

Internal Assessment Resource

Entertainment and Event Technology Level 1

This resource supports assessment against Unit Standard 32376 version 1

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

Entertainment and event contexts could include dance, kapa haka, scripted drama, rock 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 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.
- Three sets of electronic media documentation (guidelines) including plans specifying how the electronic media equipment must be rigged (positioned, secured and connected), labelled, operated and packed down.
- Suitable electronic media system and equipment.
- Suitable safety equipment (e.g. fire extinguisher).

Additional information

Students must be given access to electronic media equipment that has been certified as safe in order to complete assessment against this unit standard. The assessor 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 assessor as being connected correctly prior to power up.

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

Students must be supplied with the electronic media 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 electronic media for an entertainment and event context.

You are going to be assessed on:

- Your knowledge of the purpose of electronic media in terms of its use in two different entertainment and event contexts.
- Your knowledge of types of electronic media in terms of their use and characteristics.
- Your knowledge of the features and the function and operation of the features of an electronic media system.
- Your ability to select, rig, label and operate electronic media equipment according to given electronic media 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 electronic media and electronic media equipment, and set up and operate electronic media 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 electronic media and electronic media 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 electronic media and electronic media equipment is used for entertainment and event contexts.

You will need to:

- Describe why electronic media is used. Do this for **two (2)** entertainment and event contexts. Some questions you could consider:
 - What needs to be made visible?
 - 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?
- Show you can recognise different types of electronic media equipment, and describe their characteristics and how they are used. This must include:
 - Systems using LED screens or panels
 - Systems using projection onto a surface.
- Describe the features and function of an electronic media system, and how they operate.
- Make and justify links between the purpose of electronic media, 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 electronic media to meet the requirements of the entertainment and event context

Your teacher will give you electronic media documentation for **three (3)** different electronic media 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 **three (3)** electronic media set ups.

You will need to:

- Identify the electronic media requirements for the specified context from the electronic media documentation your teacher has given you. Think about:
 - What needs to be made visible?
 - 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 electronic media equipment for **three (3)** different set ups according to the electronic media documentation. The equipment could include:
 - projection surface or screen
 - cables
 - control hardware.

NOTE:

The electronic media 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 electronic media 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 electronic media.

Assessment schedule: Entertainment and Event Technology 32376 version 1

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>P.C 1.3</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described why electronic media is used for two (2) entertainment and event contexts. • Identified different electronic media equipment and described their characteristics and how they are used, including: <ul style="list-style-type: none"> – Systems using LED screens or panels – Systems using projection onto a surface. • Described the features and function of an electronic media system, and how they operate. <p><i>E.g. “Electronic media is used to add interest during a rock performance. In a devised Drama performance, it is used to create a different mood, and add understanding to the audience – like changing the background for the actors to be involved in.”</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described why electronic media is used for two (2) entertainment and event contexts. • Identified different electronic media equipment and described their characteristics and how they are used, including: <ul style="list-style-type: none"> – Systems using LED screens or panels – Systems using projection onto a surface. • Described the features and function of an electronic media system, and how they operate. • Made links between the purpose of electronic media, the equipment and its features, functions, and operation. (MERIT criteria) <p><i>E.g. “Electronic media is used to add interest during a rock performance. In a devised Drama performance, it is used to create a different mood, and add understanding to the audience – like changing the background for the actors to be involved in.”</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described why electronic media is used for two (2) entertainment and event contexts. • Identified different electronic media equipment and described their characteristics and how they are used, including: <ul style="list-style-type: none"> – Systems using LED screens or panels – Systems using projection onto a surface. • Described the features and function of an electronic media system, and how they operate. • Made and explained links between the purpose of electronic media, the equipment and its features, functions, and operation. (EXCELLENCE criteria) <p><i>E.g. “Electronic media is used to add interest during a rock performance. In a devised Drama performance, it is used to create a different mood, and add understanding to the audience – like changing the background for the actors to be involved in.”</i></p>

<p>Two</p> <p>P.C 2.1</p>	<p>The student has:</p> <ul style="list-style-type: none"> Identified the electronic media requirements for the specified context from the electronic media documentation. Selected, rigged, labelled and operated electronic media equipment for three (3) different set ups according to the electronic media documentation Followed safe working practices at all times. <p><i>This can be attested by tutor / teacher observation.</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 electronic media requirements for the specified context from the electronic media documentation. Selected, rigged, labelled and operated electronic media equipment for three (3) different set ups according to the electronic media documentation Followed safe working practices at all times. Corrected any problems with the electronic media if they do arise. (MEDIA criteria) <p><i>This can be attested by tutor / teacher observation.</i></p> <p><i>E.g. "Student was able to reconnect the vga to lightning adaptor when they observed it working free. They needed no prompting to reconnect and the blue screen was only visible for a second."</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 electronic media requirements for the specified context from the electronic media documentation. Selected, rigged, labelled and operated electronic media equipment for three (3) different set ups according to the electronic media documentation Followed safe working practices at all times. Ensured no foreseeable technical problems arose during the rock performance. (EXCELLENCE criteria) <p><i>This can be attested by tutor / teacher observation.</i></p> <p><i>E.g. "Student was able to firmly connect all cables so that they were not knocked free during the performance. Student also anticipated emails arriving to the ipad – so switched it to airplane mode before the performance so no notification interruption occurred."</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.