

Class Setup Proposal

Introduction to Live Production (9 Weeks)

Live Production & Event Technology (Semester)

Purpose of This Document

This document explains the instructional structure, collaboration model, and role boundaries for the Introduction to Live Production and Live Production & Event Technology courses. The intent is to demonstrate how these courses: clearly

- Operate as support and integration programs, not replacements
- Collaborate intentionally with existing Fine Arts and CTAE courses
- Follow real-world live production industry practices
- Elevate the quality of school productions while respecting instructional boundaries

At no time do these courses replace or absorb the instructional responsibilities of other programs such as Video/Film Technology, Chorus Production, Theatre, or Media Arts. Instead, Live Production functions as the technical coordination and execution team that helps bring each program’s vision to life during live events.

Core Guiding Principle

Live Production does not replace other courses.
Live Production supports, integrates, and synchronizes them during productions.

This principle is embedded throughout the course design, instructional model, and collaboration structure.

Two-Course Structure Overview

Course	Length	Primary Focus
Introduction to Live Production	9 Weeks	Foundational training and skill development
Live Production & Event Technology	Semester	Cross-collaborative production execution

Both courses share the same first nine weeks of instruction. Only the semester course continues into full-scale collaborative productions.

Phase 1: Foundational Live Production Training (Weeks 1–9)

Safety, Supervision, and Readiness

All instructional activities during this phase are conducted under direct instructor supervision. Students receive explicit safety instruction prior to using any equipment, including audio, lighting, video, staging, and power systems. Equipment access and responsibilities are aligned to student readiness, ensuring no student performs tasks beyond their training level.

Safety procedures, proper handling, and approved operational practices are emphasized consistently to protect students, performers, staff, and facilities.

Internal training only – no external collaboration

Purpose

The first nine weeks are dedicated exclusively to technical training and readiness. Students learn how live production systems work before supporting any performances or collaborating with other classes.

This protects instructional time, maintains quality control, and ensures students are trained adequately before participating in real events.

Skills and Systems Taught

Interactive & Student-Led Learning (Guided and Structured)

During the foundational training phase, instruction intentionally includes interactive, student-led learning experiences under direct instructor supervision. As students develop familiarity with equipment and systems, they periodically participate in:

- Guided student demonstrations of equipment setup and operation
- Peer-assisted practice sessions for audio, lighting, and video systems
- Rotational leadership roles during mock setups and simulations
- Structured explanations of workflows and safety procedures

These activities are instructor-facilitated and tightly structured, ensuring instructional control while allowing students to reinforce learning actively. This approach mirrors real-world live production environments, where technicians must clearly communicate processes, assist team members, and execute tasks collaboratively.

Student-led learning during this phase reinforces technical understanding, builds confidence, and prepares students for professional collaboration later in the course.

Students receive hands-on instruction in:

- Audio systems (microphones, mixers, signal flow)
- Lighting systems (fixtures, focus, cues)
- Video systems (signal routing and switching concepts)
- Presentation software and media playback systems
- Staging fundamentals and layout considerations
- Power distribution, cabling, and safety procedures
- Crew roles, communication, and professionalism
- Setup, teardown, and troubleshooting

This instruction does not replace Video/Film Technology instruction in camera operation, cinematography, or framing.

Outcome of Phase 1

By the end of Week 9, students can:

- Safely set up and operate live production systems
- Understand how audio, lighting, video, and staging integrate
- Function as a coordinated technical team
- Demonstrate readiness for real-world production environments

This readiness is required before collaboration begins.

Course Transition at Week 9

Introduction to Live Production (9-Week Course)

- Course concludes
- Grades finalized
- Students rotate to another elective
- Students leave with foundational live production skills

Live Production & Event Technology (Semester Course)

- Students continue into Phase 2
 - Instructional focus shifts to execution and collaboration
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Phase 2: Cross-Collaborative Live Production (Weeks 10–18)

Scheduling, Coordination, and Instructional Integrity

All cross-collaborative production activities are planned and scheduled in coordination with participating teachers to preserve instructional time and minimize disruption. Live Production support occurs during rehearsals, designated production windows, or approved performance periods.

This structured scheduling ensures that each collaborating course maintains its instructional focus while benefiting from coordinated technical production support.

Student Accountability and Professional Expectations

Students participating in collaborative productions are held to professional standards of conduct, including punctuality, preparedness, teamwork, and responsibility for assigned roles. Students are accountable for their contributions to setup, rehearsals, performances, and strike.

Failure to meet professional expectations impacts production assignments and course evaluation, reflecting real-world live production environments where reliability and accountability are essential.

Student Leadership & Interactive Production Roles

During the second nine weeks, students transition from guided practice into structured, instructor-supervised leadership roles within the live production team. This phase emphasizes applied learning, accountability, and collaboration through real production responsibilities.

Students may serve in rotational leadership and support roles, such as: - Leading setup or strike crews - Demonstrating system workflows to peers during rehearsals - Assisting with coordination between technical areas (audio, lighting, video, staging) - Supporting peer troubleshooting under instructor guidance

All student-led activities are facilitated and approved by the instructor to ensure safety, quality, and instructional integrity.

This model develops leadership, communication, and teamwork skills while maintaining a controlled, professional production environment.

Demonstration of Technical Mastery

At the start of the second nine weeks, students in the Live Production & Event Technology course formally demonstrate the skills and knowledge acquired during the first nine weeks of instruction. This demonstration serves as a transition from training to execution and confirms student readiness for collaborative, real-world production work.

Students demonstrate competency in: - Audio systems, including microphone selection, signal flow, gain structure, and basic mixing - Lighting systems, including fixture operation, focusing, cue execution, and intensity control - Video systems, including switcher operation, source routing, and live transitions - Presentation and playback software used for lyrics, media, and live content - Stage layout, cabling, power distribution, and safety procedures

This demonstration uses professional production equipment and simulated production scenarios, allowing students to apply their skills in an integrated environment before supporting live performances alongside other classes.

This process ensures that students are not only trained but also capable of applying their technical knowledge in a complete production workflow before entering full cross-collaborative execution.

Purpose

The second nine weeks represent actual live production practice. Students apply their technical training to real performances through structured collaboration with other programs.

The goal is to produce a fully synchronized, professional-quality live event that exceeds expectations for a middle school setting.

Collaboration Framework (Clearly Defined Roles)

Collaboration with Chorus Production

Chorus Production Teacher Responsibilities: - Musical instruction - Rehearsal direction - Artistic vision - Performance expectations

Live Production Responsibilities: - Assisting with stage setup (risers, backgrounds, props) - Executing lighting design and cues - Managing sound reinforcement and wireless microphones - Coordinating stage flow and transitions - Supporting rehearsals and performances - Setup, strike, and reset of the performance space

Live Production executes the vision of the Chorus Production teacher without making artistic decisions.

Collaboration with Video / Film Technology

Video/Film Technology Responsibilities: - Camera operation - Camera placement decisions - Framing and cinematography - Instruction of camera operators

Live Production Responsibilities: - Video switching and source routing - Integration of camera feeds into the live system - Presentation software operation - Live output to screens and projectors - Recording and live stream coordination

Video/Film students operate cameras. Live Production integrates and switches those feeds.

Collaboration with Theatre / Performing Arts (When Applicable)

Theatre Responsibilities: - Acting instruction - Blocking and creative direction - Artistic decision-making

Live Production Responsibilities: - Lighting cue execution - Audio reinforcement - Stage management support - Technical coordination during rehearsals and performances

Stage Setup & Production Environment Support

As part of authentic live production training, Live Production students assist with building and preparing the physical performance environment, including:

- Stage risers and platforms
- Backgrounds and scenic elements
- Props placement and transitions
- Performance layout coordination
- Technical positioning of equipment

This mirrors the work of professional live production companies, which are responsible for building the environment in which performances occur.

Live Production students do not design or direct performances. They execute setup based on the vision of performance-based instructors.

Live Production's Role During Performances

During rehearsals and live events, Live Production students assist with cross-collaboration in real time by:

- Coordinating timing between performers, camera operators, and technical cues
- Supporting communication between participating programs
- Managing transitions between songs, scenes, or segments
- Assisting with prop movement and stage resets
- Troubleshooting technical issues during events

Live Production serves as the technical and logistical support layer, enabling all collaborating classes to function as a single, synchronized team.

Assessment Model (Semester Course)

The Live Production & Event Technology course is a production-based, performance-assessed course.

Student grades are determined by: - Technical execution - Collaboration and teamwork - Professionalism and reliability - Safety compliance - Successful completion of a final live production

This assessment model mirrors grading practices used in Band, Chorus, and Theatre programs.

Administrative Assurance

- Live Production does not replace Video/Film Technology
- Live Production does not replace Chorus Production
- Live Production does not replace Theatre or Media courses

Live Production exists to support, integrate, and elevate these programs during live events.

Summary

The Live Production course structure: - Trains students thoroughly before collaboration - Respects instructional boundaries - Mirrors real-world production workflows - Strengthens Fine Arts and CTAE programs - Produces high-quality, professional live events

This model builds a flagship program that enhances student learning while supporting existing courses across the school.