

# ROSE BRUFORD COLLEGE

## Module Specification

### 1. GENERAL INFORMATION

Title	Introduction to Lighting Design
Module code	LD401
Credit rating	20
Level	4
Indicative scheduled learning and teaching activities	80 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	DMTA
Member of staff responsible	Ben Ratcliffe
ECT*	10
Notional hours of Learning**	200

### 2. AIMS

*The module aims to:*

- teach you the fundamentals of image composition using light
- introduce you to the processes of thinking about, planning for, and making an image
- introduce you to the key craft skills required to realise a lighting design
- explore ways in which theory can underpin practice
- give you the training and experience necessary to work independently in the College's lighting laboratories

### 3. BRIEF DESCRIPTION OF THE MODULE

Making and manipulating visual compositions is a central aspect of lighting design, and in this module you will learn both conceptual and practical approaches to conceiving and realising images. The module will also establish the key processes, techniques and technologies involved in realising a lighting design. You will work primarily in workshop laboratory environments, undertaking a range of practical projects that give you the opportunity to learn through experiment.

In the course of the module you will:

- Examine theories of visual perception, design and communication
- Develop drawing skills and learn to use them to plan your lighting through story boards
- Undertake a range of practical projects, exploring the role of light in visual composition

\* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a module is worth 20 UK credits, this will equate to 10 ECT.

\*\* Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

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- Investigate the role of light in site-specific and installation art works
- Acquire a basic knowledge of and skills in rigging, focusing, programming and stage electrics
- Be trained to work independently in the College's lighting laboratories, following College protocols and safety requirements

You will be required to pass a Health and Safety and Risk Assessment test before you can operate equipment/facilities unattended.

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Describe the principal properties of light (A2) Apply principles to use light to create and alter visual compositions (A1)
Intellectual skills	Identify and articulate appropriate questions and develop a strategy for making an expressive image for a live audience, in response to a given brief (B2, B3)
Practical Skills	Rig and focus simple luminaires in a laboratory environment (C4) Plot and play back simple cue sequences using a basic lighting control system (C4) Work safely in a lighting laboratory environment (C4, A5)
Transferable skills and personal qualities	Work as a team to achieve a given brief, in contexts where the available resources and the aims of the brief are well defined (D2)

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Much of your work in the module will be in groups in workshop and laboratory-based projects, combining student- and tutor-led approaches. Lectures and seminars will introduce the principles and concepts that underpin the practical work. Individual and group reflection on practical projects will develop your ability to evaluate your own work and that of others. As you gain skills, experience and confidence in the laboratory environment, you will be encouraged to experiment independently and explore the qualities and uses of light, with a lower level of tutor input.

The College's VLE will provide learning materials to support your work in the module.

#### 6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
<b>Formative Assessment</b>		

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Presentation of design project	<b>10 minutes + Q&amp;A</b>	
<b>Summative Assessment:</b>		
Group installation project		<b>50%</b>
Reflective commentary with evidence of the individual design process	<b>1200-1500 words</b>	<b>50%</b>
<b>Professional Competencies</b>		
<ul style="list-style-type: none"> <li>• Rigging, equipment skills and electrical safety (tested during lab induction)</li> <li>• Electrical theory and practice</li> </ul>	<b>Observation</b>	<b>Pass/fail</b>
	<b>Test Paper</b>	<b>Pass/Fail</b>

<b>Date of current version</b>	September 2019
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**ROSE BRUFORD COLLEGE**  
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**1. GENERAL INFORMATION**

Title	Light and Culture
Module code	LD402
Credit rating	20
Level	4
Indicative scheduled learning and teaching activities	80 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	DMTA
Member of staff responsible	Ben Ratcliffe
ECT*	10
Notional hours of Learning**	200

**2. AIMS**

*The module aims to:*

- Place the use of light in a broad cultural and performance context
- introduce you to key ideas of how narrative and meaning are made and can be understood
- develop your understanding of your role as designer within a collaborative creative process, through the exploration of text, image and object
- develop your knowledge of performance and design history, traditions and current practices

**3. BRIEF DESCRIPTION OF THE MODULE**

This module sets the work of the lighting designer in its wider cultural and artistic context, and develops your ability to collaborate with others to create artistic works through a shared understanding of how narrative and meaning can be made. The module will ask you to look outwards and draw on diverse ideas and sources as it introduces you to a wide range of performance styles and practitioners, and begins your development as a lighting artist and designer. As well as lectures and seminars you will work on practical laboratory projects that explore light as a key component in telling a story, some of which will be collaborative projects with students from other disciplines.

The module also establishes research and experimentation as key strategies for the lighting designer.

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### 4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Locate your work in its creative and cultural context (A3) Indicate the creative and aesthetic principles which inform different types of lighting approaches in performance (A2)
Intellectual skills	Justify in aesthetic, cultural and other terms the rationale for your response to a given brief (B1, B2, B3, B4) Critically evaluate the success of your chosen approach (B5)
Practical Skills	Select and deploy appropriate technologies to deliver a design scheme in performance, within a laboratory or studio environment and resources (C4) Design, implement and operate an appropriate design scheme in response to a given brief (C4, C10, C11)
Transferable skills and personal qualities	Present your ideas and arguments clearly, using communication techniques appropriate to a seminar presentation (D4)

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The module makes use of lectures, seminars and practical projects, including tutor-led collaborative working with students from other disciplines. The College's VLE will support your research and collaboration by giving you a platform to create and communicate ideas.

### 6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
<b>Formative Assessment</b> Presentation of design scheme including rationale and design documentation, and assessed tutorial	<b>10 mins + Q&amp;A</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Practical design project</li> <li>• Evaluative presentation plus design documentation</li> </ul>	<b>10-15 minute performance</b> <b>10 minute presentation</b>	<b>50%</b>  <b>50%</b>
<b>Professional Competencies</b> <ul style="list-style-type: none"> <li>• Safe installation and use of lighting sources (tested during summative module project)</li> </ul>	<b>Observation</b>	<b>Pass/fail</b>

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**1. GENERAL INFORMATION**

Title	Lighting Design Practice
Module code	LD403
Credit rating	20
Level	4
Indicative scheduled learning and teaching activities	80 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	DMTA
Member of staff responsible	Ben Ratcliffe
ECT*	10
Notional hours of Learning**	200

**2. AIMS**

*The module aims to:*

- introduce you to the relationships between audience, performance and space
- develop your understanding of composition, space and visual perception and communication
- provide you with a detailed understanding of the temporal qualities of light
- equip you with more advanced techniques and processes for developing and implementing your design ideas

**3. BRIEF DESCRIPTION OF THE MODULE**

This module builds on LD401 *Introduction to Lighting Design*, further investigating the mechanics of the image while focusing increasingly on the time dimension of light in performance. You will develop your understanding of the temporal qualities of light as part of time-based art forms. You will also be introduced to the concept of 'ambience' as a way of thinking about the relationships between the audience, the performance and the performance space. You will further develop your understanding of visual perception, and be introduced to semiotics as a way to understand visual communication.

The module also further develops the range of techniques and processes that you are able to use to develop and implement your lighting designs, such as model-making, story boarding, computer-aided drafting (CAD), production paperwork and show control technologies. You will also examine a range of light sources and the basic principles of their optical design.

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The unit prepares you for individual work and responsibilities by allowing you to undertake your own design project alongside personal development workshops.

### 4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Justify the choice of technologies, techniques and processes for the realisation of a lighting design scheme (A1, A2)
Intellectual skills	Analyse the expressive use of light using concepts of visual perception and semiotics (B1, C11) Carry out research and apply critical reflection to develop a lighting design that responds appropriately to a given brief (B2, B4, B5, D8)
Practical Skills	Make appropriate use of the spatial possibilities of light as part of a creative contribution to a performance (C2) Make appropriate use of the temporal possibilities of light as part of a creative contribution to a performance (C2) Accurately control the attributes of light as part of a design scheme (C2, C4)
Transferable skills and personal qualities	Independently manage your project to a clearly defined brief and schedule (D1, D8, C3) Present your ideas and arguments clearly, using appropriate communication techniques and formats (D4)

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The module is delivered through lectures, seminars and laboratory work, and the VLE supports the module with learning materials. You will also work with students and staff from other programmes.

### 6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
<b>Formative Assessment</b> Small-scale realised lighting design with documentation		
<b>Summative Assessment</b> Individual design (performance)	<b>5 minute performance</b>	<b>50%</b>
Presentation of individual design project, including appropriate documentation	<b>10 minutes + Q&amp;A</b>	<b>50%</b>

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<b>Professional Competencies</b> <ul style="list-style-type: none"><li>• Technology – demonstration and seminar</li></ul>	<b>10 minutes + Q&amp;A</b>	<b>Pass/fail</b>
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**ROSE BRUFORD COLLEGE**  
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**1. GENERAL INFORMATION**

Title	Light and Performance
Module code	LD404
Credit rating	20
Level	4
Indicative scheduled learning and teaching activities	80 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	DMTA
Member of staff responsible	Ben Ratcliffe
ECT*	10
Notional hours of Learning**	200

**2. AIMS**

*The module aims to:*

- introduce you to the particular lighting strategies and processes required for a range of performance forms
- develop your understanding of the roles of your collaborators, such as directors, performers and other designers
- develop further your ability to use research to underpin and inform your practice

**3. BRIEF DESCRIPTION OF THE MODULE**

This unit builds on, and develops the skills and understanding acquired in LD402 *Light and Culture*. You will continue to study the role light plays in forming a narrative, and how you may identify strategies and methods to help you in developing your design as an integral part of a performance in a range of forms, such as theatre, dance, film, music, corporate events and the built environment. You will also learn how theories of performance can inform and support your own work.

You will be introduced to the roles of the key collaborators that lighting designers work with, such as directors, performers and other designers, and how to work effectively with them. You will undertake a series of laboratory projects and experiments in collaborative groups, which may comprise students from your own or other programmes, exploring a range of performance forms.

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### 4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	locate your work within current performance traditions, processes and practices (A1)  describe and evaluate the role of a range of specialists within a collaborative performance-making process (A1, A5, B5)
Intellectual skills	Carry out self-directed research in response to a well-defined brief, using identified resources (B2)
Practical Skills	Select and deploy appropriate techniques to record a range of creative processes (C2, C10)
Transferable skills and personal qualities	Collaborate effectively with students from a range of disciplines, using a range of interpersonal skills and demonstrating an ability to listen and respond to the ideas of others (D2, D7, C1)

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Teaching and learning takes place primarily through collaborative group work, including peer evaluation, feedback and assessment. The work in the module is mostly student led practical projects, supported by lectures, seminars and tutorials that give context, provide guidance and prompt reflection and evaluation.

### 6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
<b>Formative Assessment</b> Presentation: analysis of a performance or rehearsal/creative process	<b>15 minutes incl Q&amp;A</b>	
<b>Summative Assessment</b>		
• Realised collaborative project, and	<b>10 minute group presentation</b>	<b>50%</b>
• Research documentation	<b>1500 word research report</b>	<b>50%</b>
<b>Professional competencies</b> Group work and collaboration	Self-assessment task	<b>Pass/Fail</b>

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