

Internal Assessment Resource

Entertainment and Event Technology Level 2

This resource supports assessment against Unit Standard 32377 version 1

Standard title: Demonstrate and apply knowledge of electronic media 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 electronic media 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.
- Suitable electronic media system and equipment.
- Suitable safety equipment (e.g. fire extinguisher).

Additional information

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

The assessor 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 32376, *Demonstrate and apply knowledge of electronic media for an entertainment and event context*.

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Student Instructions

Introduction

In this activity you will demonstrate and apply knowledge of electronic media design for an entertainment and event context.

You are going to be assessed on:

- Your description of electronic media design in terms of the technical requirements and purpose of electronic media for the specified context.
- Your ability to select, rig, patch, label and focus electronic media equipment according to the requirements of the design and safe working practices.
- Your ability to load electronic media content into a system for the stage performance and document in terms of transitions, timing, and cues.
- Your ability to operate electronic media equipment to produce the content 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 electronic media design, and set up, plot and operate electronic media to meet the design requirements of a specified 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: Present information about electronic media design

For this task you must use your prior knowledge and some supporting research to present information about how electronic media is designed for an entertainment and event context.

You will need to:

- Describe the purpose of electronic media for the context. 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 electronic media design. This must at least include the following technical requirements:
 - physical aspects of the venue
 - the electronic media equipment used
 - electronic media content created
 - budget.
- Make and explain links between the technical requirements and purpose of electronic media for the specific 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.

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 electronic media to meet the design requirements

Your teacher will give you electronic media design requirements that includes electronic media content progression. You will need to follow the design requirements to create the media content progression for the event.

You will need to:

- Safely select, rig, patch, label and focus electronic media equipment according to the requirements of the design. The equipment could include:
 - projection surface or screen
 - cables
 - control hardware.
- Load electronic media content into a system for the stage performance and document in terms of transitions, timing, and cues.
- Operate electronic media equipment to produce the content on cue and in accordance with the design.
- Make and justify links between the design requirements and your selection and operation of equipment for a stage performance.

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 electronic media.

Assessment schedule: Entertainment and Event Technology 32377 version 1

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 electronic media for a stage performance. • Described how technical requirements are considered within the electronic media design for a stage performance including at least the following technical requirements: <ul style="list-style-type: none"> – physical aspects of the venue – the electronic media equipment used – electronic media content created – budget. <p><i>E.g. “We are using projection to add extra information to the performance. The screen will allow text information for the audience, photographic imagery to enhance the mood of the piece and focus the audience’s attention.”</i> <i>“We are using an iPad to project from using Dynamapper as the software. The imagery was created using Canva – and is sequential with the scene of the piece. We have no additional budget to create this.”</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described the purpose of electronic media for a stage performance. • Described how technical requirements are considered within the electronic media design for a stage performance including at least the following technical requirements: <ul style="list-style-type: none"> – physical aspects of the venue – the electronic media equipment used – electronic media content created – budget. • Made links between the technical requirements and purpose of electronic media for a stage performance. (MERIT criteria) <p><i>E.g. “We are using projection to add extra information to the performances The screen will allow text information for the audience, photographic imagery to enhance the mood of the piece and focus the audience’s attention.”</i> <i>“We are using an iPad to project from using Dynamapper as the software. The imagery was created using Canva – and is sequential with the scene of the piece. We have no additional budget</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Described the purpose of electronic media for a stage performance. • Described how technical requirements are considered within the electronic media design for a stage performance including at least the following technical requirements: <ul style="list-style-type: none"> – physical aspects of the venue – the electronic media equipment used – electronic media content created – budget. • Made and explained links between the technical requirements and purpose of electronic media for a stage performance. (EXCELLENCE criteria) <p><i>E.g. “We are using projection to add extra information to the performance. The screen will allow text information for the audience, photographic imagery to enhance the mood of the piece and focus the audience’s attention.”</i> <i>“We are using an iPad to project from using</i></p>

		<p><i>to create this.”</i></p> <p><i>“Due to the size of the room we will use a short throw projector. There is no sound required in the projection so I don’t have to coordinate this with the sound operator.”</i></p>	<p><i>Dynamapper as the software. The imagery was created using Canva – and is sequential with the scene of the piece. We have no additional budget to create this.”</i></p> <p><i>“Due to the size of the room we will use a short throw projector. I have decided to back project so that the actors and lights do not get effected by the throw of the projection. There is just enough space at the rear of the screen to achieve this. There is no sound required in the projection so I don’t have to coordinate this with the sound operator, but I will ensure we operate close by each other – so that if anything changes in the tech I can connect to the speakers as required.”</i></p>
<p>Two</p> <p>P.C 2.1</p> <p>P.C 2.2</p> <p>P.C 2.3</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Safely selected, rigged, patched, labelled and focused electronic media equipment according to the requirements of the design. • Loaded electronic media content into a system for the stage performance and documented the content in terms of transitions, timing, and cues. • Operated electronic media equipment to produce the electronic media states on cue and in accordance with the design. <p><i>This can be attested by the tutor / teacher.</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Safely selected, rigged, patched, labelled and focused electronic media equipment according to the requirements of the design. • Loaded electronic media content into a system for the stage performance and documented the content in terms of transitions, timing, and cues. • Operated electronic media equipment to produce the electronic media states on cue and in accordance with the design. • Made links between the design requirements and their selection and operation of equipment. (MERIT criteria) <p><i>This can be attested by the tutor / teacher.</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • Safely selected, rigged, patched, labelled and focused electronic media equipment according to the requirements of the design. • Loaded electronic media content into a system for the stage performance and documented the content in terms of transitions, timing, and cues. • Operated electronic media equipment to produce the electronic media states on cue and in accordance with the design. • Made and justified links between the design requirements and their selection and operation of equipment.

	<p><i>E.g. "Student used PowerPoint to create and operate the projection images. They were timed and practiced in the Tech and Dress rehearsals."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>E.g. "Student used Dynamapper to load and run the projection. They followed the script and practiced this in the tech and dress rehearsals."</i></p> <p><i>"I think the use of Dynamapper helps because it allowed me to programme in timings and specific video sections which was useful for the specific cues in the video pausing scene. The use of the short throw projector was great – allowing clear and focussed imagery in the small space."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>(EXCELLENCE criteria)</p> <p><i>This can be attested by the tutor / teacher.</i></p> <p><i>E.g. "Student used Dynamapper to load and run the projection. They followed the script and practiced this in the tech and dress rehearsals."</i></p> <p><i>"I think the use of Dynamapper helps because it allowed me to programme in timings and specific video sections which was useful for the specific verbal cues in the video pausing scene. The use of the short throw projector was great – allowing clear and focussed imagery in the small space. Back projecting was the best idea though – there was no spill onto the actors or the set and the lights did not flood onto the projection screen making the imagery less vibrant for the audience."</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.