

Set the Stage

Media Production, Lesson 2

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Grade Level	9th – 12th Grade	**Time Frame**	90 minutes
Subject	Performing Arts	**Duration**	2 class periods
Course	Music		

Essential Question

How does one use audio equipment in a live production?

Summary

In this second lesson of a media production unit, students interact with sound equipment, such as an audio mixer, subwoofer, loudspeaker, and a microphone, to determine the purpose of each piece of equipment. Students interact with media equipment, view a video about how to set up a stage and take notes, and create a diagram of a stage properly set up with all necessary equipment.

Snapshot

Engage

Students brainstorm about everything they think is needed to host a live band or guest speaker.

Explore

Students interact with multiple pieces of audio equipment while making observations and thinking of questions about the equipment.

Explain

Students take notes while watching a video about how to set up a stage.

Extend

Students create a diagram of a stage correctly set up with all pieces of necessary equipment.

Evaluate

Students respond to reflection questions using the 3-2-1 strategy.

Standards

Oklahoma Academic Standards (Fine Arts: Drama/Theatre (High school: Accomplished (III)))

DT.CR.1 : Generate and conceptualize artistic ideas and work.
III.CR.1.2 : Imagine technical elements for a unified drama/theatre concept by developing and implementing a major design element (e.g., sets, costumes, sound, etc.) for a production.
DT.CR.2 : Organize, develop, and rehearse artistic ideas and work.
III.CR.2.2 : Demonstrate collaborative and interdisciplinary skills by working to develop theatrical production concepts, discover artistic solutions, and make interpretive choices in a drama/theatre work.

Attachments

- How to Set Up a Stage—Set the Stage.docx
- How to Set Up a Stage—Set the Stage.pdf
- I Notice, I Wonder—Set the Stage.docx
- I Notice, I Wonder—Set the Stage.pdf
- Lesson Slides—Set the Stage.pptx
- Stage Equipment Cutouts—Set the Stage.docx
- Stage Equipment Cutouts—Set the Stage.pdf
- Stage Equipment Student Example—Set the Stage.docx
- Stage Equipment Student Example—Set the Stage.pdf

Materials

- Lesson Slides (attached)
- I Notice, I Wonder handout (attached, one per student)
- How to Set Up a Stage handout (attached, one per student)
- Stage Equipment Cutouts handout (attached, one per student)
- Stage Equipment Student Example (attached)
- Audio mixer
- XLR Cables
- Active subwoofer (or passive subwoofer with power amp)
- Active loudspeaker (or passive subwoofer with power amp)
- Microphones
- AC cables
- ¼-inch instrument cable
- Pen/pencil
- Notebook paper
- Copy paper
- Scissors
- Glue sticks
- Colored pencils or markers

5 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 3** and have students take out a piece of notebook paper and a pencil or pen. Using the Bell Ringer strategy, tell students they will have 3 minutes to list all audio equipment that is needed to host a live band or a guest speaker at an event. Start the timer and tell students to begin. When the timer ends, ask for students to share an item they wrote down and compile a class list on the whiteboard. Do this until everything students have included is listed on the board. Move to **slides 4–5** and review the essential question and lesson objective with students.

10 minutes

Explore

Teacher's Note: Lesson Preparation

Prior to class, have the following equipment available for students to interact with: speaker, subwoofer, microphone, and audio mixer.

Move to **slide 6**. Pass out the **I Notice, I Wonder** handout to each student. Introduce students to the I Notice, I Wonder strategy and explain that they will examine several pieces of audio equipment. Ask students to take notes on what they observe in the left column and to list any questions they have about the audio equipment in the right column. They should have at least one full sentence in each column after looking at the equipment.

Provide about 10 minutes for students to interact with the equipment. Monitor students as they interact with the equipment to ensure they stay on task.

15 minutes

Explain

Have students return to their desks and pass out the attached **How to Set Up a Stage** handout to each student. Move to **slide 7** and tell students to use the handout to take notes while watching the video.

Embedded video
https://youtube.com/watch?v=Shtwr8-P0zs

After the video, provide a few minutes for students to wrap up their notes. Have students compare their notes with a partner.

Ask students to refer back to the notes on the I Notice, I Wonder handout and consider whether any of their questions has been answered after watching the video. Ask for volunteers to share their thoughts about the most important aspects of setting up a stage.

30 minutes

Extend

Pass out the attached **Stage Equipment Cutouts** handout and provide each student with scissors, a glue stick, and a piece of copy paper. Move to **slide 8** and ask students to cut out each image of equipment on the handout. Then, have students arrange the pieces of equipment as they should be set up on a stage and glue the images to the paper. Have students label each piece of equipment after arranging them on the paper. Finally, have students use colored pencils or markers to draw cables connecting the equipment in the proper manner.

After students have created their stage diagrams, have pairs of students compare their diagrams and look for similarities. Ask for volunteers to share where they placed equipment items, such as microphones, speakers, and subwoofers, and why they placed equipment in certain locations. If time allows, display **slide 9** and give students an opportunity to plug in the speakers, microphone, and mixer as they would do for a real production. Let students test out the capabilities of the equipment.

Stage Diagram Example

See the attached **Stage Equipment Student Example** handout to see how the students should set up their diagrams.

5 minutes

Evaluate

Move to **slide 10** and have students use a piece of notebook paper to respond to the questions. Using the 3-2-1 strategy, students respond with three things they learned, two questions they still have, and one thing they found interesting.

Collect the 3-2-1 responses as well as the completed stage diagrams to assess for student understanding of the lesson. Review the questions students have from their responses and address those questions when class meets again.

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). 3-minute timer [Video]. YouTube. https://www.youtube.com/watch?v=ilSP02KPau0
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- Sweetwater Sound. (2020, March 13). How to set up a PA system for a band [Video]. YouTube. https://www.youtube.com/watch?v=Shtwr8-P0zs