

Internal Assessment Resource

Entertainment and Event Technology Level 1

This resource supports assessment against Unit Standard 26690 version 5

Standard title: Demonstrate and apply knowledge of construction of props and scenic elements 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 construction of props and scenic elements 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.

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 should have access to:

- Internet, for research and communication.
- Construction documentation (guidelines) including plans identifying the materials, tools and techniques required to construct props and scenic elements.
- Suitable tools, materials, and equipment.
- Suitable safety equipment (e.g. fire extinguisher, PPE).

Additional information

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 construction documentation prior to 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 construction of props and scenic elements for an entertainment and event context.

You are going to be assessed on:

- Your knowledge of the purpose of item construction in terms of its use in **two (2)** different entertainment and event contexts
- Your knowledge of how construction materials, tools, and methods can be used to meet the practical requirements for constructed props and scenic elements for entertainment and event contexts
- Your ability to construct props or a scenic element according to given construction 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 construction of props and scenic elements, and construct props or a scenic element 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 construction of props and scenic elements for entertainment and event contexts

For this task you must use your prior knowledge and some supporting research to present information about how construction of props and scenic elements is used for entertainment and event contexts.

You will need to:

- Describe why props and scenic elements are used. Do this for **two (2)** entertainment and event context. Some questions you could consider:
 - What parts of the set require creation or enhancement?
 - What characters or roles require creation or enhancement?
 - What themes, time, image is being communicated?
 - What mood or texture is being created?
 - Which creative elements need to be emphasised?

- Describe how construction materials, tools, and methods can be used to meet at least two of the practical requirements for constructed props and scenic elements for the **two (2)** event contexts you used above. Think about things like:
 - how, where, and by whom the item(s) will be used
 - flexibility
 - weight
 - texture
 - transparency.

- Make and justify links between the purpose of the props and scenic elements, practical requirements, and the use of construction materials, tools, and methods.

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: Construct props and scenic elements to meet the requirements of the entertainment and event context

Your teacher will give you construction documentation for props or a scenic element for an entertainment and event context. You will need to use the guidelines in this documentation to create your item/s.

You will need to:

- Identify the props or scenic element requirements for the entertainment and event context from the construction documentation your teacher has given you.
Think about:
 - What parts of the set require creation or enhancement?
 - What themes, time, image is being communicated?
 - What mood or texture is being created?
 - Which creative elements need to be emphasised?
- Safely construct the props or scenic element according to given construction documentation. Practical requirements that may need to be considered are:
 - How, where and by whom the item(s) will be used
 - Flexibility
 - Weight
 - Texture
 - Transparency
- Be confident and precise in using construction materials, tools, and methods.

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 construct the props or scenic element, and on whether your constructed item/s match the construction documentation.

		methods. (MERIT criteria)	
<p>Two P.C 2.1</p>	<p>The student has:</p> <ul style="list-style-type: none"> Identified the props or scenic element requirements for the specified entertainment and event context from the construction documentation. Constructed the props or scenic element, according to given construction documentation and safe working practices. <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <i>Student's rough working drawings to support creation of items</i> <i>Attestation by the tutor / teacher.</i> <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 props or scenic element requirements for the specified entertainment and event context from the construction documentation. Constructed the props or scenic element, according to given construction documentation and safe working practices. Corrected any problems with the construction of the props or scenic element if they do arise. Required minimal prompting in using construction materials, tools, and methods. (MERIT criteria) <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <i>Student's rough working drawings to support creation of items</i> <i>Attestation by the tutor / teacher.</i> <p><i>E.g. "The student was confident in their use of the more challenging construction tools – requiring minimal assistance and reminders to wear PPE. Was reminded to re-measure when it became obvious that they were working with the wrong dimensions – which they were able to sort out quickly."</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 props or scenic element requirements for the specified entertainment and event context from the construction documentation. Constructed the props or scenic element, according to given construction documentation and safe working practices. Been confident and precise in using construction materials, tools, and methods. (EXCELLENCE criteria) <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <i>Student's rough working drawings to support creation of items</i> <i>Attestation by the tutor / teacher.</i> <p><i>E.g. "The student was fully confident in their use of the more challenging construction tools – using saws and cutting materials safely and responsibly. Was consistently correct in regards to measuring and cutting (always measured twice and wasted no resources)."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>

Assessment resource for unit standard 26690 version 5

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