## UNDERTAKE SIMPLE LIGHTING/SOUND/AUDIOVISUAL ACTIVITIES

**Unit Code:** CUETGE1A

This unit describes the skills and knowledge required to carry out preparatory, pre-performance, rehearsal and maintenance activities relating to lighting, sound and audio visual.

### HSC Indicative Hours:

30

### Methods and Context of Assessment

This unit of competency should be assessed on the job or in a simulated situation or in a combination of on and off the job. Assessment may take place on more than one occasion to ensure consistency of performance.

### Critical aspects of Evidence

Evidence to demonstrate consistent achievement of this unit’s outcomes includes:

- Undertaking a range of simple lighting/sound/audiovisual activities following written and/or spoken instructions.

### Concurrent Assessment

This unit may be assessed concurrently with the following units of competency:

- Bump in the show
- Bump out the show

### Resource Requirements

This unit of competency should be assessed using:

- Relevant lighting, sound and audiovisual equipment specified in the Range of Variables.
- Lighting/sound/audiovisual plans.

### Key Terms and Concepts:

- Lighting desk
- Lighting plan
- Rigging
- Lanterns
- Gobos
- Follow spot
- Tape recorders
- Cables
- Microphones
- Amplifiers
- Connectors
- Equalisers
- Speakers
- Amp racks
- 3 phase power
- Effects and mixing desk
- Script
- Installation plan
- Stage manager
- Score
- Projectors
- Feedback monitors
- DVDs
<table>
<thead>
<tr>
<th>Methods and Context of Assessment</th>
<th>Critical aspects of Evidence</th>
<th>Concurrent Assessment</th>
<th>Resource Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>- video players</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- event sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- multi-media presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- running sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- cue sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- supervisor instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- organisational procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- event sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- equipment maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- electrical safety</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
<td>RANGE OF VARIABLES</td>
<td>EVIDENCE GUIDE</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. Prepare to undertake simple  | • Lighting plans/sound block diagrams/audiovisual installation plans are read and discussed with supervisor  
• Rigging points used for lighting/sound and audiovisual equipment are identified as required  
• Cables used to connect components are correctly identified | The following variables may apply:  
Equipment may include:  
• audiovisual equipment including 35mm and 16mm projectors, video players and monitors, slide projectors, computer-operated audiovisual equipment  
• audio equipment including tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalisers, effects and mixing desks, amp racks, feedback monitors  
• lighting equipment including lanterns and accessories  
Simple lighting/sound/audiovisual activities may include:  
• positioning and cabling audio equipment according to audio plan  
• fitting radio microphones to performers | UNDERPINNING KNOWLEDGE AND SKILLS  
Skills and knowledge are required in:  
• reading & understanding lighting, sound and audiovisual plans  
• understanding of legal and safety issues with regard to lighting, sound and audiovisual operations  
• using basic lighting, sound and audiovisual equipment as specified in the Range of Variables  
• simple programming on a lighting board  
• principles of light theory, subtractive and additive colour mixing, effect of colour on objects, effect of colour on mood  
• drawing and circuiting a rig from a simple lighting layout  
• knowledge of lighting control systems | Learning experiences for the HSC must include:  
- Planning and preparing lighting, sound and audio visual operations  
- Recognition of safety issues related to lighting, sound and audio visual operations  
- Identification of components and specifications related to lighting, sound and audio visual equipment  
- Familiarity with relevant operating manuals and instructions  
- Knowledge of relevant industry specific terminology |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 2. Carry out pre-performance procedures | • Lanterns and accessories are safely and correctly rigged onto a bar as required under supervision  
• Speakers and microphones are positioned under supervision  
• Audiovisual equipment is set up according to supervisor’s instructions | • operating a tape recorder  
• controlling microphone and cable placement  
• operating a follow spot  
• plotting and executing lighting cues on a lighting control system  
• plotting and executing sound cues  
• disassembling and packing equipment  
• tuning sound systems  
• controlling the sound during a live performance so that each element (vocal or instrumental) is well defined within the mix | • plotting and executing cues on a given lighting control system  
• making a gobo using appropriate tools, equipment and materials  
• knowledge of common concepts/parameters used in sound engineering  
• patching and operating commonly used signal processors  
• knowledge of rigging procedures  
• knowledge of cultural diversity  
• focusing lanterns | Learning experiences for the HSC must include:  
- Understanding of the importance of effective and safe positioning of lighting, sound and audiovisual equipment  
- Understanding of the importance of following supervisor’s instructions to complete a task |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
<th>EVIDENCE GUIDE</th>
<th>HSC REQUIREMENTS AND ADVICE</th>
</tr>
</thead>
</table>
| 3. Participate in technical rehearsals/performances | • Simple lighting, sound and audiovisual activities are carried out as required according to supervisor’s instructions | Material to be read may include:  
• equipment lists  
• operating manuals and instructions  
• equipment labels  
• event sheets  
• design concept documentation  
• lighting plans  
• sound block diagrams  
• audiovisual installation plans  
• organisational procedures  
• books, articles and other reference material about lighting, sound and audiovisual material.  
Material to be written includes:  
• modifications to plans  
Material to be interpreted includes:  
• industry-specific terminology  
• information about the function of equipment  
Oral communications tasks include:  
• accurately receiving and giving instructions  
• asking questions to gain information and clarify ambiguities | Learning experiences for the HSC must include:  
- Understanding of how to operate lighting, sound and audiovisual equipment according to running / cue sheet  
- Understanding of how to respond to common technical difficulties during a performance / event |
### Element: Maintain and store equipment

- Simple maintenance of equipment is undertaken according to supervisor’s instructions
- Equipment is stored correctly according to organisational procedures

### Range of Variables

- Stating opinions and points of view in a cooperative, constructive manner
- Negotiating outcomes where points of view differ
- Working cooperatively and constructively with people from other disciplines (such as design)

Material to be calculated includes:

- Power loads
- Loads on cables

Cultural awareness tasks include:

- Working cooperatively and constructively with people from a diverse range of backgrounds

### HSC Requirements and Advice

Learning experiences for the HSC must include:
- Understanding of the importance of regular maintenance of equipment and updating inventories of equipment and components
- Knowledge of consistent, systematic storage protocols

---

### Key Competencies

#### Key Competency

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>