Unit 3: Hand-in Helpsheet

Tasks

Event name: Year 9 Options Concert

Event date: 12.02.2020 (P4 – 12.20-13.20)

1. Concert Running Order

In this document you will write out a list of performances in order. These should look like a numbered table in Word and include everything. Next to each item including talks (which do not require any sound equipment) you should list which equipment is needed.

The agreed order from unit 2 meetings is:

- Daniela :Health and Safety Talk
- Tamara: Moonlight Sonata
- Tamara: Skinny Love
- Ryu: Unit 1 talk
- Aaron:
- Aaron and Mr Robinson: Shallow
- Marc: Unit 3 talk
- Heejin:
- Heejin:
- Carlotta and Ms Hughes-Brown: Ave Maria
- Carlotta:
- Madison: Theme from Umbrella Academy
- Carlota: Unit 5 talk
- Ensemble 1: Hallelujah
- Ensemble 2: Hallelujah
- Tamara: Unit 2 talk
- Ensemble 3: Hallelujah

Explain how this running order was decided on (e.g. unit 2 team meetings; contributions from sound engineers about logistics between acts;)

2. Equipment List

You should now work out from your Running order, the amount of equipment you need in total.
This should then include a sign-in and sign-out column for you to use on the day. DON'T FORGET PPE: Decibel meter, Gaffer Tape and Ear plugs
DON'T FORGET PLUGS: We need 3 extension plugs

Size of the PA

Model Response – HOW ARE YOU GOING TO EXPLAIN THIS IN YOUR OWN WORDS?

- *The PA system is what we call our mixer as this is built in. It is the 'Phonics Powerpod 740.' It is a powered mixer so our speakers are passive (they don't need to be plugged in to an electrical socket to work.)*
- *The size of the PA is 440 watts which is loud enough for our main hall.*
- *The FOH speakers are passive but can handle up to 300watts each.*

- *The monitor speakers are Peavey PVI10 speakers and are 50watts each. They are smaller than the FOH as the sound doesn't need to travel as far to reach the stage.*

Key questions to think about in your annotation:

- Why is it important that we use front of house and monitor speakers?
- How many channels of audio are available to you and how has this affected your decisions about equipment? i.e. microphone 1 needed to move during the ensemble.
- Why did you choose to use Shure SM58 (dynamic microphones) rather than condenser microphones?
- Why did you choose to use D/I boxes for the electro-acoustic guitar and stage piano?
- Why have you planned to potentially use a pad switch on the laptop; piano and acoustic guitar?
- Why is it important that the decibel level doesn't exceed 120dB?
- Why are you wearing earplugs when setting up sound? (Think about your distance from speakers)

3. Stage Plan

Your stage plan should be a document that shows the layout and channel list for each of the items within the show. A clue for higher marks here is that channels 1-4 have a pad switch that can be used. The agreed channel list from your practical session is:

1. Piano (d/i)
2. Electro-acoustic guitar (d/i)
3. Laptop for backing tracks (mini jack to XLR)
4. Microphone 1 (far left – needs to move to piano so needs slack)
5. Microphone 2
6. Microphone 3
7. Microphone 4 (far right – needs to move to cello so needs slack)

4. Schedule for the Concert

Your agreed schedule for the day is:

- Tutor time (8.40-9am) – Sign out equipment. Take down to main hall.
- P1 (9-10am) – Rig (set up) equipment and complete a line check
- P2 (10-11am) – Full sound check and level taking
- Break – P3 (11-12.10am) Final Full Rehearsal
- P4 – Performance
- Lunch – De-rig. Transport equipment back to music. Sign-in equipment.

5. Copyright Demands

- Highlight the Government document.
- Write an explanation about why we do not need to worry about licensing for this concert.

6. Outline of individual roles and responsibilities

A short paragraph that addresses the following – a couple of sentences for each bullet point:

- What will you be doing at different stages of the day (e.g. what is your role during P1?)
- How will you ensure you are completing your roles safely (think about PPE?)
- Explain how you run a line check and why it is important
- Explain how you run a sound check and why it is important
- Explain how you are using your documents to help (stage plan; running order; sound level sheet; risk assessment.)

7. Explain your decisions

Ensure you have annotated all of your work (complete this for each document on the document itself!)
Look at how the model answer moves from pass, to merit, to distinction level.

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. As well as below, break your annotation down further by thinking about how we may have been limited by the equipment available e.g. we need to move microphones but with more equipment/channels would this be necessary? e.g. "A line check takes place when the setting up equipment to see if all of the equipment is working before gaffer taping leads to the floor so that leads or faulty equipment can be changed quickly without having to remove tape. We've chosen to hold a line-check first thing to be efficient so we can move on to sound check quickly. Due to rehearsals in lessons, we've also checked equipment before so this should be a quick process."
2A.M1	Explain the technical and organisational requirements when planning a live music event. Annotate each document by adding an explanatory paragraph. Remember, to explain in BTEC we use 'because' or 'so that.' e.g. In the schedule of the event document: "A line check takes place when the setting up equipment to see if all of the equipment is working before gaffer taping leads to the floor so that leads or faulty equipment can be changed quickly without having to remove tape."
2A.P1	Describe the technical and organisational requirements when planning a live music event. e.g. In the schedule of the event document: "A line check takes place when the setting up equipment to see if all of the equipment is working before gaffer taping leads to the floor."

8. Risk Assessment

- Analyse all of the potential risks to staff; audience; equipment
- Write next to each one if they present a minor or major hazard (minor meaning injury; major meaning serious injury)
- Outline what you are going to do to prevent these risks.
- Annotate your document and say where you got the template from and why.

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.

Company name: Music Class **Date of risk assessment:** 08/02/2020

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to control this risk?	Action by who?	Action by when?	Done
Slips and trips (minor)	Performers, Technicians and Audience members may be injured if they trip over leads on the floor and other equipment.	• Use gaffer tape to stick leads to the floor so that a person's foot can't get caught underneath them. • Make sure only performers and technicians are on the stage (no audience members) •	• Ensure there is nothing else in the main hall that could cause a slip so we will not have any liquids in the room.	All staff, supervisor to monitor Manager	12.02.2020	

Tick this by hand

9. Sound Levels Sheet

- Briefly annotate your diagrams from the concert for the sound levels you took control of (only do the levels you controlled.)
    - What does each element do:
        - FOH Master
        - Monitor Master
        - Channel Level
        - Channel Monitor Level
        - Channel EQ (High, Mid, Low)
        - Use of pad switches (why did you do this?)
        - Use of Phantom Power (d/I boxes need phantom power to run)
        - FX Processing (Reverb: Natural echo to make an instrument sound more professional. Reminder: Do not use this on the laptop track at all). Increasing the dial increased the 'wet mix' (how much reverb is applied.) It's best to only use a little!