



2nd Quarter Notes

- I. Circuits
 - a. Circuit → Complete path for the flow of electricity
 - b. Elements
 - i. Source (ex: Burlington Power)
 - ii. Line (ex: wiring in theatre)
 - iii. Control (ex: Dimmers, Console, Switch)
 - iv. Load (ex: Lamps)
 - c. Two Kinds of Circuits
 - i. Series
 - ii. Parallel
- II. Color
 - a. Primary Colors: Red, Blue, Green!
 - b. Primary Colors of Pigment: Red, Blue, Yellow.
 - c. Mix Pigment to Get: Brown muck.
 - d. Mix Light to Get: White.
 - e. Factors Influencing Perception of Color
 - i. Light Source
 - 1. Spectral composition
 - 2. What colors are present in it?
 - ii. Objects lighted
 - 1. Chromatic Selectivity.
 - 2. What colors are the objects?
 - iii. Eye/Brain Response
 - 1. Different for everyone
 - 2. Colors not perceived at low light-levels.
 - iv. Color Filter
 - f. Vocabulary
 - i. Hue → The "color's" name
 - ii. Saturation → Purity of the hue.
 - 1. Relative amount of a particular hue in a color.
 - 2. 'x' of this color, 'y' of that one.
 - iii. Value → Intensity of Light. 1 to 10 rating.
 - iv. Tints → Very high value colors. Closer to "no color" than to a primary color.
 - v. Shade → Low value color. Closer to "black". Also "shadow"
 - vi. Complimentary Colors → Opposite sides of the color wheel.
 - g. Describing Colors
 - i. $R + B + G = W$.
 - ii. Lavender = $R + B + (White) = R + B + (R + B + G)$
 - h. Filter Types
 - i. Gel
 - ii. Glass
 - iii. Polyester
 - i. Two ways to mix color
 - i. Filtering = Subtractive.
 - ii. Additive
- III. Control
 - a. See photocopied notes from Week 9.
 - b. Salt Water Dimmer
 - i. British Idea.
 - ii. Tube full of salt water with a conductor at the bottom, and an adjustable handle at the top to shift the position of the other conductor.
 - c. Computer Related Control
 - i. Computer-Assisted (2-scene)

- ii. Full Memory
 - iii. Watch out for...
 - 1. "Because I can..." Don't go beyond what's necessary just because the computer lets you.
 - 2. The board doesn't run itself. Check the scene, stage, etc. Is it the right cue?
 - 3. On the other hand, the board *is* consistent.
 - iv. Gone from a very small number of dimmers to very large number.
 - v. Shows now lit with individual fixtures as opposed to groups of lights.
 - d. Lights **MUST** be done on the stage, not in a shop. Actors have no experience with lights until load-in. Lighting is the last chance for the director to make changes. ("Can you make this couch look smaller?")
 - e. Time is money. Be ready to GO for tech/cueing.
- IV. The Text
- a. Use speech, not italics. What is the playwright saying? The characters?
 - b. Characters
 - i. Why is this character here? Function!
 - ii. Relationship. If there is one, what can light do to enhance it?
 - iii. Focus. At any given moment, who has the focus? It's *not* always the same character who's speaking.
 - iv. Theme. Main message / "meaning" of the script.
 - c. Other Symbols
 - i. Set pieces, props, etc.
 - ii. May or may not require emphasis with lighting.
 - iii. Given Circumstances. What's already specified by the text and/or the director?
 - iv. Interpretation. What words/phrases carry meaning or symbolism that can be used in the lighting design?