Research		<b>Trifles Project Due</b>
	10/12/23	Lighting for Music – Video Analysis	Music Analysis Project	
8	10/17/23	Text Analysis/ Designing for Music		Music Performance Choice Due (Canvas)
9	10/19/23	Lighting Programming	Programming Project	
9	10/24/23	Programming Cont.		<b>Music Analysis Due</b>
10	10/26/23	Concept Research /Programming Studio		Song Choice Due (Canvas)
11	10/31/23	Programming Studio		
11	11/2/23	Programming Studio		
12	11/7/23	Programming Studio		
12	11/9/23	Music Project Presentations		<b>Music Project Due</b>
13	11/14/23	Final Project Intro + Play Choice	Final Project	
13	11/16/23	Studio Day		

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14	11/21/23	Studio Day		
15	11/28/23	Studio Day		
15	11/30/23	Final Design/Plot Presentations		Final Design/Plot Presentations
16	12/3/23	In class viewing - <i>Annihilation</i>		
16	12/5/23	Decoding Metaphor - <i>Annihilation</i>		

## The Syllabus and Deadlines

Our Syllabus is a roadmap for success, not a contract. As such variances are to be expected with influence from class discussion, topics of interest, gaps in our knowledge base, and unforeseen circumstances. However, to achieve learning goals in our allotted time, our class wide project deadlines will be maintained. If personal circumstances cause significant disruption to your work, please schedule a time to speak to me in person so we can figure out a solution.

## Projects

- **Attendance and Participation (15%)**
  - We will follow the UF attendance policy detailed in your student handbook.
  - This class is based around discussion. Students are expected to provide thoughtful commentary on readings, SoTD performances, class relevant topics, and other artistic endeavors.
  
- **Quizzes (10 Percent)**
  - Quizzes
    - Students will be tasked with completing quizzes that cover topics learned in class, plays that are required to be read, or pages of textbooks that are required to be read.
  
- **Drafting Project (15 Percent)**

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- Students will be given a pdf version of the light plot that is found in Shelley. Students will then be required to demonstrate their Vectorworks skills by not only copying but updating the plot as seen fit. Students will be asked to update the lighting fixtures in the plot to resemble a more contemporary lighting layout. However, all of the lighting information such as channel and address should remain the same. Some important things to remember to pay attention to are...
  - Title Block Layout
  - Line Weights
  - Fonts
  - Label Legend Layouts
  - Instrument Symbols
- **Trifles (10 Percent)**
  - Students will be asked to create a condensed package for (*Trifles*). They will be required to analyze the play, research, create a design concept, choose a color palette, create limited paperwork, cue score, and magic sheet. The students will be provided with scenic design and venue. During the final exam slot, each student will give a final design presentation; this is not the full design package, but instead an opportunity to demonstrate the ability to effectively communicate the artistic intent behind the design. Deliverables include...
    - Presentation around 10 minutes long
    - A concept statement around 250 words.
    - Research images
    - A complete cue score.
    - A magic sheet.
    - All items should be submitted in a professional PDF package in addition to the base files.
- **Music Analysis Project (15 Percent)**
  - Students will select a full, filmed music performance to analyze the lighting design. Analysis should include insightful comments on design intent, color choices, how well the design supports the music, how well the design supports the other show elements, and how the design affected you personally. Potential performances TBD.
  - Students must deliver an insightful analysis of the performance, no less than 1000 words, in MLA format. Students must deliver a link to the recorded performance with their canvas submission.
- **Programming Project (15 Percent)**
  - Music Project

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- You will create a 3-5 minute lighting program in the light lab, or in ETC Augment3d, to a piece of music of your choice, using the moving and color-changing lights. Additionally, there must be a minimum of 40 cues and they must all be linked together, so you'll just have to press "GO" once to make them start. Lastly, you will also need to turn in a Cue List, explaining your choices at each moment/cue. Students will be graded on their programming, as well as their artistic vision of their piece.
  
- **Final Project [Choose 1] (20 Percent)**
  - **Play Design Project**
    - Students will be asked to create a full design package for (Play of Your Choice). They will be required to analyze the play, research, create a design concept, choose a color palette, create paperwork, cue score, and magic sheet, as well as a full plot for the production. The students will be provided with a set and theatre for the set. During the final exam slot, each student will give a final design presentation, this is not the full design package, but instead an opportunity to demonstrate the ability to effectively communicate the artistic intent behind the design. Deliverables include...
      - Presentation around 10 minutes long (To be presented on 12/6)
      - A concept statement of around 250 words
      - Research images
      - A complete cue score.
      - A magic sheet.
      - Light Plot and Section
      - All items should be submitted in a professional PDF package in addition to the base files.
  - **Rep Plot Project**
    - Students will create a 3D rep plot in Vectorworks or WYSIWYG from the knowledge they learned from the drafting project. This 3D model with lights will be presented in front of the class on 12/6. Within the 3D model, the student must include.
      - Theatrical Architecture w/to scale wall treatment/paint
      - Lighting Rep Plot w/Lights in appropriate placements
      - Plots
        - Section of Space

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- Plan of Space

## **Lighting Grades Breakdown**

Attendance and Participation (15%)

Quizzes (10%)

Drafting Project (15%)

*Trifles* Project (10%)

Music Analysis (15%)

Programming Project (15%):

Final Project (20%)

## **Grading Scale**

<b>Letter Grade</b>	<b>% Equivalency</b>	<b>GPA Equivalency</b>
<b>A</b>	<b>94-100%</b>	<b>4.0</b>
<b>A-</b>	<b>90-93%</b>	<b>3.67</b>
<b>B+</b>	<b>87-89%</b>	<b>3.33</b>
<b>B</b>	<b>84-86%</b>	<b>3.00</b>
<b>B-</b>	<b>80-83%</b>	<b>2.67</b>
<b>C+</b>	<b>77-79%</b>	<b>2.33</b>
<b>C</b>	<b>74-76%</b>	<b>2.00</b>
<b>C-</b>	<b>70-73%</b>	<b>1.67</b>
<b>D+</b>	<b>67-69%</b>	<b>1.33</b>
<b>D</b>	<b>64-66%</b>	<b>1.00</b>
<b>D-</b>	<b>60-63%</b>	<b>.67</b>
<b>E, I, NG, S-U, WF</b>		<b>0.00</b>



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More information on grades and grading policies can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Course Policies

There are a number of class projects. It is important to complete the class projects in the time assigned, as completed projects will become the basis for continued projects. Most projects will need to be completed in the week's interim between course meetings.

## Grading

Your assignment grades will be based on these factors: - Your understanding of the assignment and your ability to follow instruction - The completion of the project during the time required - All factors that are in the assignment are addressed completely and correctly - Your quality, level of research, preparedness, and ability to discuss your project using the correct terminology when called upon.

## Participation and Attendance

We value participation more than mere attendance. Each Instructor is responsible for communicating the specific details of what percentage of your grade (if any) will be assigned to participation, and how class participation will be measured and graded. Real Time interaction with your peers and the Instructor will empower you to greater achievement. Attendance to receive the proper instruction and example is paramount to your success in this class. If your absence cannot be avoided, please contact the Instructor prior to the class session that needs to be missed. More than one (1) unexcused absence will result in a deduction of 5% of the participation grade for each missed session.

## Make-up Policy

Late assignments or Missed Exams will be marked down unless a prior arrangement is made. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Course Technology

The students will be required to have access to, and use a personal computer with the access to the Internet. Word editing software will be required for written assignments. Students should have personal access to the Internet. Other technologies will be introduced during the course session.

## Course Communications

Students can communicate directly with the Instructor regarding the course material through the email. Electronic communication must demonstrate a formal tone and style and , unless absolutely urgent, will be responded to M-F 10am – 6pm

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## UF Policies

University honesty Policy UF students are bound by The Honor Pledge that states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/studentconducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## PLAGIARISM

Plagiarism is a violation of the UF honor code. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to: 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution. 2. Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. Students shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources includes any paper or project authored by the student (or another student) and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.

## CLASS DEMEANOR

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

## Students requiring accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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**Netiquette Communication Courtesy** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats, more information can be found at: <http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

## **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 at <https://evaluations.ufl.edu/results/>.

## **Campus Resources**

### **Health and Wellness**

#### **U Matter, We Care**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/Default.aspx> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

1. University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

## **Academic Resources**

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

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- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>
- Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)
- On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

*Disclaimer: This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*