

Internal Assessment Resource

Entertainment and Event Technology Level 1

This resource supports assessment against Unit Standard 26691 version 5

Standard title: Describe and apply knowledge of an entertainment and event production process by assisting in a production role

Credits: 3

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 describe and apply knowledge of an entertainment and event production process by assisting in a production role.

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, art exhibition.

Conditions

It is suggested that the assessment activity take place over 6 - 7 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.
- Suitable equipment (e.g. comms unit to call the show)
- 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 and the agreed role the student will be assisting.

Students must be supplied with all required documentation prior to assessment.

It is vital that students follow safe working practices for this assessment. These may include but are not limited to safe working practices in situations involving – working at heights, working with electricity, lifting, securing equipment safely, replacing and storing equipment, use of tools, use of supplied safety equipment.

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>.

Learning and assessment must also be carried out in accordance with the Copyright Act 1994 and subsequent amendments.

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Student Instructions

Introduction

This activity requires you to describe and apply knowledge of a production role for a performance or event.

You are going to be assessed on:

- Your knowledge of the production process and the tasks, roles responsibilities and relationships.
- Your knowledge of health and safety requirements for the performance or event.
- Your knowledge of your specific production role.
- Your ability to undertake the tasks and responsibilities of your specific production role.

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 the production process and undertake a production role to meet the requirements of the performance or event.

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

You have 7 weeks to complete and submit your assessment.

Task One: Present information about the production process for an entertainment and event context

For this task you must use your prior knowledge and some supporting research to present information about how the production process works. You should consider roles and responsibilities, tasks and lines of communication.

You will need to:

- Describe what production roles are in the entertainment and event context. Some questions you could consider:
 - What is the production hierarchy?
 - Who is responsible for each key area?
 - Who communicates problems to the director or production manager?
 - What are the individual tasks of each role?
- Describe the health and safety requirements for the production process. What are the key responsibilities and issues to be mindful of?
- Make and explain links between the tasks, roles, responsibilities and relationships in the production process.

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: Apply knowledge of the production process by assisting in a production role.

With your teacher, you will select a role to assist with for the specified performance or event. This role will depend on the requirements of the performance or event – but may include assistant producer, assistant stage manager, make-up technician, costume technician, sound technician, production technician, technical operator, front of house, wardrobe technician, construction assistant.

You will need to:

- Identify the task and responsibilities of your role.
- Undertake the required tasks in a well-organised manner using well-developed communication skills.

Document the tasks you undertake – either by task log, video recording, images or audio recording.

Assessment schedule: Entertainment and Event Technology 26691 version 5

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
<p>One P.C 1.1</p> <p>P.C 1.2</p>	<p>The student has:</p> <ul style="list-style-type: none"> Described the production process in terms of tasks, roles, responsibilities and relationships. <p><i>E.g. Student has drawn/described the key roles and lines of communication and is able to identify key responsibilities of every role.</i></p> <ul style="list-style-type: none"> Identified the health and safety requirements of the entertainment and event context. <p><i>E.g. “I need to be aware of where all the extension leads are back stage.”</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Described the production process in terms of tasks, roles, responsibilities and relationships. <p><i>E.g. Student has drawn/described the key roles and lines of communication and is able to identify key responsibilities of every role.</i></p> <ul style="list-style-type: none"> Identified the health and safety requirements of the entertainment and event context. <p><i>E.g. “I need to be aware of where all the extension leads are back stage – and tape them down.”</i></p> <ul style="list-style-type: none"> Made links between the tasks, roles, responsibilities and relationships in the production process. (MERIT criteria) 	<p>The student has:</p> <ul style="list-style-type: none"> Described the production process in terms of tasks, roles, responsibilities and relationships. <p><i>E.g. Student has drawn/described the key roles and lines of communication and is able to identify key responsibilities of every role.</i></p> <ul style="list-style-type: none"> Identified the health and safety requirements of the entertainment and event context. <p><i>“I need to be aware of where all the extension leads are back stage – tape them down so no one trips on them. Also add a blue light so the actors have visibility in this dark space.”</i></p> <ul style="list-style-type: none"> Made and explained links between the tasks, roles, responsibilities and relationships in the production process. (EXCELLENCE criteria) <p><i>“It is important that the costume designer is able to talk to the lighting designer. The choice of gels used could change the colour of the costumes and this should be addressed at a production meeting.”</i></p>

<p>Two P.C 2.1</p>	<p>The student has:</p> <ul style="list-style-type: none"> Undertaken tasks and responsibilities of the production role in accordance with the requirements of the entertainment and event context. <p><i>This includes documenting jobs undertaken, including pre-production, during production and post production. Student completes all jobs.</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"> Undertaken tasks and responsibilities of the production role in accordance with the requirements of the entertainment and event context. Undertaken tasks in a well-organised manner. (MERIT criteria) <p><i>This includes documenting jobs undertaken, including pre-production, during production and post production. Student completes all jobs and meets all agreed deadlines.</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"> Undertaken tasks and responsibilities of the production role in accordance with the requirements of the entertainment and event context. Undertaken tasks in a well organised manner using well-developed communication skills. (EXCELLENCE criteria) <p><i>This includes documenting jobs undertaken, including pre-production, during production and post production. Student completes all jobs and exceeds all agreed deadlines. Student clearly communicates issues, developments and concerns. Uses initiative and able to problem solve.</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.