

Internal Assessment Resource

Entertainment and Event Technology Level 2

This resource supports assessment against Unit Standard 27702 version 5

Standard title: Describe and carry out tasks and responsibilities in a production role in 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 describe and carry out tasks and responsibilities in a production role in 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, art exhibition.

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.
- 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.

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 26691, *Describe and apply knowledge of an entertainment and event production process by assisting in a production role.*

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Student Instructions

Introduction

This activity requires you to take responsibility for a production role in an entertainment and event context.

You are going to be assessed on:

- Your knowledge of the tasks and responsibilities of your role. Your knowledge of the processes involved and who you have to interact with.
- Your knowledge of Health and Safety requirements for the given context.
- Your ability to undertake tasks and responsibilities of your role and complete them using 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 undertake a production role and see it through to the end.

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: Identify and describe the role!

For this task you must use your prior knowledge and some supporting research to present information about your assigned role in the given entertainment and event context.

You will need to:

- Consider:
 - the tasks you have to complete and your responsibilities
 - the production hierarchy and your lines of communication
 - deadlines
 - possible issues.

- Describe the health and safety requirements for your role.
 - What are the key responsibilities and issues to be mindful of?
 - How can you mitigate problems? What due diligence should you do?

- 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: Do the role!

With your teacher, you will select a role to undertake for the given context. This role will depend on the requirements of the context – but may include stage manager, make-up technician, costume technician, sound technician, production technician, technical operator, front of house, wardrobe technician, construction assistant.

You will need to:

- Undertake these tasks and responsibilities in a well-organised manner.
- Document the tasks you undertake – either by task log, video recording, images or audio recording.
- Include all the resources you create in your documentation e.g. posters, health and safety checklists, prop list.
- Communicate clearly with those you are working with
- At all times consider how you could add value to your role. What could be done better?

Assessment schedule: Entertainment and Event Technology 27702 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>P.C 1.2</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Identified and described the practical requirements and responsibilities of the production role in terms of the entertainment and event context, tasks, production process, and relationships. • Identified and described the health and safety requirements and responsibilities of the production role within the given context. <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. Student is able to identify key responsibilities of the Front of House role.</i></p> <p><i>E.g. "I need to carry a torch to show guests to their seats when they arrive late."</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Identified and described the practical requirements and responsibilities of the production role in terms of the entertainment and event context, tasks, production process, and relationships. • Identified and described the health and safety requirements and responsibilities of the production role within the given context. • Made links between the tasks, role, responsibilities and relationships in the production process. (MERIT criteria) <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "Student is able to identify key responsibilities of the Front of House role.</i></p> <p><i>E.g. "The first thing I need to do is look at the sign in sheet and check that all the actors and crew are at the theatre by the specified call time. I need to communicate this to the Stage Manager.</i></p> <p><i>"I will let the Production Manager know the</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Identified and described the practical requirements and responsibilities of the production role in terms of the entertainment and event context, tasks, production process, and relationships. • Identified and described the health and safety requirements and responsibilities of the production role within the given context. • Made and explained links between the tasks, roles, responsibilities and relationships in the production process. (EXCELLENCE criteria) <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "Student is able to identify key responsibilities of the Front of House role.</i></p> <p><i>E.g. "I need to be one of the first crew at the theatre – so I can complete the pre-show checks quickly and communicate any concerns or issues to the Stage Manager or Director as appropriate. Anticipating and dealing with problems quickly means the show can proceed smoothly.</i></p>

		<i>number of people in the theatre – so they can complete the performance report asap.”</i>	<i>If cast or crew are missing at call time, I will attempt to contact them directly and then communicate this to Stage Manager or Director. If I can resolve this issue fast it would be more efficient for everyone”</i>
Two P.C 2.1	<p>The student has:</p> <ul style="list-style-type: none"> Undertaken tasks and responsibilities of the production role. <p><i>This can be attested by the tutor / teacher but must also include the student documenting jobs undertaken, including pre-production, during production and post production.</i> <i>E.g. “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. Undertaken jobs in a well-organised manner. (MERIT criteria) <p><i>This can be attested by the tutor / teacher but must also include the student documenting jobs undertaken, including pre-production, during production and post production.</i> <i>E.g. “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"> Applied knowledge of the production process by assisting in a production role. Undertaken jobs in a well-organised manner with well-developed communication skills. (EXCELLENCE criteria) <p><i>This can be attested by the tutor / teacher but must also include the student documenting jobs undertaken, including pre-production, during production and post production.</i> <i>E.g. “Student completes all jobs and exceeds all agreed deadlines.</i> <i>Student clearly communicates issues, developments and concerns. Uses initiative and is 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>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.