

Internal Assessment Resource

Entertainment and Event Technology Level 1

This resource supports assessment against Unit Standard 26686 version 5

Standard title: Demonstrate and apply knowledge of lighting for an entertainment and event context

Credits: 4

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome(s) being assessed by the unit standard. The achievement criteria and the guidance information contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to demonstrate and apply knowledge of lighting for an entertainment and event context.

Entertainment and event contexts could include kapa haka, dance, scripted drama, music performance, moving image production, physical theatre, devised work, performance art, cultural event, circus.

These could take place in a range of venues, for example, marae, stadia, theatres, event and convention centres, studios, parks and sports grounds, outdoor spaces, museums and galleries, places of worship, cultural places, specialist classrooms.

Conditions

It is suggested that the assessment activity take place over 7 - 8 weeks of in- and out-of-class time.

Students could work in groups of two or three but will be assessed individually.

Resource requirements

Students should have access to:

- Internet, for research and communication.
- Two sets of lighting documentation (guidelines) including plans specifying how the lighting equipment must be rigged (positioned, secured and connected), labelled, operated and packed down.
- Suitable lighting system and equipment.
- Suitable safety equipment (e.g. fire extinguisher).

Additional information

Students must be given access to lighting equipment that has been certified as safe in order to complete assessment against this unit standard. The teacher/tutor must ensure that the power supply used in practical activities has sufficient capacity and circuit protection for the connected equipment.

Equipment must be checked and verified by the teacher/tutor as being connected correctly prior to power up.

The teacher/tutor should specify or agree the specific entertainment and event context that the student will be assessed in.

Students must be supplied with the lighting documentation prior to assessment.

All learning and assessment must be carried out in accordance with:

- Health and Safety at Work Act 2015
- Copyright Act 1994
and subsequent amendments

It is vital that students follow safe working practices for this assessment. A useful reference for safe working practice is the Entertainment Technology New Zealand publication *A Guide for Safe Working Practices in the New Zealand Theatre and Entertainment Industry*, version 14 or subsequent amendments, which can be accessed at <http://www.etnz.org>.

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Student Instructions

Introduction

This activity requires you to demonstrate and apply knowledge of lighting for an entertainment and event context.

You are going to be assessed on:

- Your knowledge of the purpose of lighting in terms of its use in **two (2)** different entertainment and event contexts
- Your knowledge of luminaires (lights) in terms of their use and characteristics
- Your knowledge of the features and the function and operation of the features of a lighting system
- Your knowledge of the use and effect of lighting accessories
- Your ability to select, rig, label and operate lighting equipment according to given lighting documentation and safe working practices.

All learning and assessment for this unit standard must be carried out in accordance with:

- the Health and Safety at Work Act 2015 and the Copyright Act 1994, and subsequent amendments
- safe working practices. See *A Guide for Safe Working Practices in the New Zealand Theatre and Entertainment Industry*, version 14 or subsequent amendments, which can be accessed at <http://www.etnz.org>

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Modify these instructions as necessary to meet the needs and interests of your students.

Task

You will be required to present information about lighting and lighting equipment, and set up and operate lighting to meet the requirements of a specified entertainment and event context.

You may work individually or in a group, but you will be individually assessed.

You have 8 weeks to complete and submit your assessment.

Task One: Present information about lighting and lighting equipment for entertainment and event contexts

For this task you must use your prior knowledge and some supporting research to present information about how and why lighting and lighting equipment is used for entertainment and event contexts.

You will need to:

- Describe why lighting is used. Do this for **two (2)** entertainment and event contexts. Some questions you could consider:
 - What needs to be made visible?
 - What are the key areas of focus?
 - What themes, time, image is being communicated?
 - What mood or texture is being created?
 - Which creative elements need to be emphasised?
- Show you can recognise different luminaires, and describe their characteristics and how they are used. This must include:
 - generic fixtures (for example Fresnel, PC, profile spot, flood, par can, cyc light)
 - LED
 - moving lights
 - emerging technologies.
- Describe the features and function of a lighting system, and how they operate
- Show you can recognise lighting accessories, and describe their use and effect. This must include:
 - colour filter
 - barn doors
 - gobo
 - shutter
 - iris.

- Make and explain links between the purpose of lighting, the equipment and its features, functions, and operation.

Your supporting research may involve interviews with people in the entertainment and event industry, teachers from the subject areas, internet and/or library research, equipment handbooks or brochures.

The information may be presented in written, visual or oral methods such as a video diary, block diagram, or written description.

Task Two: Set up and operate lighting to meet the requirements of a given work

Your teacher will give you lighting documentation for **two (2)** different lighting set ups required at different moments during a given work. You will need to use the guidelines in this documentation to create your **two (2)** lighting set ups for the entertainment and event context.

You will need to:

- Identify the lighting requirements for the given work from the lighting documentation your teacher has given you. Think about:
 - What needs to be made visible?
 - What are the key areas of focus?
 - What themes, time, image is being communicated?
 - What mood or texture is being created?
 - Which creative elements need to be emphasised?
- Safely select, rig, label and operate lighting equipment for **two (2)** different set ups according to the lighting documentation. The equipment could include:
 - luminaires
 - dimmer pack
 - power source
 - cables
 - lighting console.

NOTE: The lighting equipment must be checked and verified by your teacher/tutor as being connected correctly prior to power up. They must also ensure that the power supply used has sufficient capacity and circuit protection for the connected equipment.

- Provide evidence that you followed safe working practices at all times
- Ensure no foreseeable technical problems arise during the entertainment and event context.
- Correct any problems with the lighting if they do arise.

You may refer to the guidelines as you complete this activity.

This task will be assessed via your teacher observing you and asking you questions as you set up and operate the lighting.

<p>P.C 1.4</p>	<p>operate.</p> <p><i>E.g. "Our school system uses 40 waylines, and we have 2 patch panels. These connect to our 24 channel lighting desk via DMX cable."</i></p> <ul style="list-style-type: none"> • Identified lighting accessories, and described their use and effect, including: <ul style="list-style-type: none"> – colour filter – barn doors – gobo – shutter – iris. <p><i>E.g. "Gels create a colour over the traditional theatre light. They can be ordered in many different colours to create the effect desired. Darker gels have a lower transmission value and need to be regularly checked to see that they haven't burnt through."</i></p> <p><i>"A Fresnel can be rigged at the back to create a silhouette."</i></p> <p><i>"I could select a Fresnel with barn doors and a blue gel so that I could light a place on the stage where a ghost would appear."</i></p> <p><i>"The lighting desk allows me to control the brightness of the lights using the channel</i></p>	<p>operate.</p> <ul style="list-style-type: none"> • Identified lighting accessories, and described their use and effect, including: <ul style="list-style-type: none"> – colour filter – barn doors – gobo – shutter – iris. • Made links between the purpose of lighting, the equipment and its features, functions, and operation. (MERIT criteria) <p><i>E.g. "A Fresnel can be rigged behind the actor with no other lights on that spot to silhouette the character and have the audience wondering who it was."</i></p> <p><i>"I could select a Fresnel with barn doors so I could confine the light to one place. By adding a dark blue gel this created an eerie atmosphere when the ghost appeared."</i></p> <p><i>"The lighting desk allows me to control the brightness of the lights using the channel fader and fade the lights when that is needed. I would use this to make it seem like something is appearing and disappearing on the stage."</i></p>	<p>a lighting system, and how they operate.</p> <ul style="list-style-type: none"> • Identified lighting accessories, and described their use and effect, including: <ul style="list-style-type: none"> – colour filter – barn doors – gobo – shutter – iris. • Made and explained links between the purpose of lighting, the equipment and its features, functions, and operation. (EXCELLENCE criteria) <p><i>E.g. "A Fresnel can be rigged behind the actor. I would use a Fresnel so I could limit the area that was lit using the barn doors. With no other lights on that spot the character would be silhouetted, no facial features would be visible so the audience would be wondering who it was. This would support the tension the director wants to develop at this point."</i></p> <p><i>"I could use a Fresnel with barn doors so I have good control over where the light will fall and could confine the light to one place. By adding a dark blue gel, I would remove all of the light frequencies except blue and this would create a cold eerie atmosphere when the ghost appeared while not making it so</i></p>
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	<i>fader and fade the lights when that is needed.”</i>		<i>dark that the effect of the ghost’s arrival would be undermined.”</i> <i>“The lighting desk allows me to control the intensity of the lights using the channel faders. I could use this feature to cross fade between lights focussed on different parts of the stage to create an effect of movement.”</i>
Two P.C 2.1	<p>The student has:</p> <ul style="list-style-type: none"> Identified the lighting requirements for the entertainment and event context from the lighting documentation. Selected, rigged, labelled and operated lighting equipment for two (2) different set ups according to the lighting documentation Followed safe working practices at all times <p><i>Evidence may be provided by teacher/tutor attestation, or student’s reflective statements</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Identified the lighting requirements for the entertainment and event context from the lighting documentation. Selected, rigged, labelled and operated lighting equipment for two (2) different set ups according to the lighting documentation, and safe working practices. Corrected any problems with the lighting if they do arise. (MERIT criteria) <p><i>Evidence may be provided by teacher/tutor attestation or student’s reflective statements</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Identified the lighting requirements for the entertainment and event context from the lighting documentation. Selected, rigged, labelled and operated lighting equipment for two (2) different set ups according to the lighting documentation, and safe working practices. Ensured no foreseeable technical problems arose during the entertainment and event context. (EXCELLENCE criteria) <p><i>Evidence may be provided by teacher/tutor attestation or student’s reflective statements</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.