



GRADE LEVELS:	9-12
PREREQUISITES:	NONE
UC/CSU A-G:	"F" COLLEGE-PREP ELECTIVE
CREDITS:	10: 5 CREDITS PER SEMESTER

COURSE DESCRIPTION:

After completion of the CTE Event Production (the concentrator course), students with a passion for the craft and an interest in further study or a career in the field will proceed to CTE Event Management and Production Design, the capstone course. This course of study will draw on students' existing technical knowledge and skills to teach them how to envision, design, create, and produce events independently as well as manage budgets and human capital. After initially producing on campus events, students will then complete internships and externships in the field, learning directly from industry experts and theatrical professionals. Students will also conduct research on specific career paths within the AME sector as well as academic opportunities at local colleges in the performing arts field.

Students completing the Event Production pathway courses will be ready to enter the field and work professionally on a career track job or pursue additional education at the college level.

APPLICABLE CTE AME PATHWAY STANDARDS

- C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
- C1.1 Demonstrate understanding of power tools used in construction and rigging
- C1.2 Demonstrate knowledge of basic electrical safety
- C1.3 Demonstrate understanding of safe workplace practices...
- C1.4 Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.
- C2.0 Understand the technical support functions and artistic competencies in film, video, and live production
- C2.1 Analyze the production sequence involved in creating a media based or live performance production
- C2.2 Produce a production flow chart for a live theatrical or media based production
- C2.3 Plan one technical component of a production from design to performance.
- C3.0 Analyze and differentiate the function of the various members of a production team
- C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer, post production, etc.
- C4.0 Demonstrate key skills and an understanding of the complexities of production planning
- C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
- C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.
- C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
- C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.

Event Management and Production Design 2

- C4.5 Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.
- C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
- C5.2 Plan the general coordination of various elements in a project or production.
- C6.0 Understand the key elements of developing and promoting a production from creation to distribution.
- C6.2 Create a budget for an aspect of an arts, media, and entertainment production of the arts, media, and entertainment industry
- C6.5 Create a public service announcement using two or more production methods materials, such as standard public service announcements.
- C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media
- C7.1 Identify and describe licensing management for live and media based productions and intellectual properties.
- C7.4 Understand the role of audience and market research in promotional planning
- C7.6 Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options.

TEXTBOOK

TBD

COURSE CONTENT:

Semester #1 Unit Plan and Timeline

UNIT 1 SHOP AND STAGE SAFETY

Unit Overview:

In this unit, students review the tools and techniques appropriate for general construction as pertaining to theatrical set design. Instruction will focus on managing workplace safety for crews and safe practices as they pertain to the field of event production.

Instruction:

Introduction:	tool names and applications
Safety instruction:	tool operation, chemical storage, techniques, etc.
Job site safety:	proper credentials and certification for jobs
Insurance and bonding:	workers' compensation, liability insurance

Roles on Stage: Safety Officer

Projects:

- Design a safety poster for the shop or stage focusing on one tool or area
- Research costs of liability insurance and bonding
- Design a safe job site power distribution plan
- Create a flow chart for responding to job site accidents

Assessments:

- Tool names and functions test
- Shop and stage safety terminology

Signature Assignment:

Shop and Stage Safety Test

Students must pass this safety exam with a score of 100/100 in order to use equipment in the set shop or stage areas.

UNIT 2 EVENT MANAGEMENT AND PLANNING

Unit Overview:

This unit will introduce students to effective event management and logistical considerations necessary for an effective and safe performance.

Instruction:

Budgeting:	designing a budget based on a formula
Promotion/Advertising:	effective strategies for new and traditional media
Contract negotiation:	artist relations, union relations, vendor relations
Venue design:	logistics, security, safety
Insurance and bonding:	workers' compensation, liability insurance

Roles on Stage: Production Manager

Projects:

Conduct a detailed site survey of a professional venue

Review an artist's technical rider and technical requirements

Assessments:

Create a performance contract with technical rider for a five piece band

Design a request for proposal for vendor support of an outdoor show

Signature Assignment:

On Campus Festival

Design and construct a 3D model of a performance venue for a one-day festival held in your school's stadium. Consider and address all technical and safety parameters which are applicable in a narrative text, then create an operating budget on Google spreadsheet as well as a promotional plan.

UNIT 3 ARENA AND STAGE RIGGING

Unit Overview:

In this unit, students explore arena and stage rigging on an in-depth level. Students will learn to safely deploy and maintain chain falls as well as electric lift hoists to include safe load and lifting limitations for on campus events.

Instruction:

Chain falls:	range and limitations
Electric lift hoists:	limit switches, power requirements, safe operation
Rigging hardware:	shackles, slings, shives, baskets
Counterweight systems:	loading and operation

Roles On Stage:

Head Rigger
High Rigger / Ground Rigger

Projects:

Rig a motor point from a simulated rigging grid
Hang line array speakers and correct splay angles

Assessments:

Safely rig a box truss point with appropriate techniques and hardware
Rig a cable pick correctly

Signature Assignment: Rigging Plan

Design and present a rigging plan for an indoor performance in your school's gym using both chain falls and electric lift hoists. Include accurate layout measurements and load calculations to safely suspend a 40'x40' box truss lighting system as well as a four cluster line array audio system.

UNIT 4 AUDIO ENGINEERING SYSTEM DESIGN AND OPERATION

Unit Overview:

Students will study the geometry governing audio reinforcement and will learn to create a system design which is appropriate to given venues. Both point source as well as line array technology will be explored, as will basic editing and control of audio effects.

Instruction:

Audio systems:	choosing point source vs line array
Crossovers:	active vs passive audio systems
Feedback control:	equalization and space geometry
Microphones:	types, functions, placement
Digital effects:	reverb, delay, compression

Roles On Stage:

Audio Designer
Front of House Engineer
Monitor Engineer

Projects:

Use audio editing software to crop an audio effect
Edit together an audio cue list for playback
Deploy a four-cluster line array audio system

Assessments:

Deploy and operate a four speaker passive audio system
Deploy and operate a 8 input, 2 mix, active audio system
Control and execute audio cues

Signature Assignment: Engineer a Live Show

Students will work collaboratively to edit, program, and control audio cues for an on campus event. Students will meet with the performing group in advance, decide on technical assets to deploy, then install an audio system appropriate for the event. They will then operate the audio system during the performance, as well as load it out afterward. In a presentation to the class, students will explain their technical choices, difficulties that they faced, and objectively critique their performances.

UNIT 5 PROGRAMMING LIGHTING AND SHOW CONTROL

Unit Overview:

Students move beyond their basic knowledge of analog lighting systems to the study of DMX and how it controls conventional lighting instruments, LED fixtures, and intelligent lighting heads. The unit culminates with the integration and programming of automated lighting and audio effects on a show control platform.

Instruction:

DMX control systems:	numbering, addresses, universes
Moving lights:	color, pan, tilt, beam angle, and intensity changes
Programming:	cue lists, crossfades, chase sequences
Timecode:	designing and synchronizing automated scenes

Roles On Stage:

Lighting Designer
Lighting System Technician
Lighting Board Operator

Projects:

Using various lighting fixtures and devices, create a given effect on stage

Assessments:

Record a cue using four different conventional instruments
Record a submaster for a given group of fixtures
Create cues to tilt, pan, and dim intelligent lighting fixtures
Use show control software to automate three lighting and three audio cues

Signature Assignment: Automate a Scene

For this assignment, students will work independently to design, program, and automate lighting and audio cues for a two minute song or given scene. Lighting plans must include conventional as well as intelligent fixtures, and should carefully consider the appropriateness of technical choices to the mood and tone of the source material.

UNIT 6 CAREER EXPLORATION AND INDEPENDENT STUDY

Unit Overview:

In this culminating unit of the pathway, students will employ work based learning to move beyond the classroom in the study of one specific career in the Production and Managerial Arts sector.

Signature Assignment: Research and Field Work

Students will work off campus in their chosen career fields to gain practical experience and make industry contacts. They will conduct research of employment data as well as interview three people working actively in the field. Relevant theater arts programs at college campuses which specialize in the field will be covered as well. Their analysis will be presented in a multimedia presentation to the class.

END OF SEMESTER REQUIREMENTS

Community Service:

No fewer than 20 hours of supervised, applied, independent practice helping a non-profit group produce a performance or festival. These hours are to be approved in advance and must address skills taught in this class directly. Proof of completion will be verified by the student's direct supervisor. These hours count towards high school graduation requirements.

Live Performance Critiques:

Students must attend at least three live performances at professional venues and complete a detailed written analysis of each. These critiques must explain the performance's production design goals, choice of technical assets, and consider the effectiveness and improvements which could be made.