



Matt Reynolds

Lighting Designer · Sound Designer · Media Designer · Educator

770-530-6504

matcreyn@gmail.com

MattReynoldsDesigns.com

EVIDENCE OF TEACHING EXPERIENCE

Select the document type to jump to that page

SAMPLES

- *Student Opinions of Instruction:* TH427 Computer Graphics for Theatre (Vectorworks)
- *Student Opinions of Instruction:* TH322 Stage Lighting Fundamentals
- *Student Opinions of Instruction:* TH114 Introduction to Theatre
- *Teaching Observation:* TH628 Problems in Theatre Design
- *Student Learning Objectives:* TH120 Principles of Design
- *Syllabus:* TH618 Automated Lighting
- *Assignment:* TH616 Lighting Design, Sunrise Project
- *Grading Rubric:* TH426 Sound Design, Sound Design Research Project
- *Student Work:* TH617 Projection Design, Final Project (Complete Design Package)

Course: TH-427-001: Computer Drafting For Theatre (TH 427/527-001)
Instructor: Matthew Reynolds *
Response Rate: 5/10 (50.00 %)

1 - The procedure for grading was fair.												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Strongly Agree		(5)	3	60.00%				4.60	4.46	4.61		
Agree		(4)	2	40.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.60	0.55	5.00	40989	4.46	0.82	5.00	677	4.61	0.69	5.00	

2 - The course was a valuable experience.												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Strongly Agree		(5)	4	80.00%				4.80	4.28	4.62		
Agree		(4)	1	20.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	40914	4.28	0.96	5.00	675	4.62	0.71	5.00	

3 - The instructor, Matthew Reynolds, was an effective communicator. -												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Strongly Agree		(5)	4	80.00%				4.80	4.40	4.62		
Agree		(4)	1	20.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	43987	4.40	0.93	5.00	675	4.62	0.78	5.00	

4 - The instructor, Matthew Reynolds, was accessible to students. -												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Strongly Agree		(5)	5	100.00%				5.00	4.47	4.72		
Agree		(4)	0	0.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	5.00	0.00	5.00	43991	4.47	0.82	5.00	676	4.72	0.58	5.00	

Course: TH-427-001: Computer Drafting For Theatre (TH 427/527-001)
Instructor: Matthew Reynolds *
Response Rate: 5/10 (50.00 %)

5 - The instructor, Matthew Reynolds, was well-prepared for class. -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	4	80.00%		4.80	4.57	4.75				
Agree		(4)	1	20.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	43975	4.57	0.73	5.00	676	4.75	0.59	5.00	

6 - What grade do you expect to receive in this course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
A		(6)	5	100.00%		6.00	5.44	5.80				
B		(5)	0	0.00%								
C		(4)	0	0.00%								
D		(3)	0	0.00%								
F		(2)	0	0.00%								
Other		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	6.00	0.00	6.00	40893	5.44	1.00	6.00	675	5.80	0.70	6.00	

7 - How would you rate this course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Excellent		(5)	4	80.00%		4.80	4.11	4.53				
Above Average		(4)	1	20.00%								
Average		(3)	0	0.00%								
Below Average		(2)	0	0.00%								
Failure		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	40909	4.11	0.99	4.00	675	4.53	0.79	5.00	

8 - How would you rate the instructor, Matthew Reynolds, of this course? -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Excellent		(5)	4	80.00%		4.80	4.33	4.66				
Above Average		(4)	1	20.00%								
Average		(3)	0	0.00%								
Below Average		(2)	0	0.00%								
Failure		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	43979	4.33	0.94	5.00	675	4.66	0.72	5.00	

Course: TH-427-001: Computer Drafting For Theatre (TH 427/527-001)
Instructor: Matthew Reynolds *
Response Rate: 5/10 (50.00 %)

9 - How frequently did you attend class or access the online course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Always		(5)	4	80.00%		4.80	4.61	4.86				
Usually		(4)	1	20.00%								
Often		(3)	0	0.00%								
Sometimes		(2)	0	0.00%								
Rarely		(1)	0	0.00%								
						0	25	50	100	Question	College	Department
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	40909	4.61	0.73	5.00	676	4.86	0.40	5.00	

10 - The instructor, Matthew Reynolds, used class time effectively. -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	4	80.00%		4.80	4.48	4.69				
Agree		(4)	1	20.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
						0	25	50	100	Question	College	Department
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	38746	4.48	0.79	5.00	674	4.69	0.67	5.00	

11 - The instructor, Matthew Reynolds, treated you with respect. -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	4	80.00%		4.80	4.65	4.80				
Agree		(4)	1	20.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
						0	25	50	100	Question	College	Department
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	38748	4.65	0.66	5.00	675	4.80	0.58	5.00	

12 - Did you come to class prepared by having completed assignments (readings, problems, projects, etc.)?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Always		(5)	4	80.00%		4.80	4.55	4.73				
Usually		(4)	1	20.00%								
Often		(3)	0	0.00%								
Sometimes		(2)	0	0.00%								
Rarely		(1)	0	0.00%								
						0	25	50	100	Question	College	Department
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.80	0.45	5.00	35640	4.55	0.74	5.00	676	4.73	0.52	5.00	

Course: TH-427-001: Computer Drafting For Theatre (TH 427/527-001)
Instructor: Matthew Reynolds *
Response Rate: 5/10 (50.00 %)

13 - Did your background prepare you to take this course?												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Always		(5)	0	0.00%								
Usually		(4)	2	40.00%				3.00				
Often		(3)	1	20.00%				3.83				
Sometimes		(2)	2	40.00%				4.26				
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	3.00	1.00	3.00	35670	3.83	1.27	4.00	676	4.26	1.13	5.00	

14 - Were the course requirements clearly defined?												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Always		(5)	5	100.00%				5.00				
Usually		(4)	0	0.00%				4.58				
Often		(3)	0	0.00%				4.66				
Sometimes		(2)	0	0.00%								
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	5.00	0.00	5.00	35604	4.58	0.79	5.00	675	4.66	0.80	5.00	

15 - Were the reading materials/text useful to the course?												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Always		(5)	2	40.00%				4.00				
Usually		(4)	2	40.00%				4.12				
Often		(3)	0	0.00%				4.48				
Sometimes		(2)	1	20.00%								
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	4.00	1.22	4.00	35615	4.12	1.17	5.00	671	4.48	0.94	5.00	

16 - Were the tests and/or assignments appropriate for the course materials?												
Response Option		Weight	Frequency	Percent	Percent Responses			Means				
Always		(5)	5	100.00%				5.00				
Usually		(4)	0	0.00%				4.45				
Often		(3)	0	0.00%				4.74				
Sometimes		(2)	0	0.00%								
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
5/10 (50.00%)	5.00	0.00	5.00	35619	4.45	0.93	5.00	674	4.74	0.66	5.00	

Course: TH-427-001: Computer Drafting For Theatre (TH 427/527-001)
Instructor: Matthew Reynolds *
Response Rate: 5/10 (50.00 %)

17 - How frequently did you seek out-of-class help from your instructor, Matthew Reynolds? -

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Frequently	(5)	0	0.00%								
Usually	(4)	0	0.00%								
Quite a bit	(3)	0	0.00%								
Occasionally	(2)	3	60.00%								
Not at all	(1)	2	40.00%								
<p>0 25 50 100</p>					Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
5/10 (50.00%)	1.60	0.55	2.00	38767	2.10	1.28	2.00	676	2.49	1.31	2.00

18 - How much did you learn in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
A great deal	(5)	5	100.00%								
Much	(4)	0	0.00%								
Some	(3)	0	0.00%								
Little	(2)	0	0.00%								
Nothing	(1)	0	0.00%								
<p>0 25 50 100</p>					Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
5/10 (50.00%)	5.00	0.00	5.00	35661	4.13	0.97	4.00	676	4.53	0.76	5.00

19 - Was this a required course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Yes	(2)	1	20.00%								
No	(1)	4	80.00%								
<p>0 25 50 100</p>					Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
5/10 (50.00%)	1.20	0.45	1.00	35640	1.73	0.45	2.00	675	1.62	0.49	2.00

20 - Any additional comments about the instructor, Matthew Reynolds. -

Response Rate 3/10 (30%)

- I loved being in class with Matt! He is funny and relatable to the students while also being practical and professional. I would definitely recommend taking a class with him to anyone!
- Matt is always respectful and nice to his students. It is a very pleasant learning environment.
- N/A

21 - Any additional comments about the course.

Response Rate 2/10 (20%)

- This class has definitely helped me grow and learn so much as a technical theatre artist! I wholeheartedly believe that it is a valuable experience for undergrad and graduate students alike!
- N/A

Course: TH-322-001: Fund Of Stage Lighting
Instructor: Matt Reynolds *
Response Rate: 9/14 (64.29 %)

1 - The procedure for grading was fair.																
Response Option		Weight	Frequency	Percent	Percent Responses			Means								
Strongly Agree		(5)	6	66.67%				4.67	4.44	4.44	4.53					
Agree		(4)	3	33.33%												
Undecided		(3)	0	0.00%												
Disagree		(2)	0	0.00%												
Strongly Disagree		(1)	0	0.00%												
							0	25	50	100	Question	University Mean	College Mean	Department Mean		
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median	
9/14 (64.29%)	4.67	0.50	5.00	91258	4.44	0.85	5.00	41180	4.44	0.85	5.00	744	4.53	0.74	5.00	

2 - The course was a valuable experience.																
Response Option		Weight	Frequency	Percent	Percent Responses			Means								
Strongly Agree		(5)	7	77.78%				4.78	4.30	4.24	4.47					
Agree		(4)	2	22.22%												
Undecided		(3)	0	0.00%												
Disagree		(2)	0	0.00%												
Strongly Disagree		(1)	0	0.00%												
							0	25	50	100	Question	University Mean	College Mean	Department Mean		
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median	
9/14 (64.29%)	4.78	0.44	5.00	91062	4.30	0.96	5.00	41071	4.24	1.00	5.00	742	4.47	0.85	5.00	

3 - The instructor, Matt Reynolds, was an effective communicator. -																
Response Option		Weight	Frequency	Percent	Percent Responses			Means								
Strongly Agree		(5)	8	88.89%				4.89	4.36	4.33	4.46					
Agree		(4)	1	11.11%												
Undecided		(3)	0	0.00%												
Disagree		(2)	0	0.00%												
Strongly Disagree		(1)	0	0.00%												
							0	25	50	100	Question	University Mean	College Mean	Department Mean		
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median	
9/14 (64.29%)	4.89	0.33	5.00	99416	4.36	0.97	5.00	46154	4.33	0.98	5.00	746	4.46	0.85	5.00	

4 - The instructor, Matt Reynolds, was accessible to students. -																
Response Option		Weight	Frequency	Percent	Percent Responses			Means								
Strongly Agree		(5)	6	75.00%				4.75	4.43	4.39	4.56					
Agree		(4)	2	25.00%												
Undecided		(3)	0	0.00%												
Disagree		(2)	0	0.00%												
Strongly Disagree		(1)	0	0.00%												
							0	25	50	100	Question	University Mean	College Mean	Department Mean		
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median	
8/14 (57.14%)	4.75	0.46	5.00	99363	4.43	0.88	5.00	46105	4.39	0.90	5.00	743	4.56	0.72	5.00	

Course: TH-322-001: Fund Of Stage Lighting
Instructor: Matt Reynolds *
Response Rate: 9/14 (64.29 %)

5 - The instructor, Matt Reynolds, was well-prepared for class. -																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
Strongly Agree				(5)	9	100.00%				5.00	4.48	4.46	4.62				
Agree				(4)	0	0.00%											
Undecided				(3)	0	0.00%											
Disagree				(2)	0	0.00%											
Strongly Disagree				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
9/14 (64.29%)	5.00	0.00	5.00	99312	4.48	0.82	5.00	46080	4.46	0.83	5.00	742	4.62	0.66	5.00		

6 - What grade do you expect to receive in this course?																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
A				(6)	8	88.89%				5.89	5.50	5.49	5.76				
B				(5)	1	11.11%											
C				(4)	0	0.00%											
D				(3)	0	0.00%											
F				(2)	0	0.00%											
Other				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
9/14 (64.29%)	5.89	0.33	6.00	91003	5.50	0.84	6.00	41062	5.49	0.86	6.00	744	5.76	0.69	6.00		

7 - How would you rate this course?																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
Excellent				(5)	5	62.50%				4.63	4.10	4.08	4.36				
Above Average				(4)	3	37.50%											
Average				(3)	0	0.00%											
Below Average				(2)	0	0.00%											
Failure				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
8/14 (57.14%)	4.63	0.52	5.00	91010	4.10	1.01	4.00	41069	4.08	1.02	4.00	744	4.36	0.87	5.00		

8 - How would you rate the instructor, Matt Reynolds, of this course? -																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
Excellent				(5)	7	87.50%				4.88	4.29	4.26	4.50				
Above Average				(4)	1	12.50%											
Average				(3)	0	0.00%											
Below Average				(2)	0	0.00%											
Failure				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
8/14 (57.14%)	4.88	0.35	5.00	99288	4.29	0.98	5.00	46036	4.26	0.99	5.00	743	4.50	0.82	5.00		

Course: TH-322-001: Fund Of Stage Lighting
Instructor: Matt Reynolds *
Response Rate: 9/14 (64.29 %)

9 - How frequently did you attend class or access the online course?																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
Always				(5)	7	87.50%				4.88	4.49	4.44	4.76				
Usually				(4)	1	12.50%											
Often				(3)	0	0.00%											
Sometimes				(2)	0	0.00%											
Rarely				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
8/14 (57.14%)	4.88	0.35	5.00	91046	4.49	0.88	5.00	41068	4.44	0.90	5.00	743	4.76	0.63	5.00		

10 - The instructor, Matt Reynolds, used class time effectively. -																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
Strongly Agree				(5)	8	88.89%				4.89	4.36	4.36	4.50				
Agree				(4)	1	11.11%											
Undecided				(3)	0	0.00%											
Disagree				(2)	0	0.00%											
Strongly Disagree				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
9/14 (64.29%)	4.89	0.33	5.00	40734	4.36	0.87	5.00	40734	4.36	0.87	5.00	742	4.50	0.79	5.00		

11 - The instructor, Matt Reynolds, treated you with respect. -																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
Strongly Agree				(5)	9	100.00%				5.00	4.57	4.57	4.71				
Agree				(4)	0	0.00%											
Undecided				(3)	0	0.00%											
Disagree				(2)	0	0.00%											
Strongly Disagree				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
9/14 (64.29%)	5.00	0.00	5.00	40759	4.57	0.73	5.00	40759	4.57	0.73	5.00	744	4.71	0.59	5.00		

12 - Did you come to class prepared by having completed assignments (readings, problems, projects, etc.)?																	
Response Option				Weight	Frequency	Percent	Percent Responses			Means							
Always				(5)	8	88.89%				4.89	4.50	4.50	4.66				
Usually				(4)	1	11.11%											
Often				(3)	0	0.00%											
Sometimes				(2)	0	0.00%											
Rarely				(1)	0	0.00%											
										0	25	50	100	Question	University Mean	College Mean	Department Mean
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median		
9/14 (64.29%)	4.89	0.33	5.00	35784	4.50	0.78	5.00	35784	4.50	0.78	5.00	743	4.66	0.63	5.00		

Course: TH-322-001: Fund Of Stage Lighting
Instructor: Matt Reynolds *
Response Rate: 9/14 (64.29 %)

13 - Did your background prepare you to take this course?																		
Response Option		Weight	Frequency	Percent	Percent Responses			Means										
Always		(5)	1	11.11%	■			3.56 3.74 3.74 4.08										
Usually		(4)	6	66.67%	■■■■■													
Often		(3)	0	0.00%														
Sometimes		(2)	1	11.11%	■													
Not at all		(1)	1	11.11%	■													
										0		25		50		100		
				Question		University Mean		College Mean		Department Mean								
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median			
9/14 (64.29%)	3.56	1.24	4.00	35791	3.74	1.30	4.00	35791	3.74	1.30	4.00	744	4.08	1.23	5.00			

14 - Were the course requirements clearly defined?																		
Response Option		Weight	Frequency	Percent	Percent Responses			Means										
Always		(5)	7	77.78%	■■■■■			4.56 4.51 4.51 4.54										
Usually		(4)	1	11.11%	■													
Often		(3)	0	0.00%														
Sometimes		(2)	1	11.11%	■													
Not at all		(1)	0	0.00%														
										0		25		50		100		
				Question		University Mean		College Mean		Department Mean								
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median			
9/14 (64.29%)	4.56	1.01	5.00	35760	4.51	0.86	5.00	35760	4.51	0.86	5.00	744	4.54	0.82	5.00			

15 - Were the reading materials/text useful to the course?																		
Response Option		Weight	Frequency	Percent	Percent Responses			Means										
Always		(5)	4	50.00%	■■■■			4.25 4.11 4.11 4.34										
Usually		(4)	3	37.50%	■■■													
Often		(3)	0	0.00%														
Sometimes		(2)	1	12.50%	■													
Not at all		(1)	0	0.00%														
										0		25		50		100		
				Question		University Mean		College Mean		Department Mean								
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median			
8/14 (57.14%)	4.25	1.04	4.50	35763	4.11	1.18	5.00	35763	4.11	1.18	5.00	744	4.34	1.08	5.00			

16 - Were the tests and/or assignments appropriate for the course materials?																		
Response Option		Weight	Frequency	Percent	Percent Responses			Means										
Always		(5)	6	75.00%	■■■■■			4.75 4.42 4.42 4.71										
Usually		(4)	2	25.00%	■■													
Often		(3)	0	0.00%														
Sometimes		(2)	0	0.00%														
Not at all		(1)	0	0.00%														
										0		25		50		100		
				Question		University Mean		College Mean		Department Mean								
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median			
8/14 (57.14%)	4.75	0.46	5.00	35742	4.42	0.95	5.00	35742	4.42	0.95	5.00	743	4.71	0.67	5.00			

Course: TH-322-001: Fund Of Stage Lighting
Instructor: Matt Reynolds *
Response Rate: 9/14 (64.29 %)

17 - How frequently did you seek out-of-class help from your instructor, Matt Reynolds? -																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
Frequently		(5)	0	0.00%												
Usually		(4)	0	0.00%												
Quite a bit		(3)	1	11.11%	█				1.44 2.05 2.05 2.19							
Occasionally		(2)	2	22.22%	██											
Not at all		(1)	6	66.67%	██████											
					0	25	50	100	Question	University Mean		College Mean		Department Mean		
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median	
9/14 (64.29%)	1.44	0.73	1.00	40742	2.05	1.23	2.00	40742	2.05	1.23	2.00	744	2.19	1.24	2.00	

18 - How much did you learn in this course?																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
A great deal		(5)	5	55.56%	███████				4.56 4.09 4.09 4.36							
Much		(4)	4	44.44%	██████											
Some		(3)	0	0.00%												
Little		(2)	0	0.00%												
Nothing		(1)	0	0.00%												
					0	25	50	100	Question	University Mean		College Mean		Department Mean		
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median	
9/14 (64.29%)	4.56	0.53	5.00	35806	4.09	1.01	4.00	35806	4.09	1.01	4.00	745	4.36	0.90	5.00	

19 - Was this a required course for you?																
Response Option		Weight	Frequency	Percent	Percent Responses				Means							
Yes		(2)	5	55.56%	███████				1.56 1.72 1.72 1.68							
No		(1)	4	44.44%	██████											
					0	25	50	100	Question	University Mean		College Mean		Department Mean		
Response Rate	Mean	STD	Median	University Mean	Mean	STD	Median	College Mean	Mean	STD	Median	Department Mean	Mean	STD	Median	
9/14 (64.29%)	1.56	0.53	2.00	35770	1.72	0.45	2.00	35770	1.72	0.45	2.00	742	1.68	0.47	2.00	

20 - Any additional comments about the instructor, Matt Reynolds. -																
Response Rate		3/14 (21.43%)														
<ul style="list-style-type: none"> • He was a great instructor and helped me a lot through this course. • Great professor! Very well versed • n/a 																

21 - Any additional comments about the course.																
Response Rate		1/14 (7.14%)														
<ul style="list-style-type: none"> • n/a 																

Course: TH-114-600: Intro To The Theatre
Instructor: Matthew Reynolds *
Response Rate: 10/18 (55.56%)

1 - The procedure for grading was fair.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	6	60.00%		4.60	4.46	4.61				
Agree		(4)	4	40.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.60	0.52	5.00	40989	4.46	0.82	5.00	677	4.61	0.69	5.00	

2 - The course was a valuable experience.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	5	50.00%		4.50	4.28	4.62				
Agree		(4)	5	50.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.50	0.53	4.50	40914	4.28	0.96	5.00	675	4.62	0.71	5.00	

3 - The instructor, Matthew Reynolds, was an effective communicator. -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	7	70.00%		4.70	4.40	4.62				
Agree		(4)	3	30.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.70	0.48	5.00	43987	4.40	0.93	5.00	675	4.62	0.78	5.00	

4 - The instructor, Matthew Reynolds, was accessible to students. -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	6	60.00%		4.60	4.47	4.72				
Agree		(4)	4	40.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.60	0.52	5.00	43991	4.47	0.82	5.00	676	4.72	0.58	5.00	

Course: TH-114-600: Intro To The Theatre
Instructor: Matthew Reynolds *
Response Rate: 10/18 (55.56%)

5 - The instructor, Matthew Reynolds, was well-prepared for class. -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly Agree		(5)	8	80.00%		4.80	4.57	4.75				
Agree		(4)	2	20.00%								
Undecided		(3)	0	0.00%								
Disagree		(2)	0	0.00%								
Strongly Disagree		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.80	0.42	5.00	43975	4.57	0.73	5.00	676	4.75	0.59	5.00	

6 - What grade do you expect to receive in this course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
A		(6)	10	100.00%		6.00	5.44	5.80				
B		(5)	0	0.00%								
C		(4)	0	0.00%								
D		(3)	0	0.00%								
F		(2)	0	0.00%								
Other		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	6.00	0.00	6.00	40893	5.44	1.00	6.00	675	5.80	0.70	6.00	

7 - How would you rate this course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Excellent		(5)	6	60.00%		4.30	4.11	4.53				
Above Average		(4)	1	10.00%								
Average		(3)	3	30.00%								
Below Average		(2)	0	0.00%								
Failure		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.30	0.95	5.00	40909	4.11	0.99	4.00	675	4.53	0.79	5.00	

8 - How would you rate the instructor, Matthew Reynolds, of this course? -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Excellent		(5)	7	70.00%		4.70	4.33	4.66				
Above Average		(4)	3	30.00%								
Average		(3)	0	0.00%								
Below Average		(2)	0	0.00%								
Failure		(1)	0	0.00%								
					0 25 50 100	Question	College	Department				
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.70	0.48	5.00	43979	4.33	0.94	5.00	675	4.66	0.72	5.00	

Course: TH-114-600: Intro To The Theatre
Instructor: Matthew Reynolds *
Response Rate: 10/18 (55.56%)

9 - How frequently did you attend class or access the online course?													
Response Option		Weight	Frequency	Percent	Percent Responses			Means					
Always		(5)	10	100.00%				5.00	4.61	4.86			
Usually		(4)	0	0.00%									
Often		(3)	0	0.00%									
Sometimes		(2)	0	0.00%									
Rarely		(1)	0	0.00%									
					0	25	50	100	Question	College	Department		
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
10/18 (55.56%)	5.00	0.00	5.00	40909	4.61	0.73	5.00	676	4.86	0.40	5.00		

10 - The instructor, Matthew Reynolds, used class time effectively. -													
Response Option		Weight	Frequency	Percent	Percent Responses			Means					
Strongly Agree		(5)	6	60.00%				4.60	4.48	4.69			
Agree		(4)	4	40.00%									
Undecided		(3)	0	0.00%									
Disagree		(2)	0	0.00%									
Strongly Disagree		(1)	0	0.00%									
					0	25	50	100	Question	College	Department		
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
10/18 (55.56%)	4.60	0.52	5.00	38746	4.48	0.79	5.00	674	4.69	0.67	5.00		

11 - The instructor, Matthew Reynolds, treated you with respect. -													
Response Option		Weight	Frequency	Percent	Percent Responses			Means					
Strongly Agree		(5)	8	80.00%				4.80	4.65	4.80			
Agree		(4)	2	20.00%									
Undecided		(3)	0	0.00%									
Disagree		(2)	0	0.00%									
Strongly Disagree		(1)	0	0.00%									
					0	25	50	100	Question	College	Department		
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
10/18 (55.56%)	4.80	0.42	5.00	38748	4.65	0.66	5.00	675	4.80	0.58	5.00		

12 - Did you come to class prepared by having completed assignments (readings, problems, projects, etc.)?													
Response Option		Weight	Frequency	Percent	Percent Responses			Means					
Always		(5)	8	80.00%				4.80	4.55	4.73			
Usually		(4)	2	20.00%									
Often		(3)	0	0.00%									
Sometimes		(2)	0	0.00%									
Rarely		(1)	0	0.00%									
					0	25	50	100	Question	College	Department		
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median		
10/18 (55.56%)	4.80	0.42	5.00	35640	4.55	0.74	5.00	676	4.73	0.52	5.00		

Course: TH-114-600: Intro To The Theatre
Instructor: Matthew Reynolds *
Response Rate: 10/18 (55.56%)

13 - Did your background prepare you to take this course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Always		(5)	4	40.00%		3.70	3.83	4.26				
Usually		(4)	2	20.00%								
Often		(3)	1	10.00%								
Sometimes		(2)	3	30.00%								
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	3.70	1.34	4.00	35670	3.83	1.27	4.00	676	4.26	1.13	5.00	

14 - Were the course requirements clearly defined?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Always		(5)	9	90.00%		4.90	4.58	4.66				
Usually		(4)	1	10.00%								
Often		(3)	0	0.00%								
Sometimes		(2)	0	0.00%								
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.90	0.32	5.00	35604	4.58	0.79	5.00	675	4.66	0.80	5.00	

15 - Were the reading materials/text useful to the course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Always		(5)	7	70.00%		4.40	4.12	4.48				
Usually		(4)	1	10.00%								
Often		(3)	1	10.00%								
Sometimes		(2)	1	10.00%								
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.40	1.07	5.00	35615	4.12	1.17	5.00	671	4.48	0.94	5.00	

16 - Were the tests and/or assignments appropriate for the course materials?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Always		(5)	9	90.00%		4.90	4.45	4.74				
Usually		(4)	1	10.00%								
Often		(3)	0	0.00%								
Sometimes		(2)	0	0.00%								
Not at all		(1)	0	0.00%								
					0	25	50	100	Question	College	Department	
Response Rate	Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median	
10/18 (55.56%)	4.90	0.32	5.00	35619	4.45	0.93	5.00	674	4.74	0.66	5.00	

Course: TH-114-600: Intro To The Theatre
Instructor: Matthew Reynolds *
Response Rate: 10/18 (55.56%)

17 - How frequently did you seek out-of-class help from your instructor, Matthew Reynolds? -												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Frequently		(5)	0	0.00%								
Usually		(4)	0	0.00%								
Quite a bit		(3)	1	10.00%								
Occasionally		(2)	1	10.00%								
Not at all		(1)	8	80.00%								
Response Rate		Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
10/18 (55.56%)		1.30	0.67	1.00	38767	2.10	1.28	2.00	676	2.49	1.31	2.00

18 - How much did you learn in this course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
A great deal		(5)	4	40.00%								
Much		(4)	5	50.00%								
Some		(3)	1	10.00%								
Little		(2)	0	0.00%								
Nothing		(1)	0	0.00%								
Response Rate		Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
10/18 (55.56%)		4.30	0.67	4.00	35661	4.13	0.97	4.00	676	4.53	0.76	5.00

19 - Was this a required course for you?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Yes		(2)	3	30.00%								
No		(1)	7	70.00%								
Response Rate		Mean	STD	Median	College	Mean	STD	Median	Department	Mean	STD	Median
10/18 (55.56%)		1.30	0.48	1.00	35640	1.73	0.45	2.00	675	1.62	0.49	2.00

20 - Any additional comments about the instructor, Matthew Reynolds. -	
Response Rate	4/18 (22.22%)
<ul style="list-style-type: none"> • He gave me great feedback on my discussion post so I was able to make those corrections and receive better grades. • I thought Professor Reynolds really cared about us as students and was passionate about the subject area. • He did a good job teaching this class online. • No 	

21 - Any additional comments about the course.	
Response Rate	2/18 (11.11%)
<ul style="list-style-type: none"> • I really enjoyed the course! • No 	

Peer Teaching Evaluation

Instructor evaluated: Matt Reynolds

Course: TH 628 Prob Th Arts: Design

Date evaluated: February 14, 2020

Evaluator: Dr. Carol Duffy

Prob Th Arts: Design is a graduate level course in the Department of Theatre and Dance. This semester, 4 graduate students are enrolled in the course, but 5 were present the day I observed Mr. Reynold's class. Students were very engaged throughout the lecture and discussion, showing their enthusiasm for this course and for Mr. Reynold's teaching style.

Course Content

According to the course syllabus, Prob Th Arts: Design is an intensive study of the designer's responsibilities involving design for varied forms of staging and design drafting. It provides graduate level design and technology students an in-depth understanding of design methods of stage production, video systems, hardware, surfaces, and control.

During the class period I observed, Mr. Reynolds lectured on the topic of Production Management. While his mastery of the content was clear, he lectured at a level appropriate to the background of the students in the class. Mr. Reynolds teaches in an alternating lecture-discussion format which is highly engaging and very appropriate for a course aimed at providing career skills as well as knowledge.

Lecture Organization & Presentation

The lecture I observed was effectively organized, with Mr. Reynolds beginning with a reminder of past and future class topics outlined in the course syllabus and an explanation of the current day's topic. Mr. Reynold's PowerPoint slides were clear and informative. In addition, he provided several real world examples of issues students may encounter in their future careers. He showed example inadequate theatre plans he'd been given for an overseas production and provided helpful advice for dealing with difficult clients and situations. Throughout the class period, he related the current content to the broader course goals and to past material covered in the course. The material presented proceeded in a very logical sequence and at a pace appropriate for student questioning and understanding.

For part of the class period, students presented in-progress video assignments. Mr. Reynolds connected students' computers to the classroom projector so the class could see the projects in development by their classmates. This activity was highly engaging, with students providing comments and feedback to their classmates.

Mr. Reynolds has a warm and approachable presence in the classroom. He projected his voice and varied his intonation in a very natural way that held students' attention. The class felt very collaborative and conversational, with students injecting comments and questions throughout. Mr. Reynolds provided clear explanations and allowed for short discussions throughout the lecture.

Student Engagement

Mr. Reynolds does a great job of keeping students engaged, using humor and a very approachable demeanor to encourage student participation. Throughout the class period, he queried the students to ensure they understood the topic/issue just covered before moving on to the next topic. Students took these opportunities to ask questions related to the material, as well as to comment and add to the discussion. Mr. Reynolds cultivates a wonderful learning atmosphere – one in which students feel comfortable interacting with each other and with him and have fun while learning advanced material.

Teacher-Student Interactions

Mr. Reynolds is professional yet relates well to his students. He is understanding of the time constraints placed on the schedules of graduate students involved in stage productions and shows flexibility in modifying assignment due dates. Students in the class I observed seemed to respond to him as a mentor, rather than as an instructor – a much more valuable relationship for graduate students to have with their professor.

In conclusion, Mr. Reynolds is a wonderful teacher and his students seem to enjoy and appreciate the learning atmosphere he provides, responding with a high level of engagement and enthusiasm. UA is fortunate to have Mr. Reynolds as a member of our faculty.



2018FS-TH120-001-Principles of Design

SLOs: Students will...	Instructional Methods	Assessment Measures	Benchmarks & Results	Actions to be taken
1. Demonstrate an understanding of design collaboration.	Powerpoints, textbook readings, discussion, lecture, demonstrations	Participation/Quizzes, exams	75% of students score B or better on participation and exams. Results: Participation 89% (Exceeds Expectations), Exams 95% (Exemplary).	Clarify student objectives and instructor objectives on syllabus.
2. Design a hypothetical stage production as a team and present visually and verbally.	Powerpoints, play readings, textbook readings, discussion, lecture, demonstrations	Final Project, Participation/Quizzes	75% of students score B or better on project and participation. Results: Participation 89% (Exceeds Expectations), Project 95% (Exemplary).	Follow up with students for every absence.
3. Perform extensive research to support their designs.	Powerpoints, play readings, textbook readings, discussion, lecture, demonstrations	Final Project	75% of students score B or better on project. Results: 95% (Exemplary).	Show previous successful projects to clarify expectations.
4. Read and interpret a script.	Play readings, textbook readings, discussion, lecture, powerpoints	Play critiques	75% of students score B or better on play critiques. Results: 79% (Meets Expectations).	Add more writing resources, such as sample papers and common writing issues.

SYLLABUS

TH618: Lighting Design III, Section 001, Spring 2019
Mondays/Wednesdays/Fridays 10:00AM-10:50AM (3 cr.) @ RJ102
Instructor: Matt Reynolds, 205-348-8032, mcreynolds1@ua.edu
Office Hours: Mondays 9-10AM or by appointment @ RJ229

PREREQUISITES: Graduate student standing or permission of instructor.

COURSE DESCRIPTION: Lecture, discussion, and projects, training in theatrical lighting design; 3 cr. Provide the graduate level design & technical student an in-depth understanding of advanced design methods of stage lighting, including networking, data protocols, console programming, show control systems, design programs, and photography.

REQUIRED TEXT: Automated Lighting, 3rd ed. by Richard Cadena.

RECOMMENDED TEXTS: Stage Lighting: The Technician's Guide by Skip Mort; The Assistant Lighting Designer's Toolkit by Anne E. McMills.

CLASS OBJECTIVES: The professor will provide an in-depth discussion and practical challenges regarding networking, data protocols, console programming, show control systems, design programs, and photography.

STUDENT LEARNING OUTCOMES: Students will synthesize and evaluate lighting design concepts in practice. Students will explore and troubleshoot the components of lighting data systems.

COURSE TOPICS:	DMX
History of Automated Lighting	RDM
Systems (Rigging, Data, Control, Luminaires)	Ethernet (Switches, IP, Art-Net, sACN)
Electricity, Electronics, Power Supplies	MIDI, MSC, Timecode
Protection (Don't let the smoke out)	Maintenance, Troubleshooting, Repair
Digital Electronics	Console Programming
Electromechanical Systems	Design Software
Optical Systems	Media Servers and Pixel Mapping

CLASS GUIDELINES: It is required to comport yourselves with the utmost work ethic and attitude. This means you must arrive on time, with your materials. You may lose points and/or be dismissed from class for infractions including but not limited to: improper use of electronic devices, failure to bring necessary materials, exhaustion, illness, intoxication, or poor attitude. Check your UA email daily.

ASSIGNMENTS: Assignments are always due at the beginning of class.

Quick Designs: 6 lighting designs due roughly every other week, usually on a Friday. Each design must include a paragraph plot summary, 1-3 paragraph production concept, 1-3 paragraph lighting design concept, supporting imagery (collage, rendering, 3D raytracing, light lab, etc.), and schematic. Students will have 5-10 minutes to present their designs to the class and respond to critique. Production choice is up to the student.

GRADING

Professionalism	150 pts	Positive attitude, eagerness, attentiveness, punctuality, work ethic.
Tasks	400 pts	(8x50) Demonstrate proficiency in technical design projects.
Quick Designs	300 pts	(6x50) Complete lighting concept presentations, due roughly every other week.
Final	150 pts	Present a conference-quality lighting project, e.g. Tech Expo or Design Expo.
Total	1000 pts	

GRADE POINT BREAKDOWN

900-1000	800- 899	750- 799	700- 749	<700
4.0 (A)	3.0 (B)	2.0 (C)	1.0 (D)	0.0 (F)

A final grade of I (incomplete) is given for passable work that could not be completed due to circumstances beyond **the student's control**. The I grade cannot be used to avoid a student receiving a D or F grade.

COURSE SCHEDULE (Subject to change): All assignments due at the beginning of class. The impact of productions and conferences has been considered, so there will be sessions when the class does not meet. As such, consistent attendance and study between sessions are critical.

Week 0 (1/9;11) Syllabus, Discuss Quick Designs; Ch1&2, Automated Lighting History

[1/16 Last day to add or drop without a W]

Week 1 (1/14;16;18) Ch3, History cont., Systems Overview; Ch4&5, Electricity & Planning; Quick Designs

Week 2 (~~1/21~~;23;25) MLK Day, No session 1/21; Ch6&7, Power Supplies; System Plan Task, Circuit Protection

Week 3 (1/28;30;2/1) Ch8&9, Digital Electronics; cont.; Quick Designs

[2/4-11 BAKKHAI Tech]

Week 4 (2/4;6;8) Electronics Task (In Class); Ch10&11, Electro- and Mechanical Systems; cont.

[2/11-17 DROWSY Tech, BAKKHAI Run]

Week 5 (2/11;13;15) Electro- and Mechanical Systems; Mechanical Task (In Class); Quick Designs

[2/18-24 ARDT Tech, DROWSY Run]

Week 6 (2/18;20;22) Ch12&13, Optics; cont.; Optics Task

[2/25-3/1 DROWSY Tour, ARDT Run, SETC]

Week 7 (~~2/25-27;3/1~~) DROWSY TOUR/SETC, No sessions 2/25, 2/27, 3/1

Week 8 (3/4;6;8) Ch14, DMX; cont.; Quick Designs

Week 9 (~~3/11-13;15~~) Spring Break, No sessions 3/11, 3/13, 3/15

[3/18-25 DA! Tech]

Week 10 (3/18;~~20;22~~) Ch15, RDM, DMX Task; USITT, No sessions 2/20, 2/22

[3/26-29 DA! Run]

Week 11 (3/25;27;29) Ch16&17, Ethernet; Troubleshooting; Mover Task

[4/1-8 GNIT Tech]

Week 12 (4/1;3;~~5~~) Ch18, Console Setup; Quick Designs; Honors Day, No session 4/5

[4/8-15 SENSE Tech, GNIT Run]

Week 13 (4/8;10;12) Ch19, Console Programming; cont.; Programming Task

[4/16-21 SENSE Run]

Week 14 (4/15;17;19) Ch20, Design Software; cont.; Quick Designs

Week 15 (4/22;24;26) Ch21, Video; cont.; Video Task

Final Exam: Tuesday, April 30, 11:30 AM – 2 PM

POLICY ON MISSED EXAMS & CLASSWORK: Do not expect any extra credit opportunities. Late work will be docked 5% of the assignment total for each class session it is late. Proof of valid excused absences (e.g. doctor's note) is required to turn in makeup work without penalty. Office hours are available to retake tests and gain clarification on class topics, not to reteach missed class time.

ATTENDANCE POLICY: Students are allowed 3 unexcused absences after the first full week of classes without penalty. Each subsequent absence will incur a 50 point grade penalty up to a maximum 150 points. Three tardies will constitute an absence. Please email me if you expect to be late or miss class.

ELASTICITY STATEMENT: The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

Emergency Contact Information: UA's primary communication tool for sending out information is through its web site at www.ua.edu. In the event of an emergency, students should consult this site for further directions. Additional course information will be posted using Blackboard Learn.

Severe Weather Guidelines: The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general, classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life-saving actions. When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

Weather advisory posted on the UA homepage

Weather advisory sent out through UA Alerts to faculty, staff and students

Weather advisory broadcast over WVUA at 90.7 FM

Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM

Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvuatv.com/content/weather>.

WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check <http://wvuatv.com/content/free-email-weather-alerts> for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement: If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Policy on Academic Misconduct: All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require **that each student sign the following Academic Honor Pledge: "I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama."** Please see <http://catalogs.ua.edu/undergraduate/10480.html> for academic misconduct policy.

PROJECT-SUNRISE TH616: Lighting Design II

Observe a sunrise, taking notes of the experience on an unlit notepad. Break up your experience into 5 segments, distilling key elements of each into a handful of descriptive words. Using any media, render a human figure in each look. Draw a lighting key that would replicate each look. Compile your work into a presentation board.

Stage 1: Observe a sunrise (Complete by 2/12)

1. Before the day of the observation, locate an ideal spot for observing a sunrise. It should have a fairly unobstructed view of the *northern, northeastern, southeastern, or southern horizon* **with objects in the foreground (3'-10'), middle ground (15'-30'), and background (50'+). A clear hilltop or rooftop should do.** Maybe try the Arboretum (Jack Warner and 15th). No light sources in your field of view (streetlights, cars, etc.). Of course, if **someone walking their dog interrupts your experience, you don't have** to start over another day, just try to mitigate as many variables as possible.
2. **You may all use the same location, and even the same day, but keep at least 10'** apart so that you do not **damage each other's experience.**
3. Begin your observation at least 1 hour prior to the official sunrise. Google can tell you when that is for the day, but at this time of year, sunrise is about _____AM to _____AM, so you would need to be in position and ready by _____AM.
4. **Yes, it's early. Plan to get plenty of sleep the night before. Feel free to caffeinate** yourself and get a nosh first, but get comfortable enough to focus for an hour. Once the clock begins do not walk around, talk, or nod off.
5. This is about having an experience and then trying to replicate it. Do not sully it with music, flashlights, or screens. **Your notes don't have to be pretty (they're just for you)**, so write big and clunky on as many sheets as necessary, but keep your eyes up and around.
6. Observe and note the progression of light throughout the hour. Pay attention to how light interacts with objects in the foreground, middle ground, and background. Note not just the sky in front but in all directions. Examine the all the attributes of light and how they interact with objects:
 - a. Intensity: How bright is it overall and in relation between different objects at each stage of the sunrise? Are the shadows full black while the highlights are full bright, or some other balance?
 - b. Angle: Where does light appear to be coming from at each stage? Everywhere, just east, multiple directions?
 - c. Color: Yes, take note of the range of colors visible in the sky, but pay more attention to the color as it interacts with objects. Do the objects appear to be in grayscale, muted, vibrant, cold, warm, iridescent? Get specific. Not just blue but cerulean blue, azure blue, baby blue?
 - d. Distribution: Is the light soft, sharp, in between? Is it broken up by clouds or trees? Is it clear, hazy, foggy?

- e. Orchestration: how do each of the previous qualities change over time? Is it a consistently steady progression or are there quick jumps of change?
7. Observe and note everything about the experience, not just what you see, but what you hear, smell, taste, touch, feel (emotion), and think. Beware of getting trapped in a stream-of-consciousness tangent, keep returning your focus to the experience.

Stage 2: Reflection (Complete by 2/12)

1. **Break up your experience into 5 periods of time, or looks. They don't have to be even, they just have to make sense to you.**
2. Summarize the key attributes of each look into a couple thoroughly descriptive sentences AND three definitive keywords.
3. This stage is about distilling and refining the elements of an experience into key components needed to both convey the experience to others and to define it for yourself.

Stage 3: Rendering (Complete by 2/19)

1. Using any media, render a human figure in the middle ground of each look.
2. Pay close attention to value, color, and contour (highlight & shadow).
3. The human figure **must be at least 6" in height (1" = 1'-0" scale)**. May be on black paper or white paper, but must utilize some color.
4. This stage is about using visual means to convey a lighting idea.

Stage 4: Lighting Keys (Complete by 2/19)

1. Draw a lighting key for each look, noting the attributes of each light source to achieve the original experience. Note cardinal North, South, East (sun), West.
2. Groundplan view required, side view if you wish.
3. This stage is about taking a lighting idea and translating it to reality.

Stage 5: Presentation (Due on 2/26)

1. Compile your work onto a presentation board: keywords, descriptions, renderings, lighting keys.
2. The board can be any size, shape, number of folds, or color (commonly mounted on a standard size black foamcore board, but do as you wish).
3. CLEANLINESS, STYLE, AND PROFESSIONALISM ARE CRITICAL. These boards will eventually be presented to the public at the final exam time, so prepare them as though your next job depended on it.
4. During class time, we will go around and you will each take 5-10 minutes talking through your experience, emphasizing any surprises, challenges, and learned experiences. This stage is about professional presentation so prepare accordingly.
 - a. Use notecards, bullet points, or a script if you like.
 - b. Practice in front of the mirror or a person who can give feedback.
 - c. Dress professionally, as though this were a job interview at SETC or USITT.
5. Be prepared to give and receive constructive criticism. This is an exercise in critical thinking, professional discourse, and grace.

TH426/526 Research Project Rubric

Student/Design: _____/_____

How well did the student create (on a scale of 1-10, ignored completely to reasonably effective)?

The overall product:

A cohesive sound world in which all components feel a part of the same universe:

Emotional/entertainment impact or interest:

One to five minutes in length:

Flow or pace to the storytelling/music with beginning, middle, and end:

Clearly comprehensible and useful individual audio assets:

High quality components with minimal noise or artefacts:

A variety of design methods such as effects, fades, and layers:

Adherence to goal-specific constraints (fx story with minimal text, children's book text, field recording):

Uploaded, emailed, or linked a wav file with student name and project name in the filename:

Total: ____/100

Natasha White

Professor Reynolds

TH 617 - Projection Design

26 Nov 2021

Project Final- Marie Antoinette

1. Production Summary

A. In David Adjmi's contemporary take on the young queen of France, Marie is a confection created by a society that values extravagance and artifice. Marie's subjects used to love her extravagance, but times are changing! A government in fiscal crisis and a populace railing against the super-rich mean France's frivolous and fashionable teen queen may soon be going out of style. From idle court gossip to gruesome beheading, from the light and breezy banter at the palace to the surging chants of "Liberté, Égalité, Fraternité!" Marie Antoinette holds a mirror up to our contemporary society that might just be entertaining itself to death.

2. Production Concept

A. Director's perspective:

- i. What happens when your life of extravagance, so indulgently far from reality, is ripped from you? "I am a Queen. I cannot simply forfeit my luxuries." Camera flashes. Paparazzi. Gossip. The 2000s were the tabloid decade. Celebrity culture quickly evolved with the rise of women such as Paris Hilton, Nicole Richie, and the early days of the Kardashians. Their lives became more and more out-of-touch from the everyday people - showcasing, or even flaunting, their wealth to us. We could not get enough

of their Swarovski-crystal-bedazzled lives. We wanted the Louis Vuitton purses and the pink Juicy Couture sweatsuits that were featured in tabloid after tabloid. The everyday person would never reach celeb culture nor would ever live as glamorous no matter how hard they worked. Luxury, extravagance, and affluence are locked behind gilded gates never to be opened. The people can only be kept at bay so long. When the people finally decide they can no longer accept the dissonance between the greed of celebrity culture and the underappreciation of the everyday workers, what happens to those in the place of luxury? What ultimately is the cost of greed and stardom?"

B. Name of Show

- i. Marie Antoinette by David Adjmi

C. Time and Place of setting

- i. Timeframe: 2000's fusion of the 1770's-1790's
- ii. Locations: Versailles, Paris & Environs.

D. Specific themes and overall message

- i. Being Out of Touch with Reality
- ii. Ignorance vs. Selfishness
- iii. Greed vs Desperation
- iv. Impact of Celebrity Culture
- v. Anxious vs. Calm

E. Location of set

- i. Tempodrom - Berlin, Germany

- ii. Specifically the circle arena runway designed by flora&faunavisions



3. Projection Concept

- A. The 2000's truly belonged to the stars. We wanted their Louis Vuitton purses and the pink Juicy Couture sweatsuits that were featured in tabloid after tabloid. We could not get enough of their Swarovski-crystal-bedazzled lives. Regardless if the gossip was good or bad, we saw it sharp, crisp, and vividly across our tv screens and magazines. In this production we plan to utilize a projection screen at the end of the runway to help solidify the world of the show without worrying about physical walls to help explain this time-jumping story. The floors will also be adorned with LED interactive dance flooring so that the actors can truly feel grounded to the world of our Marie. The goal is to create an atmosphere that looks so fresh and vividly real that the audience feels immersed in the world of Marie Antoinette.

4. Research Imagery



1.



2.



3.



4.



5.



6.

**RARE PICTURE OF MARIE ANTOINETTE
DAYS BEFORE HER EXECUTION, 1793**



7.



8.



9.

Marie Antoinette - cue sheet

Projection Design by Natasha White-Alonso

Blue = Projection cues

Examples = One of 5 samples cues submitted

CUE?	WHAT HAPPENS	WHEN	NOTES
Cue 1	Projection image check	Pre-show before fight call	Check color vibrancy and alignment on all monitors
Cue 5	Pre-show look	On SM call	Pre-show should look like a french countryside. Hills and slight breeze. Floor is a red carpet.
~ HOUSE OPEN ~			
Cue 10	House Out/Projection shift	On SM call	Color vibrancy on all screens begins to shift to black and white colors
CUE 15	BLACKOUT all projections	8. On SM call	Snap to absolute black.
Cue 20	Floor and Projections shift to House -- > TITLE: 1776	9. On SM call	On the screen we see the interior of the palace covered in glittery decor with paparazzi outside the windows flashing cameras. Floors will be moving grass (?)
Cue 25	Floor and Projection shifts to Clock tower → TITLE: Versailles	14. AUDIO CUE: When both actors burst into laughter at end of scene	On the screen we will see rustic tower filled with clocks, floors will be of fall leaves
Cue 30	Floor and Projection shift to Outdoor terrace	19. ON LINE, "Louis: where are you going?"	On the screen we will see a backyard patio overseeing the Bois de Boulogne gardens. Floors will consist of cream colored marble with various royal red accents.
Cue 35	Floor and Projection shift to Palace of Versailles → TITLE: 1777	22. On SM Call	We will see the interior of the palace of versailles. Breaking News scrolls across the bottom of the screen. Flooring will consist of grasslands of the French countryside. Reality show vibes
Cue 36	Title block changes → TITLE: A SHEEP ENTERS THE ROOM	23. On SM call	Title block will reappear to read, TITLE: A SHEEP ENTERS THE ROOM

Marie Antoinette - cue sheet

Projection Design by Natasha White-Alonso

Blue = Projection cues

Examples = One of 5 samples cues submitted

CUE?	WHAT HAPPENS	WHEN	NOTES
Cue 40	Floors and Projection shift to Dairy farm	28. ON LINE, "Louis: I've got watchsprings"	On the screen we will see the exterior of a grassy countryside, with a single sheep grazing. Flooring will consist of black and white geometric shapes
Cue 45	Floors and Projection shift to → TITLE: 10 years later	35. ON LINE, "SHEEP: Step carefully"	On the screen we see a beautiful and extravagant countryside restaurant, paps outside lingering. The flooring will consist of expensive looking carpets and furs. Breaking news returns.
Cue 50	Floors and Projection shift to a bedroom→ TITLE: June 1789	40. SM will call	On the screen we see the interior of a versailles bedroom, flooring will consist of forrest flooring
Cue 55	Floors and Projection shift to Petit Trianon	46. ON LINE, "FERSEN: People will do anything to get power."	On the screen we will see the interior of Petit trianon (paps in background). Flooring will consist of a windy and frantic withering forest floor.
Cue 60	Projection and flooring slowly transitions to faded color (b&w)	50. ON LINE, "MARIE: I'll take him LEAVE //"	Everything projected and displayed will slowly lose the color vibrancy and overall life of the scene. Everything fades to a smokey grey background.
Cue 65	Title block appears → TITLE: A MOB OF THOUSANDS GATHER IN PARIS AND MARCHES ON VERSAILLES	50. SM will call	Font will keep it's bubbly and brightness to juxtapose sound fx of screaming and crashing buildings
Cue 70	Title block transitions to → TITLE: THEY DISCOVER A GATE TO THE PALACE IS UNLOCKED	50. SM will call	Font will keep it's bubbly and brightness to juxtapose sound fx of screaming and crashing buildings
Cue 75	Title block transitions to → TITLE: THEY STORM THE PALACE AND SEARCH FOR THE QUEEN	50. SM will call	Font will keep it's bubbly and brightness to juxtapose sound fx of screaming and crashing buildings, will turn blood

Marie Antoinette - cue sheet

Projection Design by Natasha White-Alonso

Blue = Projection cues

Examples = One of 5 samples cues submitted

CUE?	WHAT HAPPENS	WHEN	NOTES
			red.
Cue 80	Title block transitions to → TITLE: A RIOT	50. SM will call	Behind the title block we will have 10 seconds of flashing lights, to overwhelm the audience and help solidify the whirlwind that was Riot.
Cue 85	Flooring and Projections shift to hallway of versailles, late at night	51. SM will call	The screen will bring us to a dark hallway in Versailles with the windows showing us the riot outside (smoke, fires, paparazzi flashes). The flooring will consist of
Cue 90	Flooring and Projections fade to black	55. ON LINE, "REVOLUTIONARY: Anymore"	All projections and displays will fade to black
Cue 91	Lights and Projection shift to pre-show look	55. SM will call	Recall from Cue 5
Cue 92	Flooring and Projections fade to black	55. SM will call	All projections and displays will fade to black
Cue 95	Flooring and projections shift to Tuileries garden → TITLE:1791	57. SM will call	On the screen we will see the outskirts of the Tuileries gardens with marble flooring, very expensive looking
Cue 100	Flooring and projections shift away from Tuileries garden	59. SM will call	Once actors enter the carriage SL, both floors and screens should move as if the carriage were actually in motion.
Cue 101	Flooring and projections stop the motion effect	59. ON LINE, "LOUIS: We're almost there."	Movement on screen and floor stops, we should be in a new location that looks similar to the previous cue, just without the Tuileries in the background.
Cue 105	Flooring and projections fade quickly back to Tuileries location	64. ON LINE, "SAUCE: I'll take your luggage. "	Recall from Cue 95, minus the title block
Cue 110	Title block transitions to → TITLE: THE TUILERIES	74. SM will call	Title block transitions from script but appears

Marie Antoinette - cue sheet

Projection Design by Natasha White-Alonso

Blue = Projection cues

Examples = One of 5 samples cues submitted

CUE?	WHAT HAPPENS	WHEN	NOTES
	ARE INVADED, 600 PEOPLE ARE SLAUGHTERED, THE ROYAL FAMILY IS ESCORTED TO THE ASSEMBLY, THE MOB DESCENDS UPON THE ASSEMBLY, DEMANDING THE DEPOSITION OF THE KING, AND CUSTODY OF THE ROYAL FAMILY		as online news articles, flipping pages.
Cue 115	Flooring and projections shift to reveal an incredibly small room	75. SM will call	The idea here is that the surface area on the screen and floor will be vastly smaller, as if the edges of the room lead to a pitchblack fall. Optical illusion.
Cue 120	Flooring and projections morph into a concrete jail cell	76. VISUAL: When Louis is hauled away by the guard SR	The shift will be super subtle, in hopes of helping the audience understand there is a passage of time.
Cue 125	Flooring and Projections fade to black	78. SM will call	All projections and displays will fade to black
Cue 130	SHEEP from before appears on the projection screen	78. SM will call	All flooring and projection will slowly fade back to screens to show a sheep grazing in a large green field. Nothing like the small room we were in before
CUE 135	Projection sheep transforms into a wolf, flooring returns	84. ON LINE, "MARIE: Close to my heart."	The transformation of the sheep should be gorey and bloody, we should feel as scared as Marie is at this moment. Flooring will awaken and transform as well into stark white to juxtapose the red light and elements in the transformation
Cue 140	Flooring and projections fade to Marie's jail cell	84. VISUAL CUE:When 3 revolutionaries approach Marie	This is a pivotal moment , this is the beginning of the end. On the screen we see a dream-like

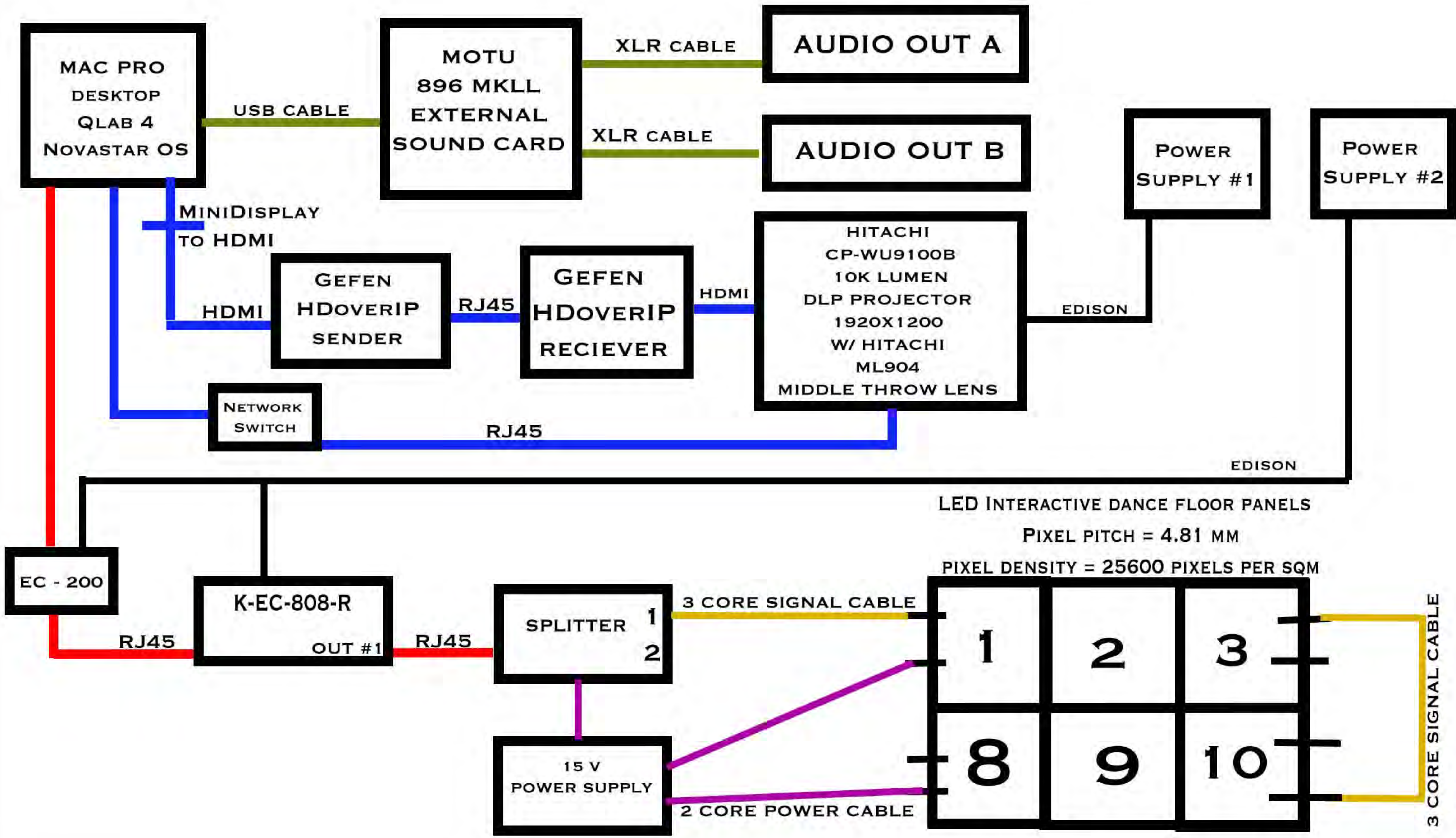
Marie Antoinette - cue sheet

Projection Design by Natasha White-Alonso

Blue = Projection cues

Examples = One of 5 samples cues submitted

CUE?	WHAT HAPPENS	WHEN	NOTES
			version of a brown old wooden room. Flooring will be of a frozen lake, slowly slowly melting.
CUE 145	Flooring and projections shift to cocoon	88. ON LINE, "REVOLUTIONARY 3: Then why are you talking to me?"	Brown wooden room begins to morph into what we can only assume to be the inside of a cocoon, ethereal and terrifying. Small far away flashes are still occasionally seen. Floor is 30% water, only the area around Marie is still floating.
CUE 150	Flooring begins to sink	89. ON LINE, "MARIE: Ja Mutter ich kue.."	The rivers below Marie begin to slowly rise up, we also see the waters begin to leak into the cocoon on our projection screen.
CUE 155	flooring shifts	89. VISUAL CUE: When FERSEN enters	Flooring begins to freeze where Fersen walks, He is not of this time or world. Flashes continue, this is disorienting.
CUE 160	Projections Shift to reveal mob	90. ON LINE, "FERSEN: Then walk up."	Projection screen cocoon begins to fall away to reveal we are in the midst of a massive mob. The Guillotine can be seen in the background. This is it, Marie is headed for death.
CUE 165	Flooring and Projection shift to final scene	94. ON LINE, "MARIE: I have come into life now, Forever."	Flashing gets very intense, We see the guillotine drop and then harsh blackout.
CUE 170	Projections and flooring shift to curtain call look	94. SM will call	Recall from cue 5
~ HOUSE closed~ Reset for top of show			



This drawing is confidential. The reproduction or use of ideas, arrangements, designs, and plans are prohibited without written consent of the designer. Written dimensions will always override scale should a conflict arise. Responsibility falls solely on the vendors to notify the designer of any discrepancies between this drawing and actual dimensions. This drawing represents concepts and suggestions only. The design team is not responsible nor held liable for the structural, mechanical or electrical execution of this drawing. Any structural components within this drawing must be approved by a qualified engineer before installation begins. Furthermore any other work done is to be performed by qualified personnel only. Equipment and installation must conform to all local and federal codes and fire safety regulations.

SYSTEM DIAGRAM



The University of Alabama
Dept of Theatre and Dance

MARIE ANTOINETTE
BY DAVID ADJMI

NOTES: PROJECTOR WILL BE MOUNTED WITH SUPPLIED BRACKET AND HARDWARE FOR C-CLAMPS OR THREADED 2" SCHED. 40 PIPE DOWN. PROJECTOR AND FLOOR PANELS MUST BE CONNECTED TO TWO SEPARATE NON-DIMMABLE POWER SOURCES EACH CAPABLE OF 115V OF POWER. PROJECTOR TO BE INSTALLED 20' FROM SCREEN.

Directed by
ASHLEY WHITE

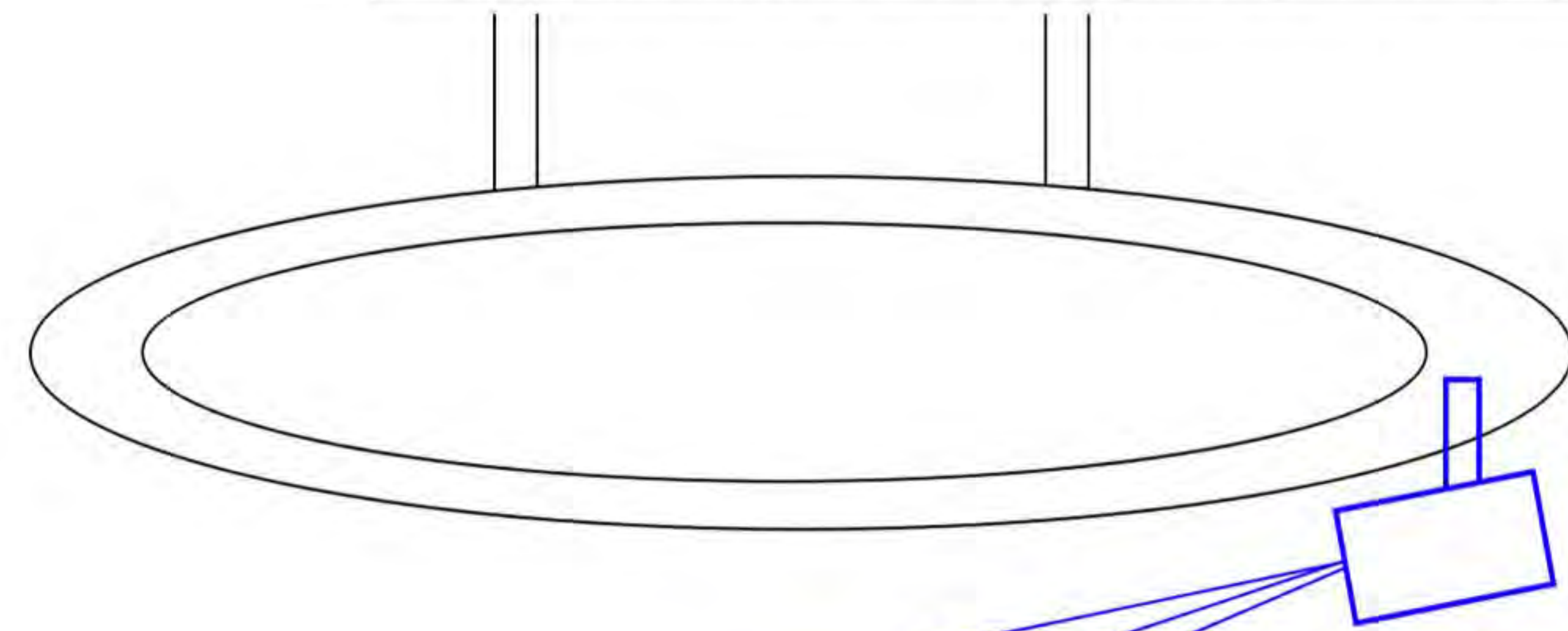
Scene Design EM JURBALA	Technical Director SEAN NELSON	Stage Manager ALI RAY
PROJECTION DESIGN NATASHA WHITE-ALONSO	Sound Design MATT REYNOLDS	Costume Design KAT KRISTENSEN

Plate No.

Scale: NONE

Date: 11/24/21

THROW RATIO = 2.75
 PIXEL WIDTH = 0.05 INCHES
 PIXEL VISIBILITY = 0.01
 PLANNED DISTANCE TO SURFACE 20'
 THROW DISTANCE = 22'
 TARGET SURFACE COLOR = WHITE
 GAIN = 0.5



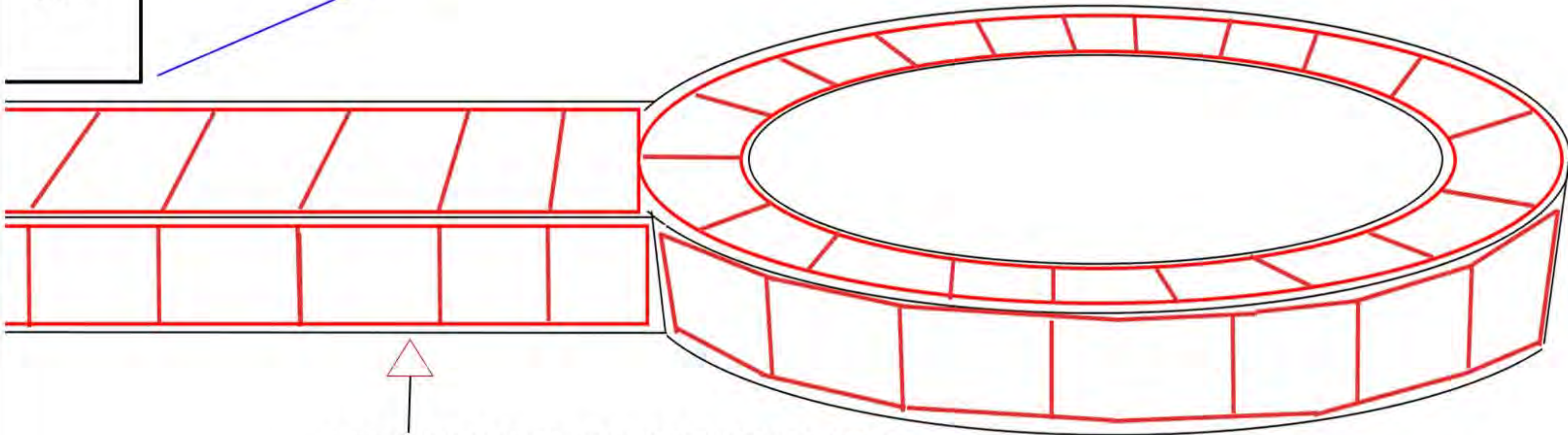
PROJECTOR TRIM HEIGHT = 24'

SCREEN SURFACE SIZE
 8'W X 5'H

TARGET CENTER HEIGHT = 5'6"

THROW DISTANCE = 22'

HITACHI CP-WU9100B
 10,000-LUMEN
 DLP PROJECTOR WITH
 HITACHI ML904 MIDDLE THROW LENS
 UXGA 1920 x 1200



LED INTERACTIVE DANCE FLOOR PANELS
 PIXEL PITCH = 4.81 MM
 PIXEL DENSITY = 25600 PIXELS PER SQM

POWER REQUIREMENTS
 FOR PROJECTOR AND FLOORING:
 TWO SEPERATE 110V - 15A
 EDISON NON DIMMABLE POWER SOURCES

This drawing is confidential. The reproduction or use of ideas, arrangements, designs, and plans are prohibited without written consent of the designer. Written dimensions will always override scale should a conflict arise. Responsibility falls solely on the vendors to notify the designer of any discrepancies between this drawing and actual dimensions. This drawing represents concepts and suggestions only. The design team is not responsible nor held liable for the structural, mechanical or electrical execution of this drawing. Any structural components within this drawing must be approved by a qualified engineer before installation begins. Furthermore any other work done is to be performed by qualified personnel only. Equipment and installation must conform to all local and federal codes and fire safety regulations.

SECTION VIEW



The University of Alabama
 Dept of Theatre and Dance

MARIE ANTOINETTE
 BY DAVID ADJMI

NOTES: PROJECTOR WILL BE MOUNTED WITH SUPPLIED BRACKET AND HARDWARE FOR C-CLAMPS OR THREADED 2" SCHED. 40 PIPE DOWN. PROJECTOR AND FLOOR PANELS MUST BE CONNECTED TO TWO SEPERATE NON-DIMMABLE POWER SOURCES EACH CAPABLE OF 115V OF POWER. PROJECTOR TO BE INSTALLED 20' FROM SCREEN.

Directed by
 ASHLEY WHITE

Scene Design EM JURBALA	Technical Director SEAN NELSON	Stage Manager ALI RAY
PROJECTION DESIGN NATASHA WHITE-ALONSO	Sound Design MATT REYNOLDS	Costume Design KAT KRISTENSEN

Plate No.

Scale: NONE

Date: 11/24/21

THROW RATIO = 2.75
 PIXEL WIDTH = 0.05 INCHES
 PIXEL VISIBILITY = 0.01
 PLANNED DISTANCE TO SURFACE 20'
 THROW DISTANCE = 22'
 TARGET SURFACE COLOR = WHITE
 GAIN = 0.5

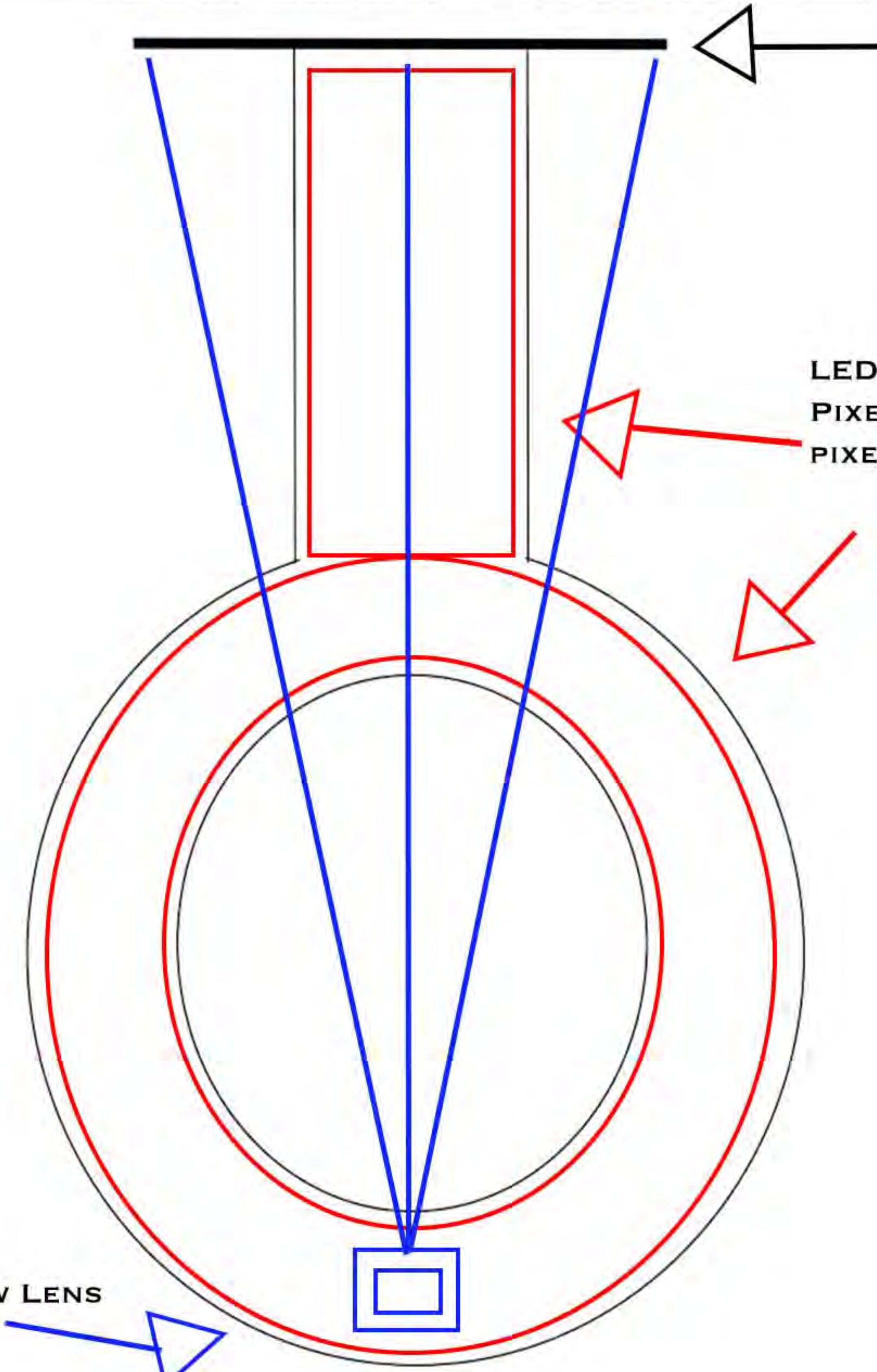
SCREEN SURFACE SIZE
 8'W X 5'H
 SURFACE CENTER +5'6"

LED INTERACTIVE DANCE FLOOR PANELS
 PIXEL PITCH = 4.81 MM
 PIXEL DENSITY = 25600 PIXELS PER SQM

HITACHI CP-WU9100B
 10,000-LUMEN
 DLP PROJECTOR WITH
 HITACHI ML904 MIDDLE THROW LENS
 UXGA 1920 X 1200

PLANNED DISTANCE TO SURFACE = 20'
 PROJECTOR TRIM HEIGHT = 24'

POWER REQUIREMENTS
 FOR PROJECTOR AND FLOORING:
 TWO SEPERATE 110V - 15A
 EDISON NON DIMMABLE POWER SOURCES



This drawing is confidential. The reproduction or use of ideas, arrangements, designs, and plans are prohibited without written consent of the designer. Written dimensions will always override scale should a conflict arise. Responsibility falls solely on the vendors to notify the designer of any discrepancies between this drawing and actual dimensions. This drawing represents concepts and suggestions only. The design team is not responsible nor held liable for the structural, mechanical or electrical execution of this drawing. Any structural components within this drawing must be approved by a qualified engineer before installation begins. Furthermore any other work done is to be performed by qualified personnel only. Equipment and installation must conform to all local and federal codes and fire safety regulations.

GROUNDPLAN: TOP VIEW



The University of Alabama
 Dept of Theatre and Dance

MARIE ANTOINETTE
 BY DAVID ADJMI

NOTES: PROJECTOR WILL BE MOUNTED WITH SUPPLIED BRACKET AND HARDWARE FOR C-CLAMPS OR THREADED 2" SCHED. 40 PIPE DOWN. PROJECTOR AND FLOOR PANELS MUST BE CONNECTED TO TWO SEPERATE NON-DIMMABLE POWER SOURCES EACH CAPABLE OF 115V OF POWER. PROJECTOR TO BE INSTALLED 20' FROM SCREEN.

Directed by
 ASHLEY WHITE

Scene Design EM JURBALA	Technical Director SEAN NELSON	Stage Manager ALI RAY
PROJECTION DESIGN NATASHA WHITE-ALONSO	Sound Design MATT REYNOLDS	Costume Design KAT KRISTENSEN

Plate No.

Scale: NONE

Date: 11/24/21