

## Internal Assessment Resource

### Entertainment and Event Technology Level 2

This resource supports assessment against Unit Standard 27704 version 5

**Standard title:** Demonstrate and apply knowledge of the design and construction of entertainment and event props and scenic elements

**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

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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 the design and construction of props and scenic elements for a given work.

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.
- Suitable tools, materials, and equipment.
- Suitable safety equipment (e.g. fire extinguisher, PPE).

## **Additional information**

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 26690, *Demonstrate and apply knowledge of construction of props and scenic elements for an entertainment and event context.*

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### Student Instructions

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#### Introduction

In this activity you will demonstrate and apply knowledge of the design and construction of props and scenic elements for a given work.

You are going to be assessed on:

- Your description of the design and construction of props and scenic elements in terms of the technical requirements and purpose of constructed items for a given work.
- Your ability to develop construction plans for props and scenic elements to reflect the requirements of the design.
- Your ability to construct the props and scenic elements to meet the detail of the design, construction 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 the design and construction of props and scenic elements, and construct props and scenic elements 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 the design and construction of props and scenic elements for a specific entertainment and event context***

For this task you must use your prior knowledge and some supporting research to present information about how props and scenic elements are designed and constructed for the specified entertainment and event context.

You will need to:

- Describe the purpose of designing and constructing props and scenic elements for the context. Some questions you could consider:
  - What parts of the set require creation or enhancement?
  - What characters or roles require creation or enhancement?
  - 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 when designing and constructing props and scenic elements for the context. This must at least include the following technical requirements:
  - How will the item/s be used?
  - Where will it be used?
  - Who uses the item/s?
  - What is the budget?
  - When does it need to be created by?
  - What historical / cultural accuracy do I have to be aware of?
  
- Make and explain links between the technical requirements and purpose of props and scenic elements, and their design and construction 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. You could consider the use of imagery.

The information may be presented in written, visual or oral methods such as a video diary, mood board or written description.

### ***Task Two: Plan and Make***

Your teacher will give you a brief and list of props and scenic items required for the given work.

In discussion with your teacher you need to choose the item/s you are creating.

For this standard you need to create **three (3)** different props or scenic items **OR one (1)** significant item requiring multiple complex processes.

Discuss your options and choices with your teacher to ensure you are meeting these requirements.

You will need to:

- Develop construction plans to meet the brief requirements. Think about
  - Colours
  - Textures
  - Materials
  - Tools and techniques
  - Weight
  - Durability.
- Explain and justify the development of your construction plan in terms of meeting the design requirements.
- Safely construct the props or scenic elements to meet the detail of the design, and the construction documentation.
- Demonstrate command of technique by working efficiently, and demonstrating sustained control over all techniques used when constructing props and/or scenic elements.

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 construct the props and/or scenic elements, and on whether your constructed items match the design requirements and construction documentation.

### Assessment schedule: Entertainment and Event Technology 27704 version 5

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
<p><b>One</b> <b>P.C 1.1</b></p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Described the purpose of designing and constructing props and scenic elements for the given context.</li> <li>• Described how technical requirements are considered when designing and constructing props and scenic elements for the given context including at least the following technical requirements:                             <ul style="list-style-type: none"> <li>– how the item will be used</li> <li>– where the item will be used</li> <li>– who the item will be used by</li> <li>– historical or cultural accuracy</li> <li>– production timelines</li> <li>– budget.</li> </ul> </li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Described the purpose of designing and constructing props and scenic elements for the given context.</li> <li>• Described how technical requirements are considered when designing and constructing props and scenic elements for the given context including at least the following technical requirements:                             <ul style="list-style-type: none"> <li>– how the item will be used</li> <li>– where the item will be used</li> <li>– who the item will be used by</li> <li>– historical or cultural accuracy</li> <li>– production timelines</li> <li>– budget.</li> </ul> </li> <li>• <b>Made links</b> between the technical requirements and purpose of props and scenic elements, and their design and construction (MERIT criteria)</li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Described the purpose of designing and constructing props and scenic elements for the given context.</li> <li>• Described how technical requirements are considered when designing and constructing props and scenic elements for the given context including at least the following technical requirements:                             <ul style="list-style-type: none"> <li>– how the item will be used</li> <li>– where the item will be used</li> <li>– who the item will be used by</li> <li>– historical or cultural accuracy</li> <li>– production timelines</li> <li>– budget.</li> </ul> </li> <li>• <b>Explained links</b> between the technical requirements and purpose of props and scenic elements, and their design and construction (EXCELLENCE criteria)</li> </ul>
<p><b>Two</b> <b>P.C 2.1</b></p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Developed a construction plan to reflect requirements of the design</li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Developed a construction plan to reflect requirements of the design</li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Developed a construction plan to reflect requirements of the design</li> </ul>

<p><b>P.C 2.2</b></p>	<ul style="list-style-type: none"> <li>Constructed prop/s or scenic element to meet the detail of the design, construction documentation, and safe working practices.</li> </ul> <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. Student supplies detailed plans of the three communication units. Detailing colours, materials and required techniques to reflect the given brief.</i></p> <p><i>Student constructs the three props. Safe working practices are followed at all times. Student required support at times. Finishing detail was rough and lacked control of the spray gun.</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"> <li>Constructed prop/s or scenic element to meet the detail of the design, construction documentation, and safe working practices</li> <li><b>Explained</b> the development of their construction plan in terms of meeting the design requirements (MERIT criteria)</li> <li>Demonstrated <b>skilful technique.</b> (MERIT criteria)</li> </ul> <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. Student supplies detailed plans of the three communication units. Detailing colours, materials and required techniques to reflect the given brief.</i></p> <p><i>Student constructs the three props before dress rehearsal. Safe working practices are followed at all times.</i></p> <p><i>Student worked well, showing familiarisation and control with techniques – such as working with eva foam and heat guns.</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"> <li>Constructed prop/s or scenic element to meet the detail of the design, construction documentation, and safe working practices</li> <li><b>Justified</b> the development of their construction plan in terms of meeting the design requirements (EXCELLENCE criteria)</li> <li>Demonstrated <b>command of technique.</b> (EXCELLENCE criteria)</li> </ul> <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. Student supplies detailed plans of the three communication units. Detailing colours, materials and required techniques to reflect the given brief.</i></p> <p><i>Student constructs the three props with time for the actors to use them before tech rehearsal. Safe working practices are followed at all times.</i></p> <p><i>Student worked efficiently – without product wastage and was fully able to work independently with heat guns, Dremel tool and spray paint. The three items exceeded expectation, involved working LED lights and buttons. Fully durable and fit for purpose.</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.