BASIC LIGHTING FOR DRAMA TEACHERS

Instructor

CLAIRE BROOME

Materials

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

Course length

6 modules
36 minutes of video
1 credit hour

Course Description

Join drama teacher Claire Broome and explore the basics of lighting, including lighting systems and instruments, lighting plots, how to record a lighting cue, and alternative sources of lighting. You'll learn some practical, hands-on ways of using lighting in your classroom or theatre, whether you have a lighting system or not.

This course is packed with hands-on examples, activities for your students, and videos to develop your students' understanding. Find out why lighting is such an important character in a production.

About the Instructor

Claire Broome is a Drama teacher, Lead Teacher for the Arts and Culture Specialist High Skills Major program, and Curricular Head of the Arts at John Fraser Secondary School in Mississauga, Canada. Claire is a graduate of the Theatre and Drama Studies program at UTM and Sheridan College.

In her "spare" time Claire writes plays, and collaborates with students to create a Youtube show called "Student Government". In her younger days, Claire performed in touring children's theatre shows.

Course Curriculum

Lesson 0: Introduction *2:08*
Review of objectives of the course and how to approach each module.

Lesson 1: The Lights *14:13*
Learn how lighting works, name the different parts of lighting instruments and accessories and finally, what kinds of light each instrument produces.

Lesson 2: Lighting Systems *5:41*
Explore the parts of lighting systems and different types of lighting boards.

Lesson 3: Lighting Plots *5:05*
Learn how lights can be hung for maximum flexibility when lighting.

Lesson 4: Recording Lighting *3:23*
Learn how to record lighting cues for future use and how to connect them to the stage manager's prompt book.

Lesson 5: Low-Budget Lighting *6:22*
How to light a show on a budget; learn some alternatives to a traditional lighting system.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 7
TH:Cr1.1.7.b - Explain and present solutions to design challenges in a drama/ theatre work.

Generate and conceptualize artistic ideas and work - High School Proficient
TH:Cr1.1.HSI.b - Explore the impact of technology on design choices in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished
TH:Cr1.1.HSII.b - Understand and apply technology to design solutions for a drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Proficient
TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

TH:Cr2.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 6
TH:Cn11.2.6.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

Apply criteria to evaluate artistic work - Grade 7
TH:Re9.1.7.b - Consider the aesthetics of the production elements in a drama/theatre work.

Apply criteria to evaluate artistic work - Grade HS Proficient
TH:Re9.1.HSI.b - Consider the aesthetics of the production elements in a drama/theatre work.

California VAPA Standards (2019)

7.TH:Cr1 Generate and conceptualize artistic ideas and work
7.TH:Cr1.c - Explain and present solutions to design challenges in a drama/ theatre work.

Prof.TH:Cr1 Generate and conceptualize artistic ideas and work
Prof.TH:Cr1.c - Explore the impact of technical theatre elements on design choices in a drama/theatre work.

Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.
Acc.TH:Cr1.c - Understand and apply technical theatre elements to design solutions for a drama/theatre work.

Prof.TH:Cr2 Organize and develop artistic ideas and work.
Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

6.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
6.TH:Cn11.2.b - Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

7.TH:Re9 Apply criteria to evaluate artistic work.
7.TH.Re9.c - Analyze and evaluate the aesthetics of the technical theatre elements in a drama/theatre work.

Prof.TH:Re9 Apply criteria to evaluate artistic work.
Prof.TH.Re9.c - Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.

Colorado Academic Standards - Drama and Theatre Arts

Seventh Grade
DT.7.1.1.b - Students Can: Explain and present possible solutions to design challenges in a drama/theater work.

DT.7.3.4.b - Students Can: Examine the aesthetics of the production elements in a drama/theatre work.

High School - Fundamental Pathway
DT.H1.1.1.b - Students Can: Explore the impact of technology on design choices in a drama/theatre work.

DT.H1.1.2.a - Students Can: Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

DT.H1.1.2.b - Students Can: Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.

DT.H1.3.4.b - Students Can: Evaluate the aesthetics of the production elements in a drama/theatre work.

High School - Advanced Pathway
DT.H2.1.1.b - Students Can: Understand and apply technology to design solutions for a drama/theatre work.

Common Core

Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language
CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Language
CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing
CCSS.ELA-LITERACY.W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Florida Sunshine State Standards
Critical Thinking & Reflection
TH.912.C.1.4 - Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

TH.912.C.2.1 - Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

Organizational Structure
TH.912.O.3.3 - Analyze and demonstrate how to use various media to impact theatrical productions.

TH.912.O.3.5 - Design technical elements to document the progression of a character, plot, or theme.

TH.912.O.3.6 - Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

Skills, Techniques & Processes
TH.912.S.2.1 - Create one or more technical design documents for a theatrical production.

TH.912.S.2.2 - Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

Georgia Performance Standards - Theatre Arts
Grade 6 - Performing
TA6.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate technical elements in performance.

Grade 7 - Performing
TA7.PR.2 - Execute artistic and technical elements of theatre., a. Select a variety of technical elements that can be applied to a theatrical work., b. Incorporate artistic and technical elements into a theatre performance.

Grade 8 - Creating
TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

Grade 8 - Performing

TA8.PR.2 - Execute artistic and technical elements of theatre., a. Incorporate artistic and technical elements into a theatre production., b. Resolve conflicts in technical applications.

Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Performing
TAHSAD.PR.2 - Execute artistic and technical elements of theatre., a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing
TAHSFT.PR.2 - Execute artistic and technical elements of theatre., a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers., b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management., c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms., d. Formulate effective theatrical designs in order to support the text and directorial concept.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating
TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound)., a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Producing
TAHSTT.PR.1 - Produce technical elements in theatre., a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions., b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production., c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production., d. Conduct initial research about design to inform further development of the production concept., e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Responding
TAHSTT.RE.1 - Respond to technical elements of theatre using appropriate supporting evidence., a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements., b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space)., c. Evaluate design choices of professional designers., d. Evaluate design and technical

elements in a post mortem following the completion of a theatre production.

Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Connecting
TAHSTT.CN.1 - Connect technical elements of theatre., a. Explore and understand the collaborations between designers and directors to develop design elements., b. Investigate the history of theatre architecture, stage technology, and other technical elements., c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres)., d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits)., e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

North Carolina Essential Standards 2024

Beginning High School Create
B.CR.1.3 - Incorporate introductory technical elements using available facilities, technology, and tools to enhance theatrical works.

Beginning High School Present
B.PR.2.3 - Implement technical elements to support scripted or devised presentations.

Intermediate High School Create
I.CR.1.3 - Implement original technical designs into theatrical works using available facilities, technology, and tools.

Intermediate High School Present
I.PR.2.3 - Implement technical elements to enhance theatrical works.

Accomplished High School Connect
AC.CN.2.2 - Analyze how technical elements enhance theatrical works.

Accomplished High School Create
AC.CR.1.3 - Implement original technical designs reflecting specific situations, styles, or genres incorporating available facilities, technology, and tools.

Accomplished High School Present
AC.PR.2.3 - Implement technical designs to tailor theatrical works for a range of audiences, spaces, or budgets.

Advanced High School Create
AD.CR.1.3 - Implement original technical designs reflecting various time periods or cultures incorporating available facilities, technology, and tools.

Advanced High School Present
AD.PR.2.3 - Implement technical elements effectively from design through actualization to enhance theatrical works.

North Carolina Essential Standards 2010

Beginning High School Standards - Aesthetics

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

Intermediate High School Standards - Aesthetics
I.AE.1.1 - Use technical knowledge and design skills to formulate designs.

I.AE.1.2 - Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

Proficient High School Standards - Aesthetics
P.AE.1.1 - Analyze design concepts for aesthetic impact of technical elements.

P.AE.1.2 - Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

Advanced High School Standards - Aesthetics
A.AE.1.1 - Use technical knowledge and design skills to formulate designs for a specific audience.

A.AE.1.2 - Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.212 LII - Foundations: Inquiry and Understanding
B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.

MS 117.212 LII - Creative Expression: production
B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.

B.3.D - use technology in theatrical applications such as live theatre, video, and film.

MS 117.213 LIII - Creative Expression: production
B.3.B - create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design.

B.3.D - use technology in theatrical applications such as live theatre, video, and film.

MS 117.213 LIII - Critical evaluation and response
B.5.C - demonstrate knowledge of production elements in theatre, film, television, and other media.

HS 117.315 LI - Foundations: Inquiry and Understanding
C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

C.1.H - define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience.

HS 117.315 LI - Creative Expression: production
C.3.A - develop and practice technical theatre skills.

C.3.B - apply technical knowledge and skills safely to create or operate theatrical elements such as scenery, properties, lighting, sound, costumes, makeup, current technology, or

publicity.

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

HS 117.316 LII - Creative Expression: production
C.3.A - develop and practice safe and effective stagecraft skills.

Alberta, Canada
Technical Theatre/Design 10-20-30 - Costume
4 - demonstrate knowledge of appropriate safety procedures

Technical Theatre/Design 10-20-30 - Lighting
1 - demonstrate understanding of the purpose of stage lighting

10 - demonstrate safe and proper care in handling and maintaining available lighting instruments

2 - recognize the importance of illusion in lighting design

3 - demonstrate understanding of the important of artistic unity in lighting design

4 - demonstrate knowledge of appropriate safety procedures

5 - demonstrate understanding of functions of standard lighting instruments: flood, fresnel, ellipsoidal, follow spotlight, border lights

6 - demonstrate understanding of functions of gels, barn doors, gobos, c-clamps, shutters

7 - demonstrate understanding of basic functions of lighting control systems

8 - demonstrate understanding of symbolism and psychological implications of colour, angle, intensity and timing in creating mood

9 - demonstrate understanding that gels affect the way colour is perceived in scenery, costume and makeup

Junior Goal II Objectives
become familiar with disciplines that enhance dramatic process

Junior Orientation
support positivity the work of others

Junior Goal I Objectives
extend the ability to think imaginatively and creatively

Technical Theatre - Levels I, II, III - Awareness
1 - recognize the basic terminology associated with the component being studied

2 - demonstrate understanding of the basic functions of the component being studied.

4 - show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies

5 - demonstrate understanding of the various conventions of the components being studied

Technical Theatre - Levels I, II, III - Readiness
10 - demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawing

11 - arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project

6 - demonstrate understanding of the importance of

planning and organization

8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect

Technical Theatre - Application
12 - demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions

Orientation Drama 10
concentrate on the task at hand

share ideas confidently

British Columbia (2018)
GRADE 9 - DRAMA - Exploring and creating
Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

GRADE 9 - DRAMA - Reasoning and reflecting
Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas

Develop and refine ideas and technical skills to improve the quality of performance pieces

GRADE 9 - DRAMA - Connecting and expanding
Demonstrate increasingly sophisticated application and/or engagement of curricular content

GRADE 10 - DRAMA - Explore and Create
Experiment with a range of props, processes, and technologies

Intentionally select and combine drama conventions

GRADE 11 - DRAMA - Explore and Create
Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Experiment with a range of materials, props, processes, and technologies to create and refine performances

Purposefully select and combine dramatic elements and conventions

GRADE 11 - DRAMA - Reason and reflect
Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

GRADE 12 - DRAMA - Explore and Create
Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works

Intentionally select and combine dramatic elements and conventions

GRADE 12 - DRAMA - Reason and reflect
Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Ontario, Canada
Grades 9 & 10 - Foundations - Responsible Practices
C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of

the following: copyright protection, royalties, public domain, intellectual property rights)

Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies

A.3.3 - use a variety of technological tools (e.g., light, sound, set design, props, models) to enhance the impact of drama works