

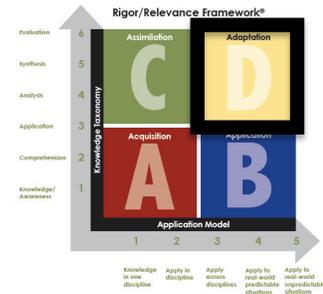
GOLD SEAL LESSON PLAN

ADVANCING THE SHOW

Major: Communications Technology

Rigor/Relevance Framework

Course: CT 150 Introduction to Live Sound Technology



INSTRUCTIONAL FOCUS

- Reading:** Students read a variety of grade level materials, applying strategies appropriate to various situations.
- Writing:** Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
- Speaking:** Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
- Communication:** Students communicate and apply scientific concepts.
- Tools and Technology:** Students use appropriate tools and technologies to model, measure, and apply the results in a problem-solving situation. Students communicate the reasoning used in solving these problems.

STUDENT LEARNING

Lesson Plan Objectives:

- Students will demonstrate a fundamental understanding of concert sound reinforcement systems.
- Students will connect musicians’ needs with sound system specifications.
- Students will create an equivalent industry-standard technical rider that depicts an effective and accurate evaluation and adaption of musician and sound system needs and requirements.
- Students will develop effective and professional communication through an in-class presentation.

Lesson Plan’s Connection to Course Objectives:

- Demonstration of signal flow in live sound.
- Demonstration of fundamental knowledge of live sound equipment.
- Demonstration of scope, common vernacular, and job opportunities in live sound.
- Demonstration of understanding of signal processing in live sound.
- Demonstration of fundamental knowledge of microphones and their uses in live sound.
- Demonstration of the process and crew roles in a live sound production.

PERFORMANCE TASK

Overview

How does a live sound engineer, or large sound company, know what equipment a band, or other event, will need for a concert or performance? With so much complexity and variation in band requirements, venues, and sound systems, a sound company needs to know exactly what to bring, and how many people to hire in order to effectively and professionally support an event. This information is contained in what the industry calls a “tech- rider.” A tech rider, or technical rider, is a description of exactly what the technical requirements are for an event. This includes sound, lighting, stage dimensions, backline, AC power, etc. Without this document an engineer has no way of knowing how to prepare for, or what to bring to, a given event.

Description

The lessons start with a slideshow of photos and images from various concerts, performances, bands, stages, and sound systems. The images depict different stage setups, different microphones and configurations, different speakers systems, and different band setups. The slideshow concludes with the question, “how did the sound company know what equipment they needed to bring?”

This introduces the class to the concept of “show advancing.” Students are then given various layouts, configurations, and formats for tech riders and stageplots. It is important that students understand the differences between tech riders and stageplots. They are two similar documents that vary greatly in terms of structure, form, and design.

The first assignment is for students to perform an internet image search in order to find a tech rider and a stageplot. The students should be prepared to compare and contrast the similarities and differences between both documents in the next class.

Students will come to class with the two documents they researched and give a short 1-2 minute presentation about the similarities and differences between the tech riders and stageplots they found. This develops a foundation for covering the elements of a tech rider in greater depth. The students should now begin to see the detail that is sometimes required to ensure that a concert or event is fully supported.

For the lab activity students will be given a stageplot of the teacher’s choice at the beginning of class and are required to interpret what they see in order to set up the proper equipment as outlined in the plot. This will help students begin to connect the document to real- word application, which adds value to the lesson.

The assignment for day 2 is for students to create a tech rider based on the instructions below:

- Create an Input list (24 Channels: should contain the Name of the Instrument, the Name of the Microphone to be used, the Allen & Heath Channel #, any Insert Signal Processing, and any Time-based Effect to be Patched for EACH Input!!!!), a completed Baby Snakes Sheet and a Stage

Plot (Must include positions for ALL 24 Inputs, AC Power, Stage Snakes, Amplifiers, and Stage Monitors) for the following Band:

- Rhythm Guitar and Vocals
 - Lead Guitar and Vocals
 - Bass and Vocals
 - Keyboards and Vocals
 - Drums and Vocals
- The tech rider will be presented in class next week (3-5 minutes). Students should be prepared to explain each of the 3 sections included in their tech rider. Acceptable formats include: slideshows, electronic PDFs, Word documents, Power Point or Keynote presentations, Google docs, Google sites, or other “create-your-own-sites” like Weebly.

Students should also be shown some of the online techrider/stageplot creation sites that exist like *stageplot.com*

On day 3 students will present their tech rider projects (3-5 minutes). The presentations should demonstrate the variety of forms that a tech rider can take and the students understanding of those variations. It also gives students a chance to show and see, their own and their peers’ creativity. It allows students to demonstrate how they connected the content information into an industry-accepted document. This helps students see the value that their classmates placed in the lesson in ways they might not have seen on their own.

ESSENTIAL SKILLS

- E1 Apply writing rules and conventions (grammar, usage, punctuation, sentence structure and spelling).
- E4 Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.
- E5 Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.
- E7 Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.
- E15 Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.
- E18 Apply rules of appropriate diction and grammar in formal and informal speaking situations.

SCORING GUIDE

Criteria	Professional	Assistant	Intern	Not Hireable
Understanding of Content Related to Sound Systems	Student Tech Rider demonstrates an understanding of signal flow, microphone selection and application, use of stage monitors, snakes and patching, and use of effects and other signal processing.	Student Tech Rider demonstrates an understanding of at least 3 of the 5 areas outlined under Professional	Student Tech Rider demonstrates an understanding of no more than 2 of the 5 areas outlined under Professional	Student Tech Rider demonstrates no understanding of the content related to sound systems
Connection to Musician's Needs	Student Tech Rider reflects the needs of the artist. Input list fully supports the band's needs and microphone selection fits their instruments. Stageplot represents how a typical band might be arranged on stage and has AC power drops for band needs.	Student Tech Rider reflects almost all of the artist's needs. 1 or 2 minor things were left out. Some changes would need to take place on the day of the show in order to support the artist.	Student Tech Rider only reflects a few of the artist's needs. This means that on the day of the show major changes would have to take place to support the artist causing delays and/or other issues.	Student Tech Rider makes no attempt to support the artist. Tech Rider is not usable.
Creation of Tech Rider	Student Tech Rider is logical, organized, and professional. All important pieces are present: stageplot, input list, and babysnakes sheet. Input list comprises 24 channels as required. Microphones selected are from the live sound inventory. Channel order is logical, and snake position on stageplot reflects band arrangement and channel order.	All 3 sections are included in the student's Tech Rider but are incomplete. Rider may have small formatting, organization, and/or layout issues as well but nothing that can't be fixed on show day.	Tech Rider has major issues that must be fixed before the show. Tech Rider is missing 1 of the 3 main sections.	Rider has only 1 of the 3 main sections. Tech Rider makes little sense if any. The 1 section it contains is incomplete or has major problems. Tech Rider is not usable in this form.
In-Class Presentation	Student presentation is professional and within 3-5 minute time frame. Student has demonstrated the project's connection to the content and understands the project's purpose. Student's choice of visual/electronic aide fits the assignment instructions.	Student presentation was outside the 3-5 minute timeframe. Project was connected to content with an almost complete understanding of its purpose. Visual aide fit the assignment.	Student had either just a visual aide and didn't want to present it or simply talked about the assignment without an aide to display as a result presentation was far too short.	Student had no presentation and no visual aide.

SUBMITTED BY:

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