



National Unit specification: general information

Unit title: Theatre Lighting and Sound: An Introduction
(SCQF level 5)

Unit code: H1XC 11

Superclass: LE

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Summary

The purpose of this Unit is to give candidates the opportunity to develop practical skills and knowledge which will allow them to use theatre lighting and sound. Candidates will be given hands-on experience of a range of equipment which may include computerised and manual lighting desks, sound mixing desks, microphones, projectors and lanterns. Skills and knowledge will then be applied in performance. Candidates will learn and show awareness of health and safety requirements throughout.

This is an optional Unit in the National Certificate in Creative Industries SCQF level 5. It is also available as a freestanding Unit.

This Unit is suitable for candidates who wish to pursue a career in technical theatre and performance.

Outcomes

- 1 Demonstrate knowledge and understanding of a range of theatre technology and equipment.
- 2 Prepare and operate theatre lighting equipment to a given brief, showing awareness of health and safety requirements.
- 3 Prepare and operate theatre sound equipment to a given brief, showing awareness of health and safety requirements.

Recommended entry

Entry is at the discretion of the centre.

General information (cont)

Unit title: Theatre Lighting and Sound: An Introduction

Credit points and level

1 National Unit credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Theatre Lighting and Sound: An Introduction

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Demonstrate knowledge and understanding of a range of theatre technology and equipment.

Performance Criteria

- (a) Describe the function of a range of lighting and sound equipment.
- (b) Describe the operation of a range of technical stage devices.
- (c) Demonstrate knowledge of relevant health and safety requirements.

Outcome 2

Prepare and operate theatre lighting equipment to a given brief, showing awareness of health and safety requirements.

Performance Criteria

- (a) Rig, focus and colour theatre lanterns.
- (b) Plot and notate lighting states.
- (c) Operate a sequence of lighting cues, from a lighting cue sheet.

Outcome 3

Prepare and operate theatre sound equipment to a given brief, showing awareness of health and safety requirements.

Performance Criteria

- (a) Rig, connect and test a basic sound system.
- (b) Produce, edit and plot sound cues/effects for a specified scene.
- (c) Run a sequence of sound cues, from a sound cue sheet.

National Unit specification: statement of standards (cont)

Unit title: Theatre Lighting and Sound: An Introduction

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Evidence can be produced holistically or Outcome by Outcome.

Outcome 1

Written and/or recorded oral evidence, obtained under closed-book conditions, is required to reflect the candidate's ability to:

- ◆ describe the function of three items of lighting equipment, which may include a fresnel, a profile and a manual or computerised lighting desk
- ◆ describe the function of three items of sound equipment, which may include a mixing desk, an amplifier and a dynamic microphone
- ◆ describe the operation of three technical stage devices, which may include a flying system, a cyclorama, a stage truck, a communications system and a back projection screen
- ◆ demonstrate knowledge of relevant Health and Safety requirements which may include; risk assessments, rigging procedures and electrical safety

Outcome 2

Each candidate will prepare and operate theatre lighting equipment that meets the requirements of a brief. A suitable brief may have the following requirements:

- ◆ Rigging — to be carried out by the candidate or by another person under the direction of the candidate:
 - safely suspend and lock a minimum of three lanterns to a lighting stand or grid, complete with gel frames and safety chains in line with a lighting design
 - connect to a dimmer or patch board and test
- ◆ Focusing and plotting:
 - focus and colour/gobo three lanterns under the direction of either a lighting designer or course tutor
 - plot a minimum of three lighting states under the direction of either a lighting designer or course tutor
- ◆ Operation:
 - technically rehearse lighting cues
 - operate, during a performance, a minimum of six lighting cues, accurately reflecting all plotted information. This can either be self-cued or cued via a stage manager
- ◆ Notation:
 - plot a minimum of three lighting states on a plot sheet
 - notate a minimum of six lighting cues on a lighting cue sheet
 - complete a risk assessment of all practical lighting activities

National Unit specification: statement of standards (cont)

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Performance evidence, produced in supervised conditions, is required to demonstrate that the candidate has carried out the requirements of the brief.

Outcome 3

Each candidate will prepare and operate theatre sound equipment that meets the requirements of a brief. A suitable brief may have the following requirements:

- ◆ Rigging:
 - rig, connect and test a basic sound system to include three of the following; loudspeakers, mixing desk, amplifier, playback mechanisms and microphones
- ◆ Producing/plotting:
 - produce a minimum of three effects for a specified scene under the direction of a sound designer or course tutor
 - edit and plot the effects under the direction of a sound designer or course tutor
- ◆ Operation:
 - technically rehearse sound cues
 - operate a minimum of six sound cues, during a performance, accurately reflecting all plotted information. This can either be self-cued or cued via a stage manager
- ◆ Notation:
 - plot a minimum of three sound effects on a plot sheet
 - notate a minimum of six sound cues on a sound cue sheet
 - complete a risk assessment of all practical sound activities

Performance evidence, produced in supervised conditions, is required to demonstrate that the candidate has carried out the requirements of the given brief.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is broadly aligned to the following National Occupational Standard (NOS) from Creative and Cultural Skills:

- ◆ Technical Theatre and Live Performance Suite, particularly:
 - TP39 Operating lighting for a live performance in the theatre
 - CCSSL8, Operating sound for a basic live performance

This Unit is an optional Unit within the National Certificate in Creative Industries SCQF level 5. It is also available as a freestanding Unit.

Candidates will be given the opportunity to develop practical skills and knowledge which will allow them to use theatre lighting and sound. Candidates will be given hands-on experience of a range of equipment which may include computerised and manual lighting desks, sound mixing desks, microphones, projectors and lanterns. Skills and knowledge will then be applied in live or staged performance situations.

As candidates will be utilising heavy, electrical and, in some cases, hot equipment, industry standards on health and safety must be observed.

In Outcome 1, the candidate will have the opportunity to learn and use terminology specific to technical theatre.

Terminology may be drawn from the following where appropriate:

- ◆ lighting operation: fades, builds; cross-fades; cues; group; lighting state; fader; master; sub-master; up and down times; memory and playback
- ◆ lighting equipment: Fresnel; Flood; Par; Profile; PC; lighting desk; dimmer; DMX and LED
- ◆ lighting general: working lights; blues; general cover; special; cold & warm; blackout; side light; backlight; F.O.H. lighting; backlighting and lighting plans
- ◆ lighting accessories: barn-door; shutter; gobo; gel frame; colour; hook clamps and safety chains; telescopic stands and T bars
- ◆ Sound operation: fades; builds; cross-fades; cues; faders; inputs; outputs; solid-state recorder and minidisk recorder
- ◆ general operation: standby; go; cue-light system; cans system; beginners' call and half hour call
- ◆ sound accessories: microphone; XLR; Speakon; amplifier and effects processor
- ◆ theatrical devices: cyclorama; gauze; back projection screen; tab; black; iron; flat; border; leg; truck; wagon; revolve; counterweight flying system; hemp set flying system; scenery; trap; rostra and track

National Unit specification: support notes (cont)

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For Outcomes 2 and 3, candidates should be given ample rehearsal time to enable them to operate the equipment effectively under performance conditions.

It is not necessary to use a formal public performance for Outcomes 2 and 3. However, attention should be paid to ensure that the staged event offers equivalent experience.

Guidance on learning and teaching approaches for this Unit

Learning and teaching should be largely practice based and utilise as much theatrical and learning technology as is reasonably possible.

Classroom activities might include: tutor led demonstrations followed by candidate practice; backstage tours; and at least one professional performance visit with tutor led reflection. To facilitate candidates' work for Outcomes 2 and 3, in the later stages of the delivery it is reasonable to expect candidates to read and walk parts when they are not operating or preparing equipment themselves. However, where candidates are undertaking performed work as part of their programme within another Unit, it is desirable to integrate and use work already in preparation for the purposes of lighting and sound programming and operation. Where this is not possible, lecturers should select a scene from an accessible play-text which has enough scope for the cues required within the evidence requirements of Outcomes 2 and 3 for candidates to work with.

For Performance Criterion (a) of Outcomes 2 and 3, it is acceptable to stage a separate exercise, which is not directly connected to performance criteria (b) and (c) of Outcomes 2 and 3, where the logistics would be too complicated to facilitate this.

For Performance Criterion (c) of Outcomes 2 and 3, it is equally acceptable to use a stage manager to 'cue' the performance as it is for the operator to follow the prompt copy and 'cue' themselves. If desirable, it is possible for Performance Criterion (c), for both Outcomes 2 and 3, to be undertaken together.

Guidance on approaches to assessment for this Unit

The performance evidence for Outcomes 2 and 3 will be gathered on an ongoing basis in supervised conditions at appropriate points during the delivery of the later stages of the Unit.

A suitable instrument of assessment for Outcome 1 could be short answer questions. The assessment could take place at an early point during the delivery of the Unit.

A suitable instrument of assessment for performance criterion (a) for Outcomes 2 and 3 could be either a real pre-production situation or a staged production situation and should be supported by an Assessor's Observation Checklist. It is desirable, although not essential, that this is directly connected to performance criteria (b) and (c) of Outcomes 2 and 3.

A suitable instrument of assessment for performance criterion (b) for Outcomes 2 and 3 could be a portfolio of cue sheets, recorded media, a prompt copy with notated cueing information of the given or adopted scene and a risk assessment, supported by an Observation Checklist.

National Unit specification: support notes (cont)

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A suitable instrument of assessment for performance criterion (c) of Outcomes 2 and 3 is a practical assignment based around either a live or staged performance, supported by an Assessors Observation Checklist. The product evidence for Outcomes 2 and 3 can be gathered after the staged event/performance has taken place during the later stages of the delivery of this Unit.

It may be possible to integrate the performance evidence of Outcomes 2 and 3 with other performance Units at SCQF level 5 and 6.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In this Unit candidates will develop knowledge and skills to enable them to operate theatrical technologies in theatrical settings.

Candidates will:

- ◆ prepare, set up and connect lighting equipment
- ◆ prepare, set up and connect sound equipment
- ◆ synchronise cues and timings to a performance
- ◆ produce and collate digital sound media
- ◆ notate, communicate and edit cue timings and positions

This means that as candidates are doing this Unit they may be developing aspects of the Core Skills of Working with Others, Information Technology, Communication and Problem Solving.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	09/10/2012

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