

Internal Assessment Resource

Entertainment and Event Technology Level 2

This resource supports assessment against Unit Standard 27699 version 4

Standard title: Demonstrate and apply knowledge of costume design 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 design and application 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.

Possible venues could be, 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 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

Recommended pre-requisite: Unit 26689, *Demonstrate and apply knowledge of costuming for an entertainment and event context*.

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Student Instructions

Introduction

In this activity, you will demonstrate knowledge of costume design for an entertainment and event context. You will then select and create **one (1)** costume for a character or role within the specified entertainment and event context. Your teacher will supply you with a list of suitable characters, because your character has to have a significant change in their costume for this standard.

You are going to be assessed on:

- costume design in terms of technical requirements and purpose of costume for the entertainment and event context.
- Your ability to create a complete costume for a character or role to meet the design requirements for 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 describe costume design, and create a complete costume for a character or role to meet the design requirements for an 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: Which Costume?

You will be presented with a brief and the design requirements for an entertainment and event context. For this standard your character must have at least **one (1)** significant costume or component change in the performance.

As a class you will discuss suitable character choices.

For this task you must choose a character and show that you understand the character and what their costume must be like for the entertainment and event context.

Some questions you need to consider:

- Where is the audience?
- Use of colour, shine, texture and how this looks on stage.
- Safety and whether the actor can move and see!
- Types and effects of material
- Construction quality and detail
- SFX
- Budget
- Historical or cultural setting
- Consider where the costume is going to be viewed from – why is this important?

You also need to unpack the purpose of the costume.

- Who is the character?
- What are the requirements of the brief?
- What themes / status is required?
- What time period / style is the piece set in?
- Who is the audience?

You need to make and explain links between the technical requirements and purpose of the costume for the context.

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, ideas on a body croquis or written description.

Task Two: Make it Sew!

This is a practical activity. You have to create a complete costume for a character.

Your teacher will give you body croquis to plan your costume on.

You will need to ensure that your design meets the design requirements of the context that you looked into in Task One.

You will need to:

- select materials
- source, manipulate, adapt, create items
- use appropriate techniques
- create the costume
- follow safe working practices
- make and explain links between your costume creation and the design requirements.
- work efficiently, and use sustained control over all techniques when creating the costume.

Some parts of your design can be visually presented through plans (including swatches and enlargements) if the creation and sourcing of the piece is problematic – discuss this with your teacher.

This task will be assessed via your teacher observing you, and your final completed costume.

Assessment schedule: Entertainment and Event Technology 27699 version 4

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>The student has:</p> <ul style="list-style-type: none"> Described costume design in terms of technical requirements and purpose for the specified entertainment and event context. 	<p>The student has:</p> <ul style="list-style-type: none"> Described costume design in terms of technical requirements and purpose for the specified entertainment and event context. Made links between the technical requirements and purpose of the costume, and costume design within the specified context. (MERIT criteria) 	<p>The student has:</p> <ul style="list-style-type: none"> Described costume design in terms of technical requirements and purpose for the specified entertainment and event context. Made and explained links between the technical requirements and purpose of the costume, and costume design within the specified context. (EXCELLENCE criteria)
<p>Two P.C 2.1</p>	<p>The student has:</p> <ul style="list-style-type: none"> Created a complete costume for a character from the given context. Followed safe working practices. <p>The character has at least one (1) significant costume or component change.</p> <p><i>This can be attested by the tutor / teacher.</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Created a complete costume for a character from the given context. Followed safe working practices. Demonstrated skilful technique by demonstrating well-practised control of techniques when constructing, altering, or adapting source items or materials to create a costume to meet the design requirements. (MERIT criteria) <p>The character has at least one (1) significant costume or component</p>	<p>The student has:</p> <ul style="list-style-type: none"> Created a complete costume for a character from the given context. Followed safe working practices. Demonstrated command of technique by working efficiently, and demonstrating sustained control over all techniques used when constructing, altering, or adapting source items or materials to create a costume to meet the design requirements. (EXCELLENCE criteria)

		<p>change.</p> <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "The student is able to restructure a suit jacket, to make an oversized jacket that can be quickly removed. They worked efficiently, showing good technique in sewing, cutting and assembling of the piece.</i></p> <p><i>The student needs limited assistance and shows well-practiced control."</i></p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>The character has at least one (1) significant costume or component change.</p> <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "The student is able to restructure a suit jacket, utilising EVA foam and material, to make an oversized jacket that can be quickly removed. They worked efficiently, with focus on resources, and showing strong technique in sewing, pattern making and cutting and assembling of the piece. The adapting of the hat to create a concertina-like effect which reduced the height of the actor by 60cm showed strong command of the materials and techniques.</i></p> <p><i>The student managed resources effectively, economising materials at all times. They came up with ideas and suggestions and acted on them independently."</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.