

Internal Assessment Resource

Entertainment and Event Technology Level 1

This resource supports assessment against Unit Standard 26689 version 4

Standard title: Demonstrate and apply knowledge of costuming 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 costume 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.

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 will be assessed individually.

Resource requirements

Students need to be provided with body croquis designs and photo documentation for **two (2)** different costumes, each from different contexts.

Students should have access to:

- Internet, for research and communication.
- Materials – (e.g. fabric, EVA foam, thermoplastics)
- Sewing machines, sewing items such as needles, scissors, thread.
- Creation tools such as heat guns, staplers, glue
- Suitable safety equipment (e.g. PPE).

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 costume for an entertainment and event context.

You are going to be assessed on:

- Your knowledge of the purpose of costume in terms of its use in entertainment and event contexts.
- Your knowledge of how construction, techniques and materials can be used to meet costuming requirements in entertainment and event contexts.
- Your ability to make the costume for a character or role to meet the requirements of a specified entertainment and event context.

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 costume and costume construction, techniques and materials, and make the costume 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 costume 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 costume is used for entertainment and event contexts.

You will need to:

- Describe why costume (including special effect elements) is used. Do this for **two (2)** entertainment and event contexts. Some questions you could consider:
 - 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 costume change status or dominant emotional features?
 - Where is the costume going to be viewed from? – why is this important?
- Demonstrate your knowledge of costume construction, techniques and materials according to their use and purpose for entertainment and event contexts.

Your teacher will give you body croquis designs and photo documentation for **two (2)** different costumes, each from different contexts. You will need to:

- describe how the costume meets the requirements of the performance they are in
- make and explain links between the purpose of costuming, costuming construction, techniques and materials, and the costuming requirements for the character or role. Consider aspects such as:
 - Colour
 - Performer movement
 - Shine

- Texture
- Historical/cultural setting
- Quality of construction
- Cost
- Safety
- Special effects
- Type of materials used.

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. 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: Dress to impress

This is a practical activity, where you will demonstrate your ability to make **one (1)** costume for a character in the specified entertainment and event context

Your teacher will give you a brief for this character. You will have to create your costume to these specifications.

You will need to:

- select materials
- source, manipulate, create items
- use appropriate techniques
- create the costume
- follow safe working practices.

Be confident and precise in using costuming techniques and materials.

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 the materials and techniques.

Assessment schedule: Entertainment and Event Technology 26689 version 4

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
One P.C 1.1 P.C 1.2	The student has: <ul style="list-style-type: none"> Described why costume is used for two (2) entertainment and event contexts. <i>E.g.</i> <ul style="list-style-type: none"> To make known characters recognisable To add excitement, drama or humour <ul style="list-style-type: none"> Described how construction, techniques, and materials can be used to meet costuming requirements for two contexts. 	The student has: <ul style="list-style-type: none"> Described why costume is used for two (2) entertainment and event contexts. <i>E.g.</i> <ul style="list-style-type: none"> To make known characters recognisable To add excitement, drama or humour <ul style="list-style-type: none"> Described how construction, techniques, and materials can be used to meet costuming requirements for two contexts. Made links between the purpose of costuming, costuming construction, techniques and materials, and the costuming requirements for a character or role. (MERIT criteria) 	The student has: <ul style="list-style-type: none"> Described why costume is used for two (2) entertainment and event contexts. <i>E.g.</i> <ul style="list-style-type: none"> To make known characters recognisable To add excitement, drama or humour <ul style="list-style-type: none"> Described how construction, techniques, and materials can be used to meet costuming requirements for two contexts. Made and explained links between the purpose of costuming, costuming construction, techniques and materials, and the costuming requirements for a character or role. (EXCELLENCE criteria)
Two P.C 2.1	The student has: <ul style="list-style-type: none"> Selected and used techniques and materials to make one (1) costume according to given costume specification and safe working practices. 	The student has: <ul style="list-style-type: none"> Selected and used techniques and materials to make one (1) costume according to given costume specification and safe working practices. justified the selection of techniques 	The student has: <ul style="list-style-type: none"> Selected and used techniques and materials to make one (1) costume according to given costume specification and safe working practices. justified the selection of techniques

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	<p><i>This can be attested by the tutor / teacher.</i></p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>and materials in terms of either the entertainment and event context or the character or role</p> <ul style="list-style-type: none"> • required minimal prompting in using costuming techniques and materials. (MERIT criteria) <p><i>This can be attested by the tutor / teacher.</i></p> <ul style="list-style-type: none"> - <i>Student needs limited assistance</i> - <i>Comes up with ideas and suggestions and acts on them with support</i> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>and materials in terms of both the entertainment and event context and the character or role</p> <ul style="list-style-type: none"> • Been confident and precise in using costuming techniques and materials. (EXCELLENCE criteria) <p><i>This can be attested by the tutor / teacher.</i></p> <ul style="list-style-type: none"> - <i>Student manages resources effectively, economising materials at all times</i> - <i>Comes up with ideas and suggestions and acts on them independently</i> <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.