

## Degree requirements 2015 – 2020

### Degree Programme in Lighting Design (180 credits)

#### Contents:

*The Bachelor's Degree in Lighting Design educates multifaceted artists in the field of performing arts and culture production. The programme opens up students' understanding of the aesthetics of light, offering tools for implementation, analysis and argumentation. Studies support students' growth into lighting designers that actively interact with their environment. The programme develops students' skills in communication, documentation and data acquisition; their capacity to evaluate their own and others' work, and to give and receive feedback. The programme strengthens students' ability to produce artistic content and feeds their interest in professional development and their curiosity of expression.*

*The degree is formed from the following study units:*

- *General studies*
- *Studies and working life*
- *Knowledge of the arts*
- *Skills and tools of planning*
- *Collaborative workshops between design skills*
- *Artistic productions*
- *Elective studies*
- *Thesis portfolio of the Bachelor's Degree.*

#### Learning outcomes:

Students who have completed a Bachelor's Degree in Lighting Design:

- know the famous names, traditions, current practices and concepts of their own field
- are capable of analyzing performances both orally and in writing, as well as perceive their own professional development and identity
- master the modes and tools of expression in their own field, are familiar with the production process and the artistic planning process
- are capable of functioning as active members of artistic planning groups with members from different disciplines
- are able to present their artistic ideas, document their work and acquire information
- are capable of evaluating their own work and that of others and giving and receiving feedback

- are able to develop their own work and to learn the skills needed to organize the work and lead a working group
- operate ethically within their own working environment
- are capable of learning new technologies and operating methods while retaining critical thinking
- have the knowledge and skills to continue to Master's Degree studies
- are motivated for creative, practical work as well as for developing their own competence and field.

**BACHELOR OF ARTS IN THEATRE AND DRAMA, 180 credits**  
**Structure of the degree programme in lighting design, 2015–2020**

		I	II	III
<b>T-XB100</b>	<b>GENERAL STUDIES</b>	<b>10</b>	<b>9</b>	<b>3</b>
<a href="#">T-XB101-03</a>	Study skills	2	1	1
<a href="#">T-XB104-05</a>	Working life skills		1	2
<a href="#">X-TBK01-02</a>	Second domestic language, Swedish		3	
<a href="#">X-TBK21-22</a>	Foreign language, English	5		
<a href="#">T-XB106-07</a>	Communication skills	3	2	
<a href="#">T-XB108</a>	Introduction to performance dramaturgy and composition		2	
<b>T-VÄB100</b>	<b>STUDIES AND WORKING LIFE</b>	<b>7</b>	<b>3</b>	<b>8</b>
<a href="#">T-VÄB101</a>	Electrical studies	2		
<a href="#">T-VÄB102</a>	Rigging and occupational safety		1	
<a href="#">T-VÄB103</a>	Performance analysis and work competence	4		
<a href="#">T-VÄB104-06</a>	Seminar	1	1	1
<a href="#">T-VÄB107-08</a>	Thesis portfolio seminar		1	1
<a href="#">T-VB101</a>	Assisting			6
<b>T-VÄB200</b>	<b>KNOWLEDGE OF THE ARTS</b>	<b>14</b>	<b>6</b>	<b>7</b>
<a href="#">T-XB201</a>	History of performing arts 1	5		
<a href="#">T-XB202</a>	History of performing arts 2		2	
<a href="#">T-XB203</a>	History of performing arts 3			2
<a href="#">T-VÄB201</a>	Music history	2		
<a href="#">T-VÄB202</a>	History of dance	1		
<a href="#">T-VB201</a>	History of world art	2		
<a href="#">T-VB202</a>	History of contemporary art			2
<a href="#">T-XB210</a>	Art and philosophy		2	
<a href="#">T-XB204</a>	Introduction to dramaturgy	2		
<a href="#">T-XB214</a>	Dramaturgy 1	2		
<a href="#">T-XB215</a>	Dramaturgy 2		2	
<a href="#">T-VB203</a>	History of lighting design and scenography			3
<b>T-VB300</b>	<b>DESIGN SKILLS AND TOOLS</b>	<b>21</b>	<b>12</b>	<b>11</b>
<a href="#">T-VÄB301</a>	Introduction to light	2		
<a href="#">T-VÄB302</a>	Technical basics of lighting design I	3		
<a href="#">T-VÄB303</a>	Colour perception and colour systems	2		
<a href="#">T-VÄB304</a>	From text to image idea	2		
<a href="#">T-VÄB305</a>	From image idea to space	3		
<a href="#">T-VB306</a>	Preliminary work of the lighting designer I	3		
<a href="#">T-VÄB307</a>	Graphical programming environments		3	
<a href="#">T-VB308</a>	Technical basics of lighting design II		2	
<a href="#">T-VB309</a>	Preliminary work of the lighting designer II		3	
<a href="#">T-VÄB310</a>	Recording skills		1	
<a href="#">T-VB311</a>	Moving light I		3	
<a href="#">T-VB312</a>	Digital sketching			5
<a href="#">T-VB313</a>	Projection			3
<a href="#">T-VB314</a>	Moving light II			3
<a href="#">T-VÄB315</a>	Introduction to sound	3		

<a href="#">T-VÄB316</a>	Sound expression	3		
<b>T-VB400</b>	<b>JOINT WORKSHOPS BETWEEN DESIGN ARTS</b>		<b>14</b>	<b>2</b>
<a href="#">T-VB401</a>	Surface and light		3	
<a href="#">T-VB402</a>	Classical light		2	
<a href="#">T-XB212</a>	Dance and lighting design		2	
<a href="#">T-XB211</a>	Light and sound as co-actors			2
<a href="#">T-XB206</a>	Devising		7	
<b>T-VB500</b>	<b>ARTISTIC PRODUCTIONS</b>	<b>8</b>	<b>12</b>	<b>14</b>
<a href="#">T-VÄB501</a>	Space etude	4		
<a href="#">T-VÄB502</a>	Sound etude	4		
<a href="#">T-XB207</a>	The performance as a process		12	
<a href="#">T-VÄB503</a>	Third year production			12
<a href="#">T-VÄB504</a>	From idea to realization			2
<b>T-VB600</b>	<b>ELECTIVE STUDIES</b>		<b>4</b>	<b>9</b>
<b>T-VÄB700</b>	<b>THESIS PROJECT</b>			<b>6</b>
<a href="#">T-VÄB701</a>	Thesis project portfolio			6
<a href="#">T-VÄB702</a>	Maturity examination			0
	<b>In total</b>	<b>60</b>	<b>60</b>	<b>60</b>

## T-XB100 GENERAL STUDIES, 22 credits

### Learning outcomes:

Students possess the study, working life, language and communication skills required in the degree. Following general studies, students are also familiar with the dramaturgy of performance and the basics of composition.

*General studies develop knowledge and skills that all BA students at the Theatre Academy have in common. Studies are arranged by the Centre for Joint Studies. Some of the studies form part of intermediate studies of other degree programmes.*

### T-XB101-3 Study skills, 4 credits

#### Learning outcomes:

Students perceive how their own field of study and curriculum fit in with the University of the Arts Helsinki. They are able to plan and schedule their own studies, independently search for information about studies offered by other degree programmes and universities, and construct a meaningful degree for themselves. They are able to annually prepare a personal study plan PSPS (HOPS in Finnish) together with the teacher responsible for the course. By keeping a study journal, students are able to actively construct their own understanding of their subjects and work, evaluate their own learning as well as the teaching, and provide constructive feedback to the degree programme as well as the University of the Arts Helsinki as a whole.

## **T-XB104-5 Working life skills, 3 credits**

### **Learning outcomes:**

Having studied the basics of production, students

- have an understanding of the different parties contributing to the arts in their varied forms and the institutional structures of performing arts, as well as of their own areas of interest as artists within these fields
- understand the stages of the artistic production process from idea to premiere/publication.

Having studied working life skills, students

- are able to consider their own place in working life and the role of their profession in society, as well as master working life skills in relation to the current work situation and future outlook
- understand entrepreneurship as one path to employment
- identify their own competence and are able to present it to others.

Students present their work in digital format in the portfolio. Through working with the portfolio, students gain the ability to

- document their own artistic work
- create, edit and publish digital material
- present their work online.

## **X-TBK21-22 Foreign language, 5 credits**

*X-TBK21 English: writing proficiency, 2 credits*

### **Learning outcomes:**

Students are able to

- understand both general and academic spoken language, pick up information from speech and identify different perspectives
- discuss academic subjects, present ideas and opinions
- read and understand academic texts and collect information
- write clear, well-structured texts using the vocabulary of the field
- communicate more fluently, clearly, spontaneously and accurately
- actively take responsibility for their learning by committing to and evaluating their own achievements.

*X-TBK22 English: oral proficiency, 3 credits*

**Learning outcomes:**

Students are able to

- extensively discuss different academic and professional subjects
- communicate more fluently, clearly and spontaneously
- give professional presentations
- learn different discussion and performance skills.

**X-TBK01-02 / X-TBK11-12 Second domestic language, 3 credits**

*X-TBK01 / X-TBK11 Second domestic language (Swedish/Finnish): writing proficiency, 2 credits*

*X-TBK02 / X-TBK12 Second domestic language (Swedish/Finnish): oral proficiency, 1 credit*

**Learning outcomes:**

- students are able to write various texts relating to their own field, studies and current themes
- students are able to read texts in their own field and discuss and write about these
- students are able to argue their own opinions and respond to others' comments
- students know the basic structure of Swedish/Finnish
- Passing the course indicates that the student has achieved a skill level in Swedish/Finnish that, according to Act 424/2003 and its Regulation 481/2003, is required of personnel in general government working for a bilingual authority, and necessary in this field.

**T-XB106-7 Communication skills, 5 credits**

**Learning outcomes:**

Students are able to structure, communicate and argue their own artistic activity in speaking and writing. They perceive how their own field of art fits within the field of performing arts, and engage in discussions within this context. They are familiar with the basics of academic writing and are capable of searching for information within their own discipline, know how to use the information ethically and legally, and are able to critically evaluate different information sources and their quality. Students are in command of the basics of spoken communication and are capable of communicating their own field of art and artistic activity.

## **T-XB108 Introduction to performance dramaturgy and composition, 2 credits**

### **Learning outcomes:**

Students are able to understand and perceive the structure, layers and meanings entailed in a performance. They are familiar with the core concepts and issues of dramaturgy and composition through literature, lectures and practical exercises.

## **T-VÄB100 STUDIES AND WORKING LIFE, 18 credits**

### **Learning outcomes:**

Students are able to analyse performances and their own professional development, both orally and in writing, and perceive their own professional identity. Students are able to plan and implement the practical measures and documents required in production. They are also familiar with safe working methods and know how to apply these in practice.

*This study unit focuses in-depth on skills and competencies of the professional field and students practice presenting their own competence.*

## **T-VÄB101 Electrical studies, 2 credits**

### **Learning outcomes:**

Students are able to explain the basics of electrical engineering and safety, and independently solve the most common power network faults that occur in lighting and sound systems. Students are able to evaluate the environmental impact and economic significance of electrical energy consumption.

## **T-VÄB102 Rigging and occupational safety, 1 credit**

### **Learning outcomes:**

Students are familiar with the legislation and practices relating to rigging, hoisting equipment, auxiliary hoisting equipment and working at height. Students are able to select, inspect and use the correct hoisting equipment in different situations. Students are aware of dangerous techniques and equipment, and able to plan and execute a safe rigging event.

## **T-VÄB103 Performance analysis and professional competence, 4 credits**

### **Learning outcomes:**

Students are able to analyse different kinds of performances and artworks. They are able to view the contents and implementation of stage works from different perspectives and express their notions both orally and in writing. Students are able to evaluate the characteristic features of work in the different sectors of performing arts. Students know the views and perspectives of professional artists and makers in their own field.

## **T-VÄB104-06 Seminar, 3 credits**

*1 credit / year of study*



**Learning outcomes:**

Using different tools, students are able to present their own learning and artistic work as well as develop their discussion and argumentation skills by actively taking part in discussions.

**T-VÄB107-08 Thesis project portfolio seminar, 2 credits****Learning outcomes:**

Students are able to design and write a thesis project portfolio. Students are able to use up-to-date materials and portfolio tools and be able to partake in discussions. Students are able to choose a point of view for their thesis portfolio, create a structure for it and develop the work both independently and under guidance.

**T-VB101 Assisting, 6 credits****Learning outcomes:**

Students perceive the most important tasks and workflows of making a process of the performance, and assignments relating to the artwork as a whole, by following and assisting a lighting designer. Students receive an overall picture of the work of a lighting designer in a professional theatre, and understand the role of the lighting designer in the working group.

**T-VÄB200 KNOWLEDGE OF THE ARTS, 27 credits****Learning outcomes:**

Students have an understanding of the history and current status of theatre, dance and other art forms such as music and fine arts. They are familiar with the most important names and artworks and are able to understand different time periods. They are familiar with the philosophy of art and dramaturgy from antiquity to today, and are also able to adapt concepts of dramaturgy in their practical work.

*This study unit processes a wide scope of central time periods, starting points, movements and makers in the history of the arts and dramaturgy, as well as basic questions of art philosophy. Students gain an understanding of the relationship between lighting design and other, closely related art forms and their history.*

**T-XB201 History of performing arts 1: The performing arts in a cultural history context, 5 credits****Learning outcomes:**

Students have a grasp on the following phenomena: Western art, specifically the

development arc of different types of performance from prehistoric times to the 1980s; the distinctive features of different style periods and their most important artists and works of art. Students understand the religious and political ideologies underpinning each cultural period, how these have affected the performing arts as well as the dynamics between art forms.

### **T-XB202 History of performing arts 2: The Finnish theatre, 2 credits**

#### **Learning outcomes:**

Students are familiar with the concepts, performance aesthetics and ideologies that have impacted the Finnish theatre in different time periods, in relation to the history of society. They are familiar with the history of theatre performances and the core works of playwrights, as well as the most important artists and the significance of their artistic work. Students also understand the unique features of the Finnish theatre in relation to phenomena in art for the stage from a European and global perspective.

### **T-XB203 History of performing arts 3: In-depth themes, 2 credits**

#### **Learning outcomes:**

Students understand rituals and forms of performance from outside Europe, as well as the ideologies and phenomena currently impacting the theatre. Students are able to perceive the historical context of these, are familiar with their theoretical background and identify artistic expressions in various forms of performance.

### **T-VÄB201 Music history, 2 credits**

#### **Learning outcomes:**

Students are able to identify aspects of society and culture that underpin the different musical styles and time periods of 20<sup>th</sup> and 21<sup>st</sup> Century music. They are familiar with composition methods, thinking in terms of form, and the development of instrumentation.

## **T-VÄB202 History of dance, 2 credits**

### **Learning outcomes:**

Students have knowledge of the history of dance and understand the most important traditions, movements and influential artists that have affected dance as an art form.

## **T-VB201 World history of art, 2 credits**

### **Learning outcomes:**

Students learn to identify different style periods in fine art and the most important works and artists from prehistoric times to the early 20th Century. Students are capable of perceiving changes and connections between different style periods and what is happening now.

## **T-VB202 History of contemporary art, 2 credits**

### **Learning outcomes:**

Students are able to discuss the traditions and current situation of fine arts. They are able to analyse the historic stages of fine arts and related artworks and artists, from Modernism onwards to today. They are able to perceive these stages as part of the context of performing arts.

## **T-XB210 Art and philosophy, 2 credits**

### **Learning outcomes:**

Students gain an understanding of the most central philosophical approaches behind the unique character of an artwork, performance and artistic expression as well as the most important concepts through which artmaking, experiences and the communication they facilitate can be expressed in language. They are able to reflect on art and their own artistic work through conceptual reflection on these aspects.

## **T-XB204 Introduction to dramaturgy, 2 credits**

### **Learning outcomes:**

Students understand the significance of dramaturgical thinking in perceiving phenomena in their entirety. They are familiar with the basic concepts of dramaturgy and are able to outline the historical background and changing nature of dramaturgy, and are familiar with the basics of dramaturgy in drama. Students have practiced reading texts, watching performances and discussing them.

## **T-XB214 Dramaturgy 1, 2 credits**

### **Learning outcomes:**

Students have become acquainted with the dramaturgy of drama in theory and practice, and have gained an understanding of the significance of dramatic thinking in the history of theatre, Western culture and current reality. Students are familiar with the central concepts of dramaturgy, such as character, action, plot, situation, twist.

## **T-XB215 Dramaturgy 2, 2 credits**

### **Learning outcomes:**

Students are familiar with the relationship between dramaturgical thinking and dramaturgical methods. They ponder dramaturgy especially from the viewpoint of connections between a dramatic work or event, the spectator and reality. They have become acquainted with certain significant paradigm shifts in dramaturgy during the 1900s, such as the theories of Bertolt Brecht. Students have in-depth knowledge of certain dramaturgical concepts and questions, such as e.g. context.

## **T-VB203 History of lighting design and scenography, 3 credits**

### **Learning outcomes:**

Students are familiar with the history and development of lighting design and scenography. They master the most important development stages and significant names in lighting in performing arts and scenography. Students perceive the impact that forces within art history, technology and society have had on the visual aspects of performing arts.

## **T-VB300 DESIGN SKILLS AND TOOLS, 44 credits**

### **Learning outcomes:**

Students master the most important skills, tools and work processes needed in the preliminary design of lighting. Students are able to perceive and expand various possibilities of visual expression and choose the appropriate solutions and tools in their planning. Students are able to visually sketch out their visions and to convey their ideas to the other members of the working group.

*This study unit teaches the most important skills, tools and working processes of the lighting designer. Lighting design is based on mastering these skills.*

## **T-VÄB301 Introduction to light, 2 credits**

### **Learning outcomes:**

Students are able to perceive and differentiate between different factors affecting lighting and the impact of light on the environment. By working with miniatures and object theatre, students have practiced how light behaves. Students are able to identify different qualities of light and to discuss light.

## **T-VÄB302 Technical basics of lighting design I, 3 credits**

### **Learning outcomes:**

Students are able to identify theatre lighting equipment and different types of spotlights, as well as how the direction of the light plays a role in lighting a person. Students are able to construct a lighting system, use lighting equipment and at least one programmable lighting console.

## **T-VÄB303 Colour perception and colour systems, 2 credits**

### **Learning outcomes:**

Students understand the most important thoughts of light theorists such as Goethe and Albers and the chromatics of light; they know how to perceive and interpret colours and their interaction. Students are able to identify the joint effect of surface colour and coloured light.

## **T-VÄB304 From text to image idea, 2 credits**

### **Learning outcomes:**

Students are able to analyze a text, look for reference material and transform it into a visual concept and a functional idea. Students are able to present their ideas and aims to a working group.

## **T-VÄB305 From image idea to space, 3 credits**

### **Learning outcomes:**

Students are able to construct a miniature to scale. With the help of experiments and observations, students are able to investigate the practice of planning a stage setting, taking into account functional requirements and light expression in the performance.

### **T-VB306 Preliminary work of a lighting designer I, 3 credits**

#### **Learning outcomes:**

Students are able to investigate light with the help of miniatures, choose the right spotlights and place them graphically, draw a light plot by hand and produce other necessary planning documents.

### **T-VÄB307 Graphical programming environments, 3 credits**

#### **Learning outcomes:**

Students master the basics of programming in a visual programming environment and have the skills needed to use the same environment for independent continued study and use.

### **T-VB308 Technical basics of lighting design II, 2 credits**

#### **Learning outcomes:**

Students are able to discover and experiment with various light phenomena and sources of light. Students are able to utilize different techniques, from historical theatre lighting effects to the lighting of everyday environments and the latest technology.

### **T-VB309 Preliminary work of a lighting designer II, 3 credits**

#### **Learning outcomes:**

Students are able to use the appropriate computer programmes as lighting design tools when drawing a light plot.

### **T-VÄB310 Recording skills, 1 credit**

#### **Learning outcomes:**

Students master the basic use of digital cameras, the essential workflow of digital shooting as well as basic software used in the different stages of the process.

### **T-VB311 Moving light I, 3 credits**

#### **Learning outcomes:**

Students know the basic principles of programming and the possibilities of moving lights.

### **T-VB312 Digital sketching, 5 credits**

#### **Learning outcomes:**

Students are able to produce illustrative light and space sketches with the help of 3D modelling and image processing software.

### **T-VB313 Projection, 3 credits**

#### **Learning outcomes:**

Students know how to adapt the theory and practice of image projection as well as different techniques used in projection. Students are able to create image material on the computer, understand the basics of video projection, the possibilities and limitations of different techniques, as well as to design and implement projections for a specific space.

### **T-VB314 Moving light II, 3 credits**

#### **Learning outcomes:**

Students are capable of analyzing the aesthetics of moving light, and programme moving lights both for linear cue list use and improvisation.

### **T-VÄB315 Introduction to sound, 3 credits**

#### **Learning outcomes:**

Students are able to evaluate sound environments and different subareas of sonic expression and to differentiate between what they hear. Students are able to use various methods of recording with both fixed and mobile equipment, various microphone techniques and recording formats, as well as to do preliminary planning in connection with recording. Students know the basic techniques of digital editing and are capable of adapting these to make small-scale sonic artworks. Students master the practical basics of sound reproduction and have experience in building a small-scale sound reproduction system as well as of simultaneously playing back recorded and live sound.

### **T-VÄB316 Sound expression, 3 credits**

#### **Learning outcomes:**

Students are able to experiment with and produce different kinds of tensions and atmospheres with the help of sound and music.

## **T-VB400 JOINT WORKSHOPS FOR THE DESIGN ARTS, 16 credits**

### **Learning outcomes:**

Students are capable of perceiving the impact that different tools, materials, working methods and artistic sectors have on one another. They are able to order, organize and develop their own perspective, as well as a shared one, of a design assignment or artistic premise in an artistic working group. Students are capable of making artistic decisions in the group and to relate these to the given resources and framework.

*In the joint workshops, students investigate the impact that different areas of artistry have on each other, and develop their skills in lighting design and teamwork.*

## **T-VB401 Surface and light, 3 credits**

### **Learning outcomes:**

Students are able to develop, experiment with and adapt the effects, atmospheres, illusions and dramaturgical ingredients that are created from combining different kinds of material, surface processing techniques and lighting.

## **T-VB402 Classical light, 2 credits**

### **Learning outcomes:**

Students are able to identify and evaluate the special features and methods of lighting design in a classic theatrical play set-up, and know how to adapt these. Students are capable of critically evaluating the impact that using different methods has on the design process and the end result.

## **T-XB212 Dance and lighting design, 2 credits**

### **Learning outcomes:**

Lighting design students are able to see and experience the impact of light, also from the perspective of the performer. They are able to co-operate with dancers and capable of communicating the content and meaning of light as part of the artwork.

## **T-XB211 Light and sound as co-actors, 2 credits**

### **Learning outcomes:**

Students are able to identify and differentiate between the impact that different elements of a performance (performer, light, sound) have on a scene and its constituents. They understand



the differences and possibilities of expression in different areas, and deepen their interactive skills in the artistic work.

### **T-XB206 Devising, 7 op**

#### **Learning outcomes:**

Students understand the premises of group and process-based work and are capable of adapting them in creative interaction with an artistic work group, as active and equal members. They perceive the different stages of the process and understand the equal position and dramaturgical significance that each element of the performance brings. Students are able to construct a performance based on jointly produced materials and are able to adapt the use of light accordingly. Students are also able to move flexibly outside their own field of education and special competence as they flexibly try out different professional roles.

*Production classification D*

### **T-VB500 ARTISTIC PRODUCTIONS, 34 credits**

#### **Learning outcomes:**

Students are able to practically adapt and build on their capital of knowledge and skills, as well as develop their artistic thinking and self-expression through their own medium. Through working on productions, students gain experience of the full working process, co-operating with multiple fields and mastering their own design work. They master the skills and approaches required by different working methods and are also capable of functioning in a group as they carry out assignments true to their identity as artists. They are able to adapt texts or other chosen starting premises for the purpose of realizing them onstage. With the help of performances they develop and deepen their personal expression in interaction with the working group and the audience. Through the artistic productions, students strengthen their professional and artistic confidence.

*The study unit Artistic productions contains performances created jointly by students of the University of the Arts Helsinki and Aalto University, as well as artworks by students of lighting design and sound.*

### **T-VÄB501 Spatial etude, 4 credits**

#### **Learning outcomes:**

Students are able to define a site and place-specific thinking about an artwork as well as use their own history and relationship to a space as a starting point for artistic work. They are acquainted with the possibilities of lighting and sound in creating site and place-specific works of art.

## **T-VÄB502 Sound etude, 4 credits**

### **Learning outcomes:**

Students are able to identify and adapt sound-based dramaturgy approaches to varying forms of sonic expression.

## **T-XB207 The performance as a process, 12 credits**

### **Learning outcomes:**

Students identify their own focus of interest and perspective on the selected subject, combining it with the shared thought processes of the working group. They apply the working methods learned during the course in devising and are capable of interacting openly with their working group in order to come up with solutions together. They perceive the different working stages of a performance and are able to plan how the necessary material should be collected and assembled. They are capable of analyzing the collected material in relation to the selected topic and to further develop their dramaturgical thinking in performances. Students understand the significance of different areas of the theatre to the planning of a performance, and are able to construct a performance plan for a shared rehearsal period, in creative interaction with the artistic working group.

*Production classification C*

## **T-VÄB503 Third year production, 12 credits**

### **Learning outcomes:**

Students are able to realize an independent artistic work as lighting designers. They are able to develop mastery of their tools, how they express light, and their own working methods. In production work, students deepen their ability to engage in collaborative work with different professional groups through the pre-planning, rehearsals and performances of the Training Theatre.

*Production classification B*

## **T-VÄB504 From idea to realization, 2 credits**

### **Learning outcomes:**

Students are able to function as part of a group that, utilizing free techniques and working methods, creates ideas and a work of art for a public space. They utilize previously learned skills and the dynamic processes of jointly producing an artwork.

## **T-VB600 ELECTIVE STUDIES, 13 credits**

### **Learning outcomes:**

Students learn more about areas close to their own qualities as artists and are able to plan and combine studies into a pleasing whole to support their own individual study path and strengthen their knowledge and skills.

*Elective studies can be e.g. study units arranged by the degree programme, such as Programming clinic, 1 credit and Visual perception, 1 credit.*

## **T-VÄB700 THESIS PROJECT, 6 credits**

### **T-VÄB701 Thesis project, 6 credits**

#### **Learning outcomes:**

Students are able to write and summarize a thesis portfolio, where their thinking, artistic studies and work are presented in a varied way. When making the portfolio, students are able to analyze and reflect on what they have learned, as well as direct their attention towards master's degree studies. Students are able to present their thesis portfolio and their work as artists at the degree programme seminar.

### **T-VÄB702 Maturity examination**

*Before the thesis project can be approved, the student must undergo a written maturity examination that shows in-depth knowledge of the field of the thesis project, as well as skills in either Finnish or Swedish.*