EXPANDED COURSE DESCRIPTION

DANCE

School of the Arts, Media, Performance and Design
Department of Dance

FA / DANC 5270 3.0 SECTION A
LIGHTING DESIGN FOR DANCE
FALL 2020 / WINTER 2021

Last Modified Date: 09/02/2020

COURSE CALENDAR DESCRIPTION

Introduces the theory and practical application of stage lighting design with an emphasis on lighting for dance.
The objective of the course is to develop a professional approach to Lighting Design with a special focus on lighting for dance. The exploration is based on the methods of the originators of modern lighting design theory (i.e., Jean Rosenthal and Stanley McCandless, et al.). The course further examines in detail the motives, methods, procedures and mechanics of stage lighting design with an emphasis on necessary procedure as accepted by working professional lighting designers and an appreciation for creativity. The method of instruction includes lectures, group discussion and hands-on practice. Each class contains a mixture of these methods. As much as six hours of assigned reading and projects outside of class time may be required each week.

INSTRUCTOR(S)

<table>
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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Jimenez, Jennifer</td>
<td>Sec. A / LECT / F</td>
<td><a href="mailto:jjimenez@yorku.ca">jjimenez@yorku.ca</a></td>
<td>York Ext. 22482</td>
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<td>Sec. A / LAB / F</td>
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SPECIAL FEATURES

Course: FA/DANC 4270 & GS/DANC 5270 F A 3.0 – Lighting Design for Dance
Term: Fall 2020-2021
Course Director: Jennifer Jimenez
Course Director
Jennifer Jimenez
Office: 323 ACE
Email: jjimenez@yorku.ca
1. Special Features

Course consultation hours: Refer to class website.
Prerequisite / Co-requisite: for Dance Students ~ FA/DANC 1271 3.00, or permission of the Dance Department.
Expanded Course Description: The objective of the course is to develop a professional approach to Lighting Design with a focus on Lighting Design for Dance. The exploration will be based on the methods of the originators of modern lighting design theory (i.e. Jean Rosenthal and Stanley McCandless, et al.). The course will further examine in detail the motives, methods, procedures and mechanics of stage lighting design with an emphasis on necessary procedure as accepted by current working professional lighting designers and an appreciation for creativity. The method of instruction will include lectures, group discussion and hands-on practice. Each synchronous session will contain a mixture of these methods. As much as six hours of assigned reading and projects outside of class time may be required each week.
Location: Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

Organization of the course:

Synchronous Sessions will happen on Zoom, on Fridays from 12:00-15:00. Students will be expected to complete assigned readings and tasks before the weekly Synchronous Session. Please see class webpage for details, and to access the Zoom meeting link for sessions.

Course consultation hours: see class website, or by appointment

Course Webpage: https://moodle.yorku.ca/moodle/

- Technical requirements for taking the course: Students will be participating in the course seminars through video conferencing on Zoom. They will also require access to internet to connect to the Class Moodle sight. A computer or smart device with a microphone and webcam, will be required. A device for photographing or making short videos, such as a phone is also required. A stable, high-speed internet connection is recommended.

Students will be using the ETC Augment3d software – a computer with the minimum technical specifications listed below is required.

Augment3d Beta on PC requires:
• Windows 7 or later (64 bit OS)
• 1GB free disk space
• Screen resolution of at least 1280 x 1024

Augment3d on Mac requires:
• Multi-core processor with clock frequency higher than 2.0 GHz
• OS X Mojave (v10.14.3) or later
• > 500 MB free disk space
• Screen resolution of at least 1280 x 1024
• > 512 MB of RAM

You can use the following website to test your internet connection. https://www.speedtest.net/

Please reference the following useful links for computing information, resources and help:
Computing for Students Website https://student.computing.yorku.ca/
Student Guide to eLearning at York University http://elearning-guide.apps01.yorku.ca/
Learning Skills Services https://lss.info.yorku.ca/online-learning/
Zoom@YorkU User Reference Guide
Zoom@YorkU Best Practices

Topics and Concepts

Dance and Light: The Partnership Between Choreography and Lighting Design, Author: Kevin Dreyer – available at York Bookstore or at York Library as a full access online resource.
Course Reading Kit
FA/DANC 4270, GS/DANC 5270 Course Kit – available at the Book Store
All weekly lecture content, assignments, readings (including other online resources) and presentations are listed on the course website.
Students will also be receiving a “DIY Lighting Kit”, with equipment for at home assignments.

Recommended Materials:
12”x18” heavy duty construction paper and Soft or Chalk pastels – Do not purchase until discussed further in class.

Learning Outcomes with Examples

Course Learning Outcomes:
This course offers you the opportunity to explore Lighting Design for Live Performance, with an emphasis on the world of dance. In this introductory course, you will concurrently study the technical and theoretical considerations of the profession. There will be a wide range of material covered, with the opportunity to explore chosen areas in depth as part of your individual assignments. For Remote Delivery, the lecture and labs will be combined in to one weekly Synchronous session. It will be devoted to theoretical, and procedural aspects of professional lighting design, and include practical demonstrations of lighting equipment and software. Hands on skills building and learning will happen inside and outside of the session, through class activities and at home assignments. You will be expected to complete assigned readings and tasks before each Synchronous session. You will also have the opportunity to work with a choreographer to design and propose a lighting concept and implementation plan for a site-specific performance.

By the end of this course, in the following areas, students will be able to:

Breadth, Depth of Knowledge
Identify, describe, and assess for purpose, the equipment found in a typical theatre lighting system; the conventional, intelligent and LED luminaires found therein and their associated cables/connectors.
Demonstrate an understanding of photo-metrics as applied to lighting instruments.
Demonstrate an ability to virtually, focus a luminaire, set levels and write cues for live performance.

Knowledge of Methodologies
Identify, analyze, integrate and interpret Objectives of Light design, Properties of Light, and the Elements and Principles of Design to contribute to a creative process and/or demonstrate applications with an emphasis on light, dance and performance.
Identify and discuss various theories on the role of design in performance, to generate their own interpretation of the role of the lighting designer within performance.

Application of Knowledge
Apply their knowledge of Light design methodologies to interpret creative tasks using virtual performance technology and/or lighting equipment, using appropriate strategies to solve challenges unique to their own application and context.
Work collaboratively with a choreographer to design and propose a lighting concept and implementation plan, to support a site-specific dance piece.

Communication
Contribute to in-class and Moodle discussions that encourage critical thought and reflection about the course readings and activities.
Discuss and interpret Light Design concepts and related principles through reflective journaling and short written Moodle discussions
Utilize Lighting Production and Design terminology in a confident manner in class discussions and writing assignments.
Awareness of Limitations of Knowledge
Differentiate and evaluate one’s knowledge limitations in regards to course assignments and Light Design and apply appropriate learning goals to address these limitations.
Value the purpose of honing one’s awareness of limitations of knowledge.

Autonomy and Professional Capacity
Assume responsibility for developing an “eye” for light, and an appreciation of the emotional, psychological, and physical response it can evoke, through an ongoing light journal, course discussions, and assignments.
Exemplify professional conduct at all times with peers and course director.
Contribute to a positive and supportive learning space inside and outside the class sessions.

3. Graded Assessment
The final grade for the course will be based on the following items weighted as indicated:

- Defining Design/PechaKucha Assignment: 15%
  1. (Undergrad level) Defining Design for Live Performance (written assignment)
  2. (Grad level) PechaKucha presentation on major ‘Design Movements’

- Practical Assignments (3 Assignments X 10% each) 30%
  Site specific Collaborative Exploration – 15%
  Dance Innovations Proposal 15%
  Ongoing Light Journal 15%

- Participation in class activities, discussions and online forums/galleries 15%

Total: 100%

Additional Research Paper or Presentation for Graduate Students 30%

Topic and Bibliography
Research Paper or Presentation
See course website for assignment details and due dates.
Note: “Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Undergraduate Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York. For a full description of York grading system see the York University Undergraduate Calendar at:

https://calendars.students.yorku.ca/2020-2021/grades-and-grading-schemes

Undergraduate Grading System (FA/DANC 1271), are graded according to the following scale. The numerical grade point values are used to compute averages. The Definition of Grading Descriptions will be used to assess performance.
A+, GP 9, 90-100%. **Exceptional.** Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

A, GP 8, 80-89%. **Excellent.** Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+, GP 7, 75-79. **Very Good.** Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/ techniques in satisfying the requirements of an assignment or course.

B, GP 6 70-74%. **Good.** Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+, GP 5, 65-69%. **Competent.** Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C GP 4, 60-64%. **Fairly Competent.** Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+, GP 3, 55-59%. **Passing.** Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D GP 2, 50-54%. **Barely Passing.** Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E, GP 1, (marginally below 50%), **Marginally Failing**

F, GP 0, (below 50%), **Failing**

**Graduate Grading System**

Preamble: Graduate students enrolled in GS/DANC 5270 will be expected to engage and perform at a higher level than undergraduate students. In areas of participation, they will be expected to lead discussion groups and research projects, and when appropriate, offer direction and support to undergraduate students. Graduate students often have experience in working with lighting designers during their careers and are encouraged to share that knowledge with others. In addition, as the field of ‘technology in support of live performance’ is changing at an exponential rate, graduate students will be asked to actively participate in on-going discussions regarding course content and structure, ensuring critical relevance to the art and industry. It is expected that Graduate students will perform all assigned tasks with a dedicated commitment to excellence and therefore they will be graded to a higher standard than undergraduate students.

(GS/DANC 5270 3.00) are graded according to the following scale. The numerical grade point values are used to compute averages. The Definition of Grading Descriptions will be used to assess performance.

**Graduates Student Grading System***

A+ (Exceptional) 90 – 100%
A (Excellent) 85–89%
A- (High) 80–84%
B+ (Highly Satisfactory) 75–79%
B (Satisfactory) 70–74%
C (Conditional) 60–69%
F (Failure) 00–59%
I (Incomplete) N/A

*See grading descriptions above

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be submitted on-line, on the due date, at the beginning of class unless stated otherwise.

**Lateness Penalty:** Assignments received later than the due date will be penalized one half-grade point for each day the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but might require supporting
Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. A later time to write a make-up test will be booked under the discretion of the Course Director. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Additional Information

Last date to drop a fall term (F) course without receiving a grade: November 6, 2020
Last date to drop a winter term (W) course without receiving a grade: March 12, 2021
Last date to drop a full year (Y) course without receiving a grade: February 5, 2021

Please note that financial deadline dates differ from add/drop deadlines.

Department of Dance Video Guidelines (excerpts):

The Department of Dance has developed these guidelines in order to raise awareness of expected behaviour regarding recording/videotaping curricular work, and to foster a culture of respect for intellectual and creative property, as well as for individual privacy.

While the Department recognizes the democratizing effect of the internet, the Department requests that students do not post curricular work publicly to the internet, unless by express permission of the Chair of the Department, and waivers signed by all concerned. Work is to be shared only via private file-sharing access. This applies to documentation made by the Department and/or by individual students for their own archives.

Academic Policies / Information

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:

York’s Academic Honesty Policy and Procedures / Academic Integrity Web site
- Access/Disability
- Ethics Review Process for Research Involving Human Participants
- Religious Observance Accommodation
- Student Code of Conduct

Additional information:
- Academic Accommodation for Students with Disabilities
- Grading Scheme and Feedback Policy

The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

- Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more. http://www.registrar.yorku.ca/enrol/dates/index.htm
- Manage my Academic record
  http://myacademicrecord.students.yorku.ca/
- "20% Rule"

No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.
Final course grades may be adjusted to conform to Program or Faculty grades distribution profile

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University