

I. CATALOG INFORMATIONA. Discipline: TECHNICAL THEATREB. Subject Code and Number: TTHA M23AC. Course Title: Lighting Design I

D. Credit Course units:

Units: 3Lecture Hours per week: 2Lab Hours per week : 3Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 35 - 35

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5**Total Combined Hours** in a 17.5 week term: 87.5 - 87.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for creditH. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: _____

I. Course Description:

Introduces the study and execution of stage lighting practices with an emphasis on equipment, control, composition and color. Includes practical experience in the hanging, focusing, circuiting and operation of lighting equipment.

J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)TTHA M20Other: No Yes

K. Other Catalog Information:

C-ID: THTR 173

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	identify, define, and describe terminology commonly associated with theatrical lighting design and execution.	Quizzes and tests on required vocabulary and terminology
2	demonstrate an understanding of the function and application of various theatrical lighting instruments.	Execution of practical skills learned
3	describe historic lighting practices and techniques.	Quizzes and tests on required vocabulary and terminology
4	recognize and explain the different types of drawings and paperwork commonly used in theatrical lighting design; be able to create basic paperwork for a simple unit set.	Written/drawn assignments based on appropriate rubric
5	demonstrate an understanding of the basic principles of electricity and utilize electrical safety practices.	Demonstration of learned skills and ability to interface with technologies and tools
6	demonstrate practical skills in the hanging, circuiting, focusing, and operation of theatrical lighting equipment including light board operation.	Demonstration of learned skills and ability to interface with technologies and tools
7	apply the controllable qualities of theatrical lighting in creating a design composition, (distribution, color, intensity, and movement).	Written and/or oral design presentation based on appropriate rubric
8	demonstrate an understanding of style, color, texture, angle and mood as they relate to theatrical lighting design.	Written and/or oral design presentation based on appropriate rubric

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		

25.00%	Basic Lighting Tools: - Electrical theory and practice - Lighting equipment - Lighting design paperwork	1, 2, 4, 5, 6
15.00%	Introduction to Designing with Light	1, 2, 8
15.00%	History of Lighting and Standard Lighting Design Practices	3
15.00%	Professional Preparation: - Rehearsal and performance procedures - Lighting design as a profession	1, 2, 4, 5, 6, 7, 8
30.00%	Design Choices: - The production process - Source of light - Color theory and methods of color manipulation - Lighting angles	1, 2, 3, 7, 8
Lab (must total 100%)		
30.00%	Design Projects: - Design practical projects that utilize knowledge of the qualities of light, color theory, and composition - Design lighting for one-act or scene from a play	1, 2, 4, 5, 6, 7, 8
10.00%	Lighting Control: - Experience using the light board and programming	1, 2, 7
30.00%	Introduction to Stage Lighting: - Instruments - Equipment - Tools	1, 2, 4, 5, 6, 7
30.00%	Production Lighting: - Participate in hanging, focusing and circuiting of lighting equipment for departmental productions	1, 2, 4, 5

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	research and write a paper on the specific lighting requirements for a play.
2	create lighting documentation including queue sheets, instrument schedules and plots.
3	create an instrument schedule or hookup.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	critique on live play performance.
2	analysis of the lighting utilized at a dance concert.
3	analysis of the lighting utilized at a musical concert.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	conduct an analysis of a script to determine the lighting requirements.
2	choose lighting color choices appropriate for theme or narrative of a play.

3	vary light intensity to denote mood and emotion.
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V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify) Demonstration of lighting instruments and lighting boards
- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|----------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input checked="" type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Skills evaluation for electrical wiring

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Wolf, R. Craig, and Dick Block. Scene Design and Stage Lighting. 10th ed. Cengage, 2013.

Essig, Linda, and Jennifer Setlow. Lighting and the Design Idea. 3rd ed. Wadsworth, 2012.

Mort, Skip. Stage Lighting: The Technicians' Guide: An On-the-Job Reference Tool with Online Video Resources. 2nd ed. Methuen Drama, 2015.

Kaluta, John. The Perfect Stage Crew: The Complete Technical Guide for High School, College, and Community Theater. 2nd ed. Allworth, 2016.

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
UC Irvine	DRAMA 50C	Introduction to Lighting Design	4
UC Santa Cruz	THEA 19	Design Studio: Lighting Studio A	5

CSU Fresno	ID 130	Lighting Design	2
CSU Long Beach	THEA 148	Stage Lighting	3
CSU San Bernardino	TA 232	Lighting for Stage and Screen	3
Fullerton College	THEA 170F	Beginning Theatrical Lighting	3
College of the Sequoias	DRAM 15	Beginning Stage Lighting	3
West Valley College	THEAR 18A	Introduction to Stage Lighting	3

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:
 Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
- Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

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A1 A2 A3 B1 B2 B3 B4
 C1 C2 D1 D2 D3 D4 D5

 D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
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- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Depending on the semester's performances, locate the appropriate plays and background information and conduct research using the Library's print and online resources, including the Library's special Theatre Arts collection of scripts.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

TTHA M23A: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will create lighting schedules and light plots that will maximize technical and consumable resources.
2. Interpersonal: the students will have experience collaborating with instructor, directors, crew members and peers in hanging, focusing and the operating lighting equipment for the stage.
3. Information: the students will develop a working knowledge of lighting designs,

the use and manipulation of color, and light board operations.

4. Systems: the students will understand the multi-tiered process involved in lighting a play from pre-production to final production.
5. Technology: the students will have hands-on practical experience with theatrical lighting instruments, computer programs and light boards.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will be required to write instrument schedules and light plots and communicate designs to a director and/or crew.
2. Thinking Skills: the students will be working using critical thinking skills as they translate the concepts/themes of a play into a lighting design that embraces mood, tone and theme.
3. Personal Qualities: the students will be interfacing with other students in a leadership role and will be responsible for the lighting design of a play.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

TTHA M23A: Not Applicable

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

TTHA M23A: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

TTHA M23A: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

TTHA M23A: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: TECHNICAL THEATRE

Discipline Code and Number: TTHA M23A

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty John Loprieno 12/29/2017

Faculty Peer: Suzanne Fagan 01/01/2018

Curriculum Rep: Robert Salas 01/30/2018

Department Chair: John Loprieno 01/17/2018

Division Dean: Jennifer Goetz 01/24/2018

Approved By:

Curriculum Chair: Jerry Mansfield 03/12/2019

Executive Vice President: _____

Articulation Officer: Letrisha Mai 02/21/2019

Librarian: Mary LaBarge 02/18/2019

Implementation Term and Year: Fall 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 03/05/2019

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 03/13/2019