

Internal Assessment Resource

Entertainment and Event Technology Level 2

This resource supports assessment against Unit Standard 27700 version 5

Standard title: Demonstrate and apply knowledge of lighting 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 lighting design 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 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.
- Design requirements within a design concept, which has been developed in response to such aspects as: the script; the setting, culture, style or period of the production or event; the purpose of the production or event; technical

requirements; the performers. The design requirements must include three lighting states in sequence.

- Suitable lighting system and equipment.
- Suitable safety equipment (e.g. fire extinguisher).

Additional information

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

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 design requirements 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

Recommended pre-requisite: Unit 26686, *Demonstrate and apply knowledge of lighting for an entertainment and event context*.

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Student Instructions

Introduction

This activity requires you to demonstrate and apply knowledge of lighting design for an entertainment and event context.

You are going to be assessed on:

- Your description of lighting design in terms of the technical requirements and purpose of lighting for the given work
- Your ability to select, rig, patch, label and focus lighting equipment according to the requirements of the design and safe working practices
- Your ability to plot and document the lighting states in terms of the types of transitions, sequence, channel(s) and intensity, colour filters and cues
- Your ability to operate lighting console to produce the lighting states on cue and in accordance with the design.

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 lighting design, and set up, plot and operate lighting to meet the design requirements of a given work.

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 lighting design for a given work

For this task you must use your prior knowledge and some supporting research to present information about how lighting is designed for a given work.

You will need to:

- Describe the purpose of lighting for a given work. 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?

- Describe how technical requirements are considered within the lighting design for the given work. This must at least include the following technical requirements:
 - physical aspects of the venue
 - the lighting equipment used
 - lighting states created
 - budget.

- Make and explain links between the technical requirements and purpose of lighting for the given work.

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, plot and operate lighting to meet the design requirements of the given work

Your teacher will give you lighting design requirements that include **three (3)** different lighting states in sequence for a given work. You will need to follow the design requirements to create the **three (3)** different lighting states in sequence for the given work.

You will need to:

- Safely select, rig, patch, label and focus lighting equipment according to the lighting requirements of the design. The equipment could include:
 - luminaires
 - dimmer pack
 - power source
 - cables
 - lighting desk.
- Plot and document **three (3)** different lighting states in terms of the types of transitions, sequence, channel(s) and intensity, colour filters and cues.
- Operate lighting console to produce the **three (3)** different lighting states on cue and in accordance with the design. This may include operation of functions such as:
 - cross fade
 - fade to black-out
 - snap to black-out
 - use of preset
 - timed or slow build.
- Make and justify links between the design requirements and your selection and operation of equipment for the given work.

You may refer to the design requirements as you complete this activity.

This task will be assessed via your teacher observing you and asking you questions as you set up, plot and operate the lighting.

Assessment schedule: Entertainment and Event Technology 27700 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>The student has:</p> <ul style="list-style-type: none"> • Described the purpose of lighting for a given context. • Described how technical requirements are considered within the lighting design for a given context including at least the following technical requirements: <ul style="list-style-type: none"> – physical aspects of the venue – the lighting equipment used – lighting states created – budget. 	<p>The student has:</p> <ul style="list-style-type: none"> • Described the purpose of lighting for a given context. • Described how technical requirements are considered within the lighting design for a given context including at least the following technical requirements: <ul style="list-style-type: none"> – physical aspects of the venue – the lighting equipment used – lighting states created – budget. • Made links between the technical requirements and purpose of lighting for a given work. (MERIT criteria) <p><i>E.g. “The design requires the rigging of a back light to create a shadow effect for the villain. I need to position this light on a LX bar upstage.”</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described the purpose of lighting for a given context. • Described how technical requirements are considered within the lighting design for a given context including at least the following technical requirements: <ul style="list-style-type: none"> – physical aspects of the venue – the lighting equipment used – lighting states created – budget. • Made and explained links between the technical requirements and purpose of lighting for a given work. (EXCELLENCE criteria) <p><i>E.g. “The design requires the rigging of a back light to create a shadow effect for the villain. I need to position this light on a LX bar upstage so that there is enough room for the shadow to be created. I will also focus this light on the exact spot the villain stands for the best effect.”</i></p>
<p>Two</p>	<p>The student has:</p>	<p>The student has:</p>	<p>The student has:</p>

<p>P.C 2.1</p> <p>P.C 2.2</p> <p>P.C 2.3</p>	<ul style="list-style-type: none"> • Safely selected, rigged, patched, labelled and focused lighting equipment according to the lighting requirements of the design. • Plotted and documented three (3) different lighting states in terms of the types of transitions, sequence, channel(s) and intensity, colour filters and cues. • Operated lighting console to produce the three (3) different lighting states on cue and in accordance with the design. <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>	<ul style="list-style-type: none"> • Safely selected, rigged, patched, labelled and focused lighting equipment according to the lighting requirements of the design. • Plotted and documented three (3) different lighting states in terms of the types of transitions, sequence, channel(s) and intensity, colour filters and cues. • Operated lighting console to produce the three (3) different lighting states on cue and in accordance with the design. • Made links between the design requirements and their selection and operation of equipment for the given work. (MERIT criteria) <p><i>E.g. "I chose to use a slow fade on the backlight when the villain enters."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<ul style="list-style-type: none"> • Safely selected, rigged, patched, labelled and focused lighting equipment according to the lighting requirements of the design. • Plotted and documented three (3) different lighting states in terms of the types of transitions, sequence, channel(s) and intensity, colour filters and cues. • Operated lighting console to produce the three (3) different lighting states on cue and in accordance with the design. • Made and justified links between the design requirements and their selection and operation of equipment for a stage performance. (EXCELLENCE criteria) <p><i>E.g. "I chose to use a slow fade on the backlight when the villain enters. This is to build the tension in the scene. I also added red cyc lights to enhance the evil of the character."</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.