GIG STARTERS COMPLETE UNIT AND LESSON PLAN

GIG STARTERS UNIT PLAN

Unit Title: Gig Starters Performance Unit	Year Level: 11	Contact Hours: 10

Learning Focus: Students will work together and individually to prepare, rehearse, set-up, perform and run a gig.

ACHIEVEMENT OBJECTIVES (NZ CURRICULUM 2007)

Understanding Music in Context (UC)	Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.
Developing Practical Knowledge in Music (PK)	Apply knowledge of the elements of music, structural devices, stylistic conventions, and technologies through integrating aural, practical, and theoretical skills.
Developing Ideas in Music (DI)	Use musical elements, instruments, technologies, and conventions to express, develop, and refine structured compositions and improvisations. Represent compositions and improvisation frameworks, using appropriate conventions.
Communicating and Interpreting in Music (CI)	Prepare, rehearse, and present performances of music, using a range of performance skills and techniques. Reflect on the expressive qualities of their own and others' music, both live and recorded.

KEY COMPETENCIES (NZ CURRICULUM 2007, PG. 12)

Thinking	Students will use thinking in rehearsing and preparing their live performance. They will also use thinking to plan and run a live music event. This unit requires thinking ahead and organisation.
Using Language, Symbols, and Texts	Students will explore the language of music using notation to learn a piece either as a soloist or member of a group. They will use and understand the key vocabulary needed to plan, set-up and run a live music event.
Relating to Others	Students will interact effectively with members of their class (all from different backgrounds) as they work together to plan, set-up and manage a live music event. Some students will also perform music as a member of a group and develop ensemble skills.
Participating and Contributing	Students will participate in and contribute to a range of activities to effectively perform music and prepare and run a live performance event.
Managing Self	Students will be required to manage themselves and be prepared for all learning experiences. This includes learning their part in time for rehearsals and practicing solo music.

NCEA ASSESSMENT STANDARDS

AS 91090 – Perform Music as a featured soloist
AS 91091 – Perform Music as a member of a group *(from 2024 AS 91949 Perform Music)*
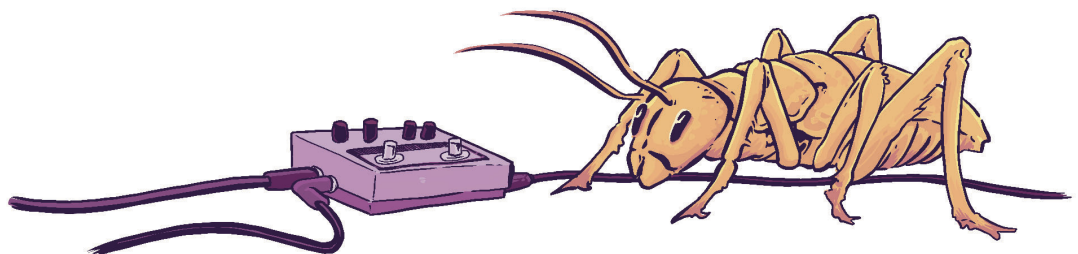
CROSS-CURRICULAR LINKS

- Literacy
- Performing Arts Technologies
- Numeracy
- Business Studies

	SPECIFIC LEARNING OUTCOMES:
By the end of the unit, students will be able to:	• Set up a basic PA system (PK) • Coil and store leads correctly (PK) • Identify, set-up and pack down equipment needed for live performance (PK + UC) • Perform music as a featured soloist (CI + PK) **OR** • Perform music as a member of a group (CI + PK) • Write a gear list for a performance (PK + Literacy) • Write a performer bio (UC + Literacy) • Write programme notes (UC + Literacy) • Research and prepare a gig budget (UC + Numeracy + Literacy) • Perform an original song (DI) – optional
Key Vocab:	• PA System (Public Address System) • Jug Lead • Aux Cord • XLR Cable • Power Cord/Multi Box • Amp • Stage Plan/Plot • Gear List • Backline • Tech Rider • Foldback • Risers • DI Box
Key Skills:	• Solo and/or Group Performance • Technical planning and set-up for performance • Literacy skills for planning, programming, advertising • Numeracy skills – basic finance/expenses & profits
Extension Activities:	• Tech experts can supervise groups in challenges • Students teach/explain about various equipment and how it works • Student demo lead rolling and set ups • Art students link to art standards with promotion material • Perform music of a higher grade • Business students turn planning into a business model • Record student interviews/performance snippets to promote the event • Perform original music and assess AS 91092
Resources Required:	• Copies of the Gig Starters booklet for each student *(these are available to download at https://gigstarters.co.nz/gig-starters-guide)* • Basic live performance equipment – PA system, leads, microphones, amplifiers, foldback (optional), mic and speaker stands • Instruments – drum kit, guitars, piano/keyboard • Budget Worksheet • Stage Plot diagram • Microphones Worksheet • Leads Worksheet • Tech Whizz Quiz

ASSESSMENT OPPORTUNITIES:		
Diagnostic	**Formative**	**Summative**
• Brainstorm what is involved in organising, setting up and performing a gig • Questions on types of microphones/ equipment by sight • Tech Whizz Quiz	• Set up a PA System • Identify specific technology items (microphones, cables, ports etc.) • Write a performer biography and programme notes • Draw up a budget for a performance event • Draw a stage plan 3 common line ups • Set the stage for 2 different stage line ups • Work as a team to run a live performance event	• AS 91949 Perform Music

LESSON 1:

Ako **(Learning Outcome)**	Explain the learning for this unit and the Achievement Standards it contributes to.
Hua **(Success Criteria)**	Students will be able to articulate the work required, the timeframe and their contributions to the unit.
Teaching Notes	Introduce the unit. This learning fits alongside AS 91090 – Perform Music as a featured soloist & AS 91091 Perform Music as a member of a group *(from 2024, unit will fit with AS91949 – Perform Music)* The formative assessment will be completed through a class gig/performance. Students will work individually and together, to plan, prepare, set up and run the event as well as perform repertoire for the achievement standard. The Tech Whizz Quiz contains questions on different pieces of equipment required for live performance. This can be used to establish pre-existing knowledge along with the pair/class brainstorm. Look through the Gig Starters resource and discuss information given. Work as a class and create an example Gig Plan. This could be based on a school venue that will be used for the actual performance. Include budget, timeline, programme information. Students can also begin to think about their performance piece and/or get into groups.
Activities	• **Activity 1:** Brainstorm what is involved in performing/running a gig • **Activity 2:** Tech Whizz Quiz • **Activity 3:** Whole class example of a gig plan
Resources	• Tech Whizz Quiz • Gig Starters Booklets (one per student) *Copies can be downloaded from* *https://gigstarters.co.nz/gig-starters-guide*

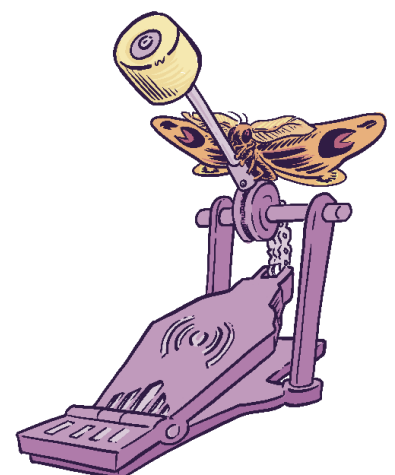| LESSON 2:	
Ako (Learning Outcome)	To write a detailed Gig Plan and create a useable budget.
Hua (Success Criteria)	Complete the Gig Budget Worksheet and include additional information on venue, date, times, ticketing.
Teaching Notes	Having a Gig Plan is the first step. Build on from Lesson 1 with students creating their own Gig Plan. Questions to guide research: What is the performance line up? Where will the gig be held? What date and time? Will it be a ticketed event, koha at the door or free? Door sales only, pre-purchased or both? It is possible for students to use a hypothetical scenario for this learning. They could inquire about a local venue, how much it costs and when it's available and base their Gig Plan off this information. Begin work on promotional material – posters, school newsletter etc. Brainstorm different options and consider assigning students particular promotional tasks. For example, a few students might be into creating videos. Have them arrange video snippets of different performances to use on the school's media channels. Design/Art students may like to create posters etc.
Activities	• **Activity 1:** Individual research and Gig Plan with an external venue • **Activity 2:** Individual Gig Budget • **Activity 3:** Plan promotional material
Resources	Gig Budget Worksheet

LESSON 3:	
Ako **(Learning Outcome)**	Explore the basic equipment frequently used in live performance.
Hua **(Success Criteria)**	Identify and explain different equipment.
Teaching Notes	This lesson is all about introducing equipment needed for live performance and how to do stage set ups. Use this to determine pre-existing knowledge and find any Tech Experts who can support set-ups and run class challenges. Teacher or Tech Students can demonstrate how to set up a PA system in class. Talk through each piece of equipment and how it's used. Demonstrate how to coil, store and transport leads correctly to help increase their life span and avoid glitches. Have enough leads for students to practice and when they have the hang of it, engage in a coiling championship. Safe Amp/PA usage steps: • Power off • Plug in • EQ's to 12 o'clock • Volume to zero • Power on • Volume up to level needed and effects as required
Activities	• **Activity 1:** Demonstrate a live PA setup with microphone • **Activity 2:** Lead coiling championship
Resources	• PA System • Leads • Microphones • Stands • Tech Introduction Video

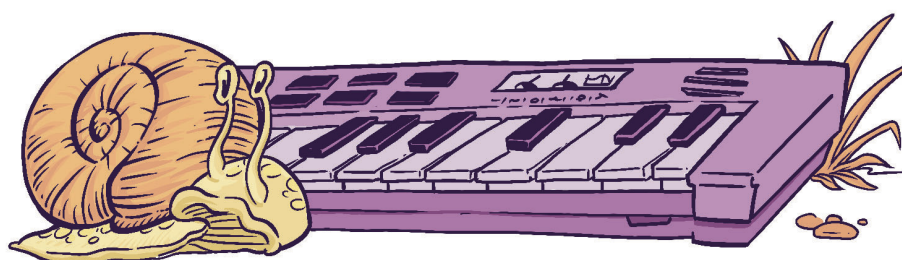| LESSON 4:	
Ako **(Learning Outcome)**	Be able to set up a PA system, amplifier/guitar and keyboard.
Hua **(Success Criteria)**	Successfully set up and pack down a PA with 1 guitar and 1 keyboard and coil leads correctly.
Teaching Notes	Follow on from Lesson 3 and have students practice setting up a PA system with amps and microphones. Students can work in groups or individually depending on numbers and equipment available. Have any Tech Experts help other students and navigate/resolve any glitches with set-up.
Activities	• **Activity 1:** Practice setting up a basic stage • **Activity 2:** Lead Coiling Championship
Resources	• PA System • Leads • Microphones • Stands • Guitars/Keyboard/Amps etc.

LESSON 5:	
Ako **(Learning Outcome)**	Learn to draw basic stage diagrams and write a gear list.
Hua **(Success Criteria)**	Accurately draw 3 different stage layouts based on your Gig Line Up and write a gear list for all 3 acts.
Teaching Notes	An important part of setting up for a gig is knowing the stage layout for the various groups and the tech requirements for each performer. Students need to be able to provide a stage diagram for their act as well as a gear list so that those helping on stage can prepare their performance. Talk through obvious logistics re. stage layouts such as drum kits at the back, vocals at the front, curved seating layout for orchestras/seated groups/choirs. Adapt this to the requirements of the class and the ensembles in the gig line up. Think about access to power and where the logical place to connect amps/keyboards are based on the venue. Also discuss the stage and curtaining. Being able to use a half stage and re-arrange for groups behind the curtain is a great way to navigate many stage changes. Use the templates provided and practice drawing different stage plots. Once the diagram is drawn, a gear list can be written based on what is in the diagram. Expand the knowledge until they are confident drawing diagrams for a variety of groups including orchestra/jazz band/choir etc. The worksheet 'Notes to Accompany a Stage Plot' is for students to write down which channel on the mixing desk they will connect each instrument. They can also note what they are plugging it into so they can follow the individual path of each piece of equipment they connect. Examples to use: • String Quartet = 2 Violins, Viola, Cello • Jazz Band = Drum Kit + Keys + Bass + Lead Guitar + Alto Sax + Vocals • Band 1 = Drum Kit + Bass + Lead Guitar x2 + Vocals x2 + Keys • Band 2 = Lead Guitar & Vocals (combined) + Box Drum
Activities	• **Activity 1:** Draw various stage plots • **Activity 2:** Write a gear list for each set up
Resources	• Stage Plot Diagram • Gear List Sheet

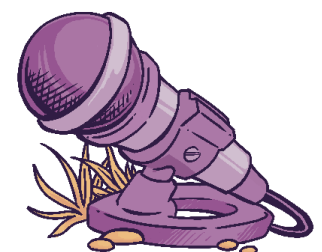|	
LESSON 6:	
Ako **(Learning Outcome)**	Work as a member of a team to set and pack down the stage for multiple groups as outlined on the runsheet.
Hua **(Success Criteria)**	Successful contribution to the group, efficient and accurate set up and pack down of the stage.
Teaching Notes	Run a competition on stage set ups. Aim is to do the fastest, most accurate set up. Divide class into 2 or more teams. Give them a chance to work out who will be responsible for what so they are the most efficient in their work. Decide on an ensemble set up. Give it to Team A without showing it to Team B. Start the timer and let them do the setup, check it works and then pack down. Do the same for Team B. Expand their knowledge by requiring them to do 1 or 2 changes, practicing setting up for multiple acts in a programme.
Activities	• **Activity 1:** Stage set up competition
Resources	• PA System • Leads • Microphones • Mic Stands • Guitars/Keyboard/Amps etc. • Seats • Music Stands

LESSON 7:	
Ako **(Learning Outcome)**	Focus on the musical aspects of performance by writing music programme notes and a performer bio.
Hua **(Success Criteria)**	Write a performer biography and music programme notes for their individual performance.
Teaching Notes	Work on finalising the programme for the event. Think about logical stage changes and how to utilise space available effectively. Students need to write their individual performer biographies. Talk through what information they could include so that the audience get to know them and what they are about. Think about inspirations/ influences on their music, why they chose the instrument they did etc. Writing music programme notes is the next step. Encourage them to explore what the piece of music is about. Some artists may provide this information already. If it isn't available, students could think about what the piece means to them. Also include musical features that stand out so the audience can follow the music. Example focus questions: • What is it that appeals to you about this piece? • What is interesting about the melody or harmony? • Is there anything musically unusual about this piece? • Did the composer include any specific/interesting instructions? (*instrument techniques, speed changes, dynamics*) • What inspired the lyrics? • How has the artist linked the lyrics to the melody? (*melisma etc.*)
Activities	• **Activity 1:** Write the event programme as a class • **Activity 2:** Write an individual performer biography • **Activity 3:** Write individual music programme notes
Resources	

LESSON 8:	
Ako **(Learning Outcome)**	Measure learning across the unit.
Hua **(Success Criteria)**	Complete written components of the unit and re-sit the Tech Whizz Quiz to compare original results.
Teaching Notes	
Activities	• Complete written material from Lesson 7 • Complete the Tech Whizz Quiz and compare initial results • Practical performance practice
Resources	

LESSON 9:	
Ako **(Learning Outcome)**	To run a dress rehearsal/sound check for the gig.
Hua **(Success Criteria)**	Tech set up and pack down successful and each performer/group had a short, successful sound check.
Teaching Notes	Use this lesson to run a full dress rehearsal of the final performance.
Activities	
Resources	• Stage Plans + Gear Lists • PA System • Leads • Microphones • Stands • Guitars/Keyboard/Amps etc.

LESSON 10:	
Ako **(Learning Outcome)**	To perform a solo piece or as a member of a group in front of a live audience.
Hua **(Success Criteria)**	Attendance at the event and performance on stage.
Teaching Notes	
Activities	• Set up for the event • Perform the event • Pack down after the event
Resources	