

Internal Assessment Resource

Entertainment and Event Technology Level 1

This resource supports assessment against Unit Standard 26687 version 5

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

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

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.
- A set of guidelines specifying how the sound technology equipment must be rigged (positioned, secured and connected), labelled and operated.
- Sufficient number and variety of microphones and stands suitable for the performance context.
- A stereo power amplifier and mixing desk or mixer/amplifier.

- Passive speakers e.g. 15 inch plus horn combo.
- Cables of sufficient length to allow set up that meets the requirement of the context.
- Accessories such as gaffer tape, pop shields, DI boxes and headphones, recording device(s).

Consideration should be given to ensuring that equipment is compatible e.g. if a microphone requires phantom power, the mixer has this feature.

Additional information

Students must be given access to sound 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.

A set of guidelines must be provided to the student specifying how equipment must be rigged labelled and operated. The students may refer to these during the assessment.

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>.

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

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

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Student Instructions

Introduction

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

You will select equipment for, set up, and operate a public address (PA) system for the specified entertainment and event context.

You will be supplied a set of guidelines that outline how you should position, secure, connect and label equipment.

You are going to be assessed on:

- Your knowledge of the purpose of sound in terms of its use in **two (2)** different entertainment and event contexts
- Your knowledge of sound equipment in terms of their use and characteristics
- Your knowledge of the features and the function and operation of the features of a sound system
- Your knowledge of the use and effect of sound accessories
- Your ability to set up and operate sound equipment according to given sound 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 sound and sound equipment, and set up and operate sound 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 sound and sound 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 sound and sound equipment is used for entertainment and event contexts.

You will need to:

- Describe why sound is used. Do this for **two (2)** entertainment and event contexts. Some questions you could consider:
 - What needs to be made audible?
 - What themes, time, image is being communicated?
 - What mood or texture is being created?
 - Which creative elements need to be emphasised?
- Describe a sound system – what are its features, their functions and how are they operated. This must include:
 - Microphones
 - Mixer
 - Amplifier(s)
 - Speaker.
- Show you can recognise different sound equipment accessories, and describe how they are used and their effect. This must include:
 - Microphone stand(s)
 - Cables
 - Pop filters and/or windscreens
 - Headphones.
- Make and explain links between the purpose of sound, 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 sound to meet the requirements of the specified entertainment and event context

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

You will need to:

- Identify the sound requirements from the sound documentation your teacher has given you. Think about:
 - What needs to be made audible?
 - 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 sound equipment for **two (2)** different set ups according to the sound documentation. The equipment could include:
 - microphones
 - mixer
 - amplifier
 - speakers
 - recording device.

NOTE: All 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 sound 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 sound.

	<p><i>E.g. "Dynamic microphones are good for live sound reinforcement."</i></p>	<ul style="list-style-type: none"> • Made links between the purpose of sound, the equipment and its features, functions, and operation. (MERIT criteria) <p><i>E.g. "Dynamic cardioid microphones are less likely to cause feedback."</i></p> <p><i>"The bass mid and treble controls are used to change the tone of the sound. I have used them in this setting to reduce feedback from the microphones."</i></p>	<ul style="list-style-type: none"> - Emerging technologies • Made and explained links between the purpose of sound, the equipment and its features, functions, and operation. (EXCELLENCE criteria) <p><i>E.g. "A dynamic cardioid microphone's cardioid polar pattern is directional and is less likely to pick up unwanted sound."</i></p> <p><i>"The bass, mid and treble controls are used to manipulate frequency. I have used them in this setting to both reduce feedback from the microphones and to improve the quality of the sound for the vocalists. This involved cutting the mid frequencies at 350 hz by about 3 decibels."</i></p>
<p>Two</p> <p>P.C 2.1</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Identified the sound requirements for the given entertainment and event context from the sound documentation. • Selected, rigged, labelled and operated sound equipment for two (2) different set ups according to the sound documentation, and safe working practices. <p><i>Evidence may be provided by teacher/tutor attestation, or student's reflective statements</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Identified the sound requirements for the given entertainment and event context from the sound documentation. • Selected, rigged, labelled and operated sound equipment for two (2) different set ups according to the sound documentation, and safe working practices. • Corrected any problems with the sound if they arose. (MERIT criteria) 	<p>The student has:</p> <ul style="list-style-type: none"> • Identified the sound requirements for the given entertainment and event context from the sound documentation. • Selected, rigged, labelled and operated sound equipment for two (2) different set ups according to the sound documentation, and safe working practices. • Ensured no foreseeable technical problems arose during the school assembly performance.

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	<p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<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>(EXCELLENCE criteria)</p> <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>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.