

BTEC Assignment Brief

Qualification	BTEC Level 1/Level 2 First Award in Music BTEC Level 1/Level 2 First Certificate in Music BTEC Level 1/Level 2 First Extended Certificate in Music BTEC Level 1/Level 2 First Diploma in Music
Unit number and title	Unit 3: Introducing Live Sound
Learning aim(s) (For NQF only)	Learning aim A: Plan for a live music event Learning aim B: Demonstrate understanding of health and safety
Assignment title	Acoustic Night: Planning, Health and Safety
Assessor	Marc Robinson
Issue date	19.11.2019
Hand in deadline	13.01.2020

Vocational Scenario or Context	<p>You have been asked to be the sound engineer for a live acoustic music event at a local venue where a range of acts have been booked from singer/songwriters to a group featuring vocals, stage piano, acoustic guitar, violin, cello and drum kit.</p> <p>You will need to liaise with the manager of the venue and, as part of your preparations, must provide information to them about the organisational and technical requirements for the event.</p> <p>Before the event can take place, you need to assess the potential hazards and actions that can be taken to minimise risks to event personnel, the public and equipment.</p>
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Task 1	<p>Produce a document that analyses the live sound equipment required for the event and where it will be placed. Make sure that you include information on:</p> <ul style="list-style-type: none"> • the size of the PA (public address) system • types and numbers of microphones required • number of stands required • cables needed • mixing desks. <p>To prepare for the event you should include detailed schedules for the set-up and sound check.</p> <p>Within the document you should analyse the organisational requirements for the event, including:</p> <ul style="list-style-type: none"> • the roles and responsibilities of the personnel needed to organise the event, such as the roadie and the sound engineer • the legal considerations, such as licences (e.g.
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	Performing Rights Society (PRS)) and age limits for the venue.
Checklist of evidence required	<ul style="list-style-type: none"> • Written planning document to include: <ul style="list-style-type: none"> ○ live sound equipment requirements ○ organisational requirements ○ schedules for set-up ○ stage plans.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2A.D1	Analyse the technical and organisational requirements when planning a live music event.
2A.M1	Explain the technical and organisational requirements when planning a live music event.
2A.P1	Describe the technical and organisational requirements when planning a live music event.

Task 2	<p>You should assess and analyse the risks (major and minor hazards) for the event by producing a detailed risk assessment.</p> <p>You should analyse how these risks can be reduced by recommending measures that can be put in place before the event.</p> <p>Your risk assessment should demonstrate an understanding of health and safety legislation, such as guidance for:</p> <ul style="list-style-type: none"> • manual handling • use of personal protection equipment (PPE) • electrical safety.
Checklist of evidence required	<ul style="list-style-type: none"> • Risk assessment to include: <ul style="list-style-type: none"> ○ major and minor hazards ○ recommended actions to minimise the risks ○ references to associated health and safety legislation.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2B.D2	Analyse potential hazards and specify actions to be taken to reduce any risk to personnel, the public and equipment.
2B.M2	Explain potential hazards associated with the event and suggest actions

	to be taken to reduce any risk to personnel, the public and equipment.
2B.P2	Describe potential hazards associated with the event and suggest actions to be taken to reduce any risk to personnel, the public and equipment.

Sources of information to support you with this Assignment	<p>Books</p> <p>White, P. (2000) <i>Basic Live Sound</i>, London: Sanctuary Publishing Ltd, 978 1 86074 271 2.</p> <p>White, P. (2000) <i>Basic Microphones</i>, London: Sanctuary Publishing Ltd, 978 1 86074 265 1.</p> <p>Websites</p> <p>Sound On Sound magazine - www.soundonsound.com 'Guide to Mixing' videos - www.youtube.com/user/SoundcraftUK Health and Safety Executive - www.hse.gov.uk Five steps to risk assessment - www.hse.gov.uk/pubns/indg163.pdf</p> <p>Note to assessors</p> <p>We are committed to ensuring that teachers/tutors and learners have a choice of resources to support their teaching and study.</p> <p>We would encourage them to use relevant resources for your local area such as local employers, newspapers and council websites.</p> <p>Resources from various publishers are available to support delivery and training for all Pearson and BTEC qualifications so that learners and teachers/tutors can select those that best suit their needs.</p> <p>Above are some examples of textbooks and websites. Further useful resources may be found at: www.edexcel.com/resources/Pages/default.aspx</p>
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FOR NQF LEVEL 2 ONLY: If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Identify the technical and organisational requirements when planning a live music event.	3	1A.1
Identify hazards associated with the event.	3	1B.2

Scenario	<p>The scenario is one that is likely to be achievable within a school setting but larger centres might wish to have a wider range of instruments and music to provide sound setups for. Where possible it would be best if learners have the opportunity to work on a live performance rather than a classroom based set up. In adapting this scenario learners might be asked to do the sound for other centre productions such as music or performing arts events.</p> <p>It is recommended that the first assignment is linked to the second assignment so that learners are producing a relevant planning document and that they are then able to use this when carrying out the practical element of the unit. The unit requirement is that centres have a range of live sound equipment sufficient to stage a public performance with PA and produce a monitor mix on stage.</p>
Task 1 and 2	<p>Evidence for both these tasks is likely to be written although could be a presentation that covers both learning aims. Learners are most likely to use examples from the centre's own equipment but might benefit from comparing to researched alternatives. Schedules should be detailed enough to be realistically followed in the subsequent practical work.</p>

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Unit number and title	Unit 3: Introducing Live Sound
Learning aim(s) (For NQF only)	Learning aim C: Set up and use live music systems
Assignment title	Acoustic Night-The Gig
Assessor	Marc Robinson
Issue date	19.11.2019
Hand in deadline	13.01.2020

Vocational Scenario or Context	<p>You have been asked to be the sound engineer for a live acoustic music event at a local venue where a range of acts have been booked from singer/songwriters to a group featuring electric piano, electric bass guitar, acoustic guitar and vocals.</p> <p>While liaising with the manager of the venue you produced a list of organisational tasks and an assessment of all technical requirements, including schedules, stage plans and a risk assessment.</p> <p>You will now be responsible for the safe rigging and de-rigging of the sound system for the acoustic night and you will need to ensure suitable Front of House (FOH) and monitor mixes for each performer.</p>
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Task 1	<p>a) Set up the system to be used for the acoustic night correctly and safely, testing that both FOH and monitor mixes are functioning effectively.</p> <p>Perform basic safety checks, for example securing cables with tape where necessary and ensuring that public access is limited.</p> <p>Work independently, methodically and professionally, keeping a record of initial levels and settings.</p> <p>b) Produce FOH and monitor mixes for performers at the acoustic night, using all systems correctly and safely.</p> <p>You will need to monitor and review the live mixes throughout each performance and adhere to the maximum</p>
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	<p>allowed sound pressure levels.</p> <p>You will be responsible for both the quality of sound at the gig, and the safe de-rigging of the system after the gig.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • Video evidence of set-up. • Annotated photographs. • Video and audio recordings. • Teacher/tutor observations that support audio-visual evidence.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
2C.D3	Set up and use live music systems correctly and safely producing effective and balanced FOH and monitor mixes.
2C.M3	Set up and use live music systems correctly and safely producing balanced FOH and monitor mixes.
2C.P3	Set up and use live music systems correctly and safely producing FOH and monitor mixes.
Checklist of evidence required	A written report, recorded discussion or presentation.

Sources of information to support you with this Assignment	<p>Textbooks</p> <p>White, P. (2000) <i>Basic Live Sound</i>, London: Sanctuary Publishing, 978 1 86074 271 2.</p> <p>Swallow, D. (2012) <i>Live Audio: The Art of Mixing a Show</i>, Oxford: Focal Press, 978 0 24081 604 3.</p> <p>Websites</p> <p>Health and Safety Executive - www.hse.gov.uk</p> <p>Note to assessors</p> <p>We are committed to ensuring that teachers/tutors and learners have a choice of resources to support their teaching and study.</p> <p>We would encourage them to use relevant resources for your local area such as local employers, newspapers and council websites.</p> <p>Resources from various publishers are available to support delivery and training for all Pearson and BTEC qualifications so that learners and teachers/tutors can select those that best suit their needs.</p> <p>Above are some examples of textbooks and websites. Further useful resources may be found at:</p> <p>www.edexcel.com/resources/Pages/default.aspx.</p>
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FOR NQF LEVEL 2 ONLY: If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Set up and use live sound systems with guidance	2	1C.3

Note to assessor:

Scenario	The scenario is one that is likely to be achievable within a school setting but larger centres might wish to have a wider range of instruments and music to provide sound setups for. Where possible it would be best if learners have the opportunity to work on a live performance rather than a classroom based set up.
Task 1	Learners should work individually or in small teams to set up and be responsible for FOH and monitor mixes. Groups should be small enough so that learners are able to show enough evidence for the higher grades individually. Learners are asked to keep a record of levels and settings so should have access to recording or photographic equipment. Phone cameras are ideal for this. The set-up should be recorded (a static camera using time-lapse is particularly useful for this) and real-time footage of the sound check and performance showing the learners operating sound should be provided. Audio recordings of the final mixes can be helpful in addition to the final video although if taken through the desk some sounds may not be captured.