

Internal Assessment Resource

Entertainment and Event Technology Level 2

This resource supports assessment against Unit Standard 27701 version 5

Standard title: Demonstrate and apply knowledge of make-up 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 make-up 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, fashion show.

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.
- A copy of the script, character descriptions and the production concept or an equivalent.
- Students must be given access to suitable make-up products that have been certified as safe in order to complete assessment against this

standard. E.g. the products used must be suitable for use under stage lights if the performance is being lit.

- Water based and crème make-up bases, colour palettes, eyeliner, mascara, blush, lip colours, powder, sponges, brushes and the appropriate make-up removers.
- Stipple sponges, wax, bald wigs, latex, spirit gum, crepe hair, prosthetics, fake blood, polymorphic plastic, dried scab, Skin Illustrator SFX palettes.
- Suitable safety equipment (e.g. single use spoolies, alcohol based brush cleaner).

Additional information

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

If the character or role created does not perform as part of an actual performance, performance conditions that would occur in an actual performance, e.g. heat from the lighting rig, need to be considered in the 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 26688, *Demonstrate and apply knowledge of make-up for an entertainment and event context*.

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Student Instructions

Introduction

In this activity you will demonstrate and apply knowledge of make-up design and application for a given work.

You are going to be assessed on:

- Your knowledge of make-up in terms of the technical requirements and purpose of make-up for the entertainment and event context.
- Your ability to visually present plans for the make-up to demonstrate how the design requirements will be met.
- How well and accurately you select and use make-up products and techniques to meet the requirements of the design and according to 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 describe make-up design for an entertainment and event context, and select and apply make-up 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: Demonstrate your knowledge of the context

For this task you must use your prior knowledge and some supporting research to present information that shows you understand make-up design for a given context.

You will need to:

- Consider why make-up is used for the given context.
- Describe the technical requirements of the given context.
Include:
 - audience proximity
 - location
 - lighting
 - colour correction
 - reducing shine
 - covering skin blemishes
 - special effects required
 - injury accuracy
 - budget
 - durability of application.
- Investigate body make up.
- Consider where the make-up is going to be viewed from – why is this important?
- Make and explain links between the technical requirements and purpose of make-up for the given 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, or written description.

Task Two: Create your characters

You will be allocated **three (3)** characters. Your teacher will give you the design brief for your **three (3)** applications.

You will need to understand what you are creating make-up for. Consider the dominant characteristics of this character and the role of this character in the context. Make some notes on your character.

You may find these questions helpful:

- Is this a real character, an animal or a fantasy creature?
- What are the dominant physical features of this character, e.g. age, gender, size, shape, texture?
- What are the dominant emotional features of this character, e.g. kind, fearful, fierce, happy?
- What is the status of this character, e.g. how important is the character, how much power does this character have?
- What are the character's given circumstances?

You will need to complete a make-up design for each specified character. You must cover the design requirements in these. Your design may be presented via a:

- hand drawn face chart;
- multi-media presentation (2D or 3D);
- other suitable visual communication method.

The detail included in the design may include but is not limited to the products and techniques used for the eyes, lips, face and body.

In developing your design, you must take into consideration how the design informs the make-up requirements and production concept such as:

- character and/or role creation or enhancement;
- communicating images, themes, feelings and moods;
- special effects;
- accuracy.

Show that you can make and justify links between your selection of products and application techniques and the design requirements.

You must keep work from your design process in a portfolio as evidence for assessment. You can include things such as working drawings with annotations, planning notes. These can provide evidence of you reflecting on your design and making links and justifying the selection of products and application techniques.

Task Three: Apply the make-up

This is a practical activity where you select the make-up products and application techniques required to create your designs and apply the make-up using those techniques to reflect the details of their design.

Techniques may include but are not limited to:

- application of foundation;
- highlighting;
- shading;
- colour mixing;
- stippling;
- aging;
- thinning;
- altering features;
- brush technique;
- prosthetic creation;
- bruising;
- blood work.

Work efficiently, and use sustained control over all techniques when applying make-up.

In completing the practical activity, you must also consider the requirements of the context. This could include:

- audience proximity;
- lighting;
- colour correction;
- technical considerations such as reducing shine and/or covering skin blemishes;
- time the actors will need to wear the makeup;
- durability of application.

You will need to follow safe working practices. These may include but are not limited to – safe hygiene practices; replacing, cleaning and storing products and equipment; safe use of tools, following manufacturer's instructions.

This task will be assessed via your teacher observing you and your final applications.

Assessment schedule: Entertainment and Event Technology 27701 version 5

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>The student has:</p> <ul style="list-style-type: none"> • Described make-up design in terms of the technical requirements and purpose of make-up for a specified context. • Included the following technical requirements in their description: <ul style="list-style-type: none"> – audience proximity – location – lighting – colour correction – reducing shine – covering skin blemishes – special effects required – injury accuracy – budget – durability of application. <p>This evidence could be presented through annotation, written notes, a video diary or by other means.</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described make-up design in terms of the technical requirements and purpose of make-up for a specified context. • Included the following technical requirements in their description: <ul style="list-style-type: none"> – audience proximity – location – lighting – colour correction – reducing shine – covering skin blemishes – special effects required – injury accuracy – budget – durability of application. • Made links between the technical requirements and purpose of make-up for the given context. (MERIT criteria) <p>This evidence could be presented through annotation, written notes, a</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described make-up design in terms of the technical requirements and purpose of make-up for a specified context. • Included the following technical requirements in their description: <ul style="list-style-type: none"> – audience proximity – location – lighting – colour correction – reducing shine – covering skin blemishes – special effects required – injury accuracy – budget – durability of application. • Made and justified links between the technical requirements and purpose of make-up for the given context. (EXCELLENCE criteria) <p>This evidence could be presented through annotation, written notes, a video</p>

		video diary or by other means.	diary or by other means.
Two P.C 2.1	<p>The student has:</p> <ul style="list-style-type: none"> Visually presented three (3) designs to demonstrate how the design requirements will be met, through any of: annotated sketch, diagram, 2D or 3D multi-media presentation, details of products and techniques required. 	<p>The student has:</p> <ul style="list-style-type: none"> Visually presented three (3) designs to demonstrate how the design requirements will be met, through any of: annotated sketch, diagram, 2D or 3D multi-media presentation, details of products and techniques required. Made links between their selection of products and application techniques and the design requirements. (MERIT criteria) 	<p>The student has:</p> <ul style="list-style-type: none"> Visually presented three (3) designs to demonstrate how the design requirements will be met, through any of: annotated sketch, diagram, 2D or 3D multi-media presentation, details of products and techniques required. Made and justified links between their selection of products and application techniques and the design requirements. (EXCELLENCE criteria)
Three P.C 2.2	<p>The student has:</p> <ul style="list-style-type: none"> Selected and used products and techniques to apply make-up, for three characters for a given context according to the requirements of the design and safe working practices. <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "The student ensures that the actor's face is clean and clear of all make-up to begin with. All equipment to be used is prepared and laid out ready for use.</i></p> <p><i>Foundation is applied first and covers the whole face, including eyebrows and lips, and so on. The make-up is applied as per the</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Selected and used products and techniques to apply make-up, for three characters for a given context according to the requirements of the design and safe working practices. Demonstrated skilful technique by demonstrating well-practised control of techniques when applying make-up to meet the design requirements. (MERIT criteria) <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "The student ensures that the actor's face is clean and clear of all make-up to begin with. All equipment to be used is</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Selected and used products and techniques to apply make-up, for three characters for a given context according to the requirements of the design and safe working practices. Demonstrated command of technique by working efficiently, and demonstrating sustained control over all techniques used when applying make-up to meet the design requirements. (EXCELLENCE criteria) <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "The student ensures that the actor's face is clean and clear of all make-up to begin</i></p>

	<p><i>design and the notes on application. The final result is a good reflection of the design.</i></p> <p><i>Student uses different brushes for each part of the face. The brushes are new or cleaned and disinfected. A new sponge is used (or a clean, disinfected sponge). Clothing is protected and hair is tied back. All materials are cleaned thoroughly and stored away at the end.”</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>prepared and laid out ready for use.</i></p> <p><i>Foundation is applied first and covers the whole face, including eyebrows and lips, and so on. The make-up is applied as per the design and the notes on application. The final result is a strong reflection of the design.</i></p> <p><i>The control of the product is evident, with contour applied naturally and the prosthetics well stuck and blended.</i></p> <p><i>Student uses different brushes for each part of the face. The brushes are new or cleaned and disinfected. A new sponge is used (or a clean, disinfected sponge). Clothing is protected and hair is tied back. All materials are cleaned thoroughly and stored away at the end.”</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>with. All equipment to be used is prepared and laid out ready for use. Prosthetics have been premade and cut to size.</i></p> <p><i>Foundation is applied first and covers the whole face, including eyebrows and lips, bruising is well applied to create a natural pallor. The make-up is applied as per the design and the notes on application. The final result is an excellent reflection of the design.</i></p> <p><i>The control of the product is evident, with contour applied naturally and the prosthetics well stuck and blended. All techniques are demonstrated showing great control. Use of Skin Illustrator palette shows great skill in blending.</i></p> <p><i>Student uses different brushes for each part of the face. The brushes are new or cleaned and disinfected. A new sponge is used (or a clean, disinfected sponge). Clothing is protected and hair is tied back. All materials are cleaned thoroughly and stored away at the end.”</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.