

Internal Assessment Resource

Entertainment and Event Technology Level 1

This resource supports assessment against Unit Standard 26688 version 5

Standard title: Demonstrate and apply knowledge of make-up 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 make-up 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, fashion show.

Conditions

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

Students will be assessed individually.

Resource requirements

Students need to be provided with face charts and photo documentation for **two (2)** different make-up applications, each with different practical requirements.

Students should also have access to:

- Internet, for research and communication.
- Water based and crème make-up bases, colour palettes, eyeliner, mascara, blush, lip colours, powder, sponges, brushes and the appropriate make-up removers.
- Stipple sponges, wax, bald wigs, latex, spirit gum, crepe hair, prosthetics.

- Suitable safety equipment (e.g. single use spoolies, alcohol based brush cleaner).

Additional information

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

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 make-up for an entertainment and event context.

You are going to be assessed on:

- Your knowledge of the purpose of make-up in terms of its uses in entertainment and event contexts
- Your ability to identify and explain make-up products according to their use and purpose for entertainment and event contexts
- Your ability to use techniques to apply make-up products for **two (2)** characters or roles.

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 demonstrate knowledge of the purpose of make-up for entertainment and event contexts, to demonstrate that you can identify and explain make-up products and their uses, and use techniques to apply make-up products for a character or role to meet the requirements of a specified entertainment and event context.

You will be individually assessed.

You have 8 weeks to complete and submit your assessment.

Task One: Present information about make-up elements 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 make-up is used for entertainment and event contexts.

You will need to:

- Describe why make-up (including special effect elements) is used. Do this for **two (2)** entertainment and event contexts. Some questions you could consider, depending on context:
 - Changing the actor to a character. What characters or roles require creation or enhancement? The difference between real people, an animal or a fantasy creature?
 - What themes, time or historical period is being communicated?
 - What mood or texture is being created?
 - Which creative elements need to be emphasised?
 - How can make-up and special effect change status or dominant emotional features?
 - Where is the make-up going to be viewed from? – why is this important?
- Demonstrate your knowledge of make-up products according to their use and purpose for entertainment and event contexts.

Your teacher will give you face charts and photo documentation for **two (2)** different make-up applications. You will need to:

- Identify the products used in each of the images and explain why they were used in the application. You must identify **five (5)** products.
- Make and explain links between the purpose of make-up, make-up products, application techniques and the make-up requirements for a character or role.

Your supporting research may involve interviews people in the entertainment and event industry, teachers from the subject areas, internet and/or library research, equipment handbooks or brochures. You could consider the use of imagery.

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

Task Two: Make it up

This is a practical activity, where you will demonstrate your ability to apply make-up products for a character or role in an entertainment and event context. The requirements of specified entertainment and event context may include but are not limited to – character and/or role creation or enhancement; communicate themes, communicate time, communicate image, create mood, create texture.

Your teacher will give you a selection of face charts for a make-up application. You need to choose **two (2)** to realise.

You will need to:

- select the appropriate make-up products
- apply make-up for your chosen characters
- be confident and precise in using make-up application techniques
- follow safe working practices. These may include but are not limited to – safe hygiene practices; replacing, cleaning and storing products and equipment; safe use of tools, following manufacturer's instructions.

This task will be assessed via your teacher observing you, and your portfolio of evidence which shows the identification and justification for the use of make-up techniques – such as contouring, highlighting, removal of eyebrows, application of foundation.

Assessment schedule: Entertainment and Event Technology 26688 version 5

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
<p>One</p> <p>P.C 1.1</p> <p>P.C 1.2</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described why make-up is used for two (2) entertainment and event context. <p>E.g.</p> <ul style="list-style-type: none"> • <i>To make faces more colourful and graphic so they can be seen easily at a distance by the audience</i> • <i>To exaggerate a character or stereotype, so their role or personality is easily understood by the audience</i> • <i>To create humour or drama</i> <ul style="list-style-type: none"> • Identified five (5) make-up products across two (2) different contexts. • Explained their use and purpose for the entertainment and event context. <p>E.g.</p> <ul style="list-style-type: none"> • <i>Green highlights were used on the character's face to show her jealously</i> • <i>Downward lines around the mouth show the character's mood.</i> <p>E.g.</p> <ul style="list-style-type: none"> • <i>Use of blush to create pink cheeks</i> • <i>Use of brown eyeliner pencil for</i> 	<p>The student has:</p> <ul style="list-style-type: none"> • Described why make-up is used for two (2) entertainment and event context. <p>E.g.</p> <ul style="list-style-type: none"> • <i>To make faces more colourful and graphic so they can be seen easily at a distance by the audience</i> • <i>To exaggerate a character or stereotype, so their role or personality is easily understood by the audience</i> • <i>To create humour or drama</i> <ul style="list-style-type: none"> • Identified five (5) make-up products across two (2) different contexts. • Explained their use and purpose for the entertainment and event context. • Made links between the purpose of make-up, make-up products, application techniques and the make-up requirements for a character or role. (MERIT criteria) <p>E.g</p> <ul style="list-style-type: none"> • <i>Green highlights were used on the character's face to show her jealously and make her stand out</i> 	<p>The student has:</p> <ul style="list-style-type: none"> • Described why make-up is used for two (2) entertainment and event context. <p>E.g.</p> <ul style="list-style-type: none"> • <i>To make faces more colourful and graphic so they can be seen easily at a distance by the audience</i> • <i>To exaggerate a character or stereotype, so their role or personality is easily understood by the audience</i> • <i>To create humour or drama</i> <ul style="list-style-type: none"> • Identified five (5) make-up products across two (2) different contexts. • Explained their use and purpose for the entertainment and event context. • Made and explained links (what, how &/or why) between the purpose of make-up, make-up products, application techniques and the make-up requirements for a character or role. (EXCELLENCE criteria) <p>E.g.</p> <ul style="list-style-type: none"> • <i>Green highlights were used on the character's face to show her</i>

	<p><i>freckles</i></p> <ul style="list-style-type: none"> • <i>Use of highlight on nose</i> 	<p><i>from the other characters</i></p> <ul style="list-style-type: none"> • <i>Downward lines around the mouth suggests her unhappiness and dissatisfaction.</i> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Use of crème blush to create pink cheeks with stronger pigmentation so it is clearly visible for the audience</i> • <i>Use of brown eyeliner pencil for freckles – helps create the youthful character</i> • <i>Use of highlight on the end of the actor's nose – creating a snatch which makes the character look mischievous and cheeky</i> 	<p><i>jealously and make her stand out from the other characters. The use of darker green to contour her cheeks accentuated and altered her face shape – making her easier to see as evil in the theatre space.</i></p> <ul style="list-style-type: none"> • <i>Downward lines around the mouth suggests her unhappiness and dissatisfaction. These were exaggerated to show that the character was not realistic and make her more of a cartoon figure – so as not to scare the audience.</i> <p><i>E.g.</i></p> <ul style="list-style-type: none"> • <i>Use of crème blush to create pink cheeks with stronger pigmentation as theatre lights wash out the face. It's important for the audience to see the contours of the face clearly as the actors use lots of facial expressions.</i> • <i>Use of brown eyeliner pencil for freckles on the nose and cheeks. Freckles are associated with children who are free to run around outside so the freckles help create a youthful character.</i>
<p>Two P.C 2.1</p>	<p>The student has, for two (2) characters or roles within the entertainment and event context:</p> <ul style="list-style-type: none"> – selected appropriate make-up products – applied make-up for the chosen characters 	<p>The student has, for two (2) characters or roles within the entertainment and event context:</p> <ul style="list-style-type: none"> – selected appropriate make-up products – applied make-up for the chosen characters 	<p>The student has, for two (2) characters or roles within the entertainment and event context:</p> <ul style="list-style-type: none"> – selected appropriate make-up products – applied make-up for the chosen characters

	<ul style="list-style-type: none"> - been confident and precise in using make-up application techniques - followed safe working practices. These may include but are not limited to – safe hygiene practices; replacing, cleaning and storing products and equipment; safe use of tools, following manufacturer's instructions. <p><i>E.g. "The student uses a sponge to apply aquacolour foundation. The student requires prompting – reminding them to use a damp sponge for this product to complete the application. They use the incorrect techniques in doing so. Teacher reminds them to pat, rather than drag the make-up. The student uses black eyeliner pencil to create the false eyelashes underneath the actors' eyes. The lines are smudged."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<ul style="list-style-type: none"> - been confident and precise in using make-up application techniques - followed safe working practices. These may include but are not limited to – safe hygiene practices; replacing, cleaning and storing products and equipment; safe use of tools, following manufacturer's instructions <ul style="list-style-type: none"> • Required minimal prompting in using make-up application techniques. (MERIT criteria) <p><i>E.g. "The student uses a damp sponge to apply aquacolour foundation and uses the correct technique. Teacher reminds them to cover the actors' ears. The student uses a sharp eyeliner pencil to create the false eyelashes underneath the characters' eyes."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<ul style="list-style-type: none"> - been confident and precise in using make-up application techniques - followed safe working practices. These may include but are not limited to – safe hygiene practices; replacing, cleaning and storing products and equipment; safe use of tools, following manufacturer's instructions <ul style="list-style-type: none"> • Been confident and precise in using make-up application techniques. (EXCELLENCE criteria) <p><i>E.g. "The student uses a damp sponge to apply aquacolour foundation and is confident and accurate in the application. The student chooses to use liquid eyeliner to create the false eyelashes underneath the characters' eyes for a precise and clean effect."</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.