

Internal Assessment Resource

Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 28005 version 4

Standard title: Stage manage a production in an entertainment and event context

Credits: 6

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 stage-manage rehearsal and performance processes for a production 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.

Conditions

It is suggested that the assessment activity take place over 10 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.
- A copy of text (if appropriate).
- Suitable equipment (e.g. Comms unit to call the show, Stage Management kit).
- Suitable safety equipment (e.g. PPE).

Additional information

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

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Student Instructions

Introduction

This activity requires you to stage manage rehearsal and performance processes for a school production.

You are going to be assessed on:

- Your ability to undertake stage management tasks. This includes preliminary tasks, pre-production tasks, production tasks and post-production tasks.

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 stage manage a school production.

You may work individually or in a group, but you will be individually assessed.

You have 10 weeks to complete and submit your assessment.

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.

At all times consider how you could add value to your role. What could be done better?

Complete the following tasks in a well-organised manner, using safe work practices, ingenuity and well-developed communication skills to overcome any difficulties during pre-production, production and post-production.

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>

Task One: Preliminary Tasks

Undertake preliminary stage management tasks – such as:

- preparing and distributing cast and crew contact list
- spiking out set plan on rehearsal room floor
- preparing written performance information
- involvement in audition process
- preparing the prompt script.

You must present evidence of **three (3)** tasks.

Task Two: Pre-Production Tasks

Undertake rehearsal stage management tasks. Must include:

- scheduling, organising and communicating technical and dress rehearsals
- maintaining the rehearsal room, costumes, props and equipment
- prompting
- notating blocking in the written performance information
- communicating any design changes to relevant personnel.

Task Three: Production Tasks

Undertake production stage management tasks. Must include:

- calls
- supervising backstage crew
- maintaining backstage area and performance elements
- completing and circulating performance reports.

Task Four: Post-Production Tasks

Undertake post- production stage management tasks. Must include:

- overseeing the clearing and securing of rehearsal room, backstage area, dressing room, green room
- overseeing the return of any set, costumes, props or equipment to source
- archiving.

Assessment schedule: Entertainment and Event Technology 28005 version 4

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>Two</p> <p>P.C 1.2</p> <p>Three</p> <p>P.C 1.3</p>	<p>The student has:</p> <ul style="list-style-type: none"> • undertaken three (3) preliminary stage management tasks • undertaken pre-production stage management tasks, including: <ul style="list-style-type: none"> – scheduling, organising and communicating technical and dress rehearsals – maintaining the rehearsal room, costumes, props and equipment – prompting – notating blocking in the written performance information – communicating any design changes to relevant personnel. • undertaken production stage management tasks, including: <ul style="list-style-type: none"> – calls – calling the show – supervising backstage crew – maintaining backstage area and performance elements – completing and circulating 	<p>The student has:</p> <ul style="list-style-type: none"> • undertaken three (3) preliminary stage management tasks • undertaken pre-production stage management tasks, including: <ul style="list-style-type: none"> – scheduling, organising and communicating technical and dress rehearsals – maintaining the rehearsal room, costumes, props and equipment – prompting – notating blocking in the written performance information – communicating any design changes to relevant personnel. • undertaken production stage management tasks, including: <ul style="list-style-type: none"> – calls – calling the show – supervising backstage crew – maintaining backstage area and performance elements – completing and circulating 	<p>The student has:</p> <ul style="list-style-type: none"> • undertaken three (3) preliminary stage management tasks • undertaken pre-production stage management tasks, including: <ul style="list-style-type: none"> – scheduling, organising and communicating technical and dress rehearsals – maintaining the rehearsal room, costumes, props and equipment – prompting – notating blocking in the written performance information – communicating any design changes to relevant personnel. • undertaken production stage management tasks, including: <ul style="list-style-type: none"> – calls – calling the show – supervising backstage crew – maintaining backstage area and performance elements – completing and circulating

<p>Four P.C 1.4</p>	<p>performance reports.</p> <ul style="list-style-type: none"> • undertaken post-production stage management tasks, including: <ul style="list-style-type: none"> – overseeing the clearing and securing of rehearsal room, backstage area, dressing room, green room – overseeing the return of set, costumes, props or equipment to source – archiving. <p>This could be evidenced by:</p> <ul style="list-style-type: none"> ▪ <i>observation by the teacher/tutor;</i> ▪ <i>attestation by the director and or other personnel involved in the production;</i> ▪ <i>student portfolio containing communication such as:</i> <ul style="list-style-type: none"> - <i>emails</i> - <i>production meeting minutes</i> - <i>student reflective statement.</i> 	<p>performance reports.</p> <ul style="list-style-type: none"> • undertaken post-production stage management tasks, including: <ul style="list-style-type: none"> – overseeing the clearing and securing of rehearsal room, backstage area, dressing room, green room – overseeing the return of set, costumes, props or equipment to source – archiving. • undertaken tasks efficiently by: <ul style="list-style-type: none"> – behaving in a well-organised manner; – clearly communicating requirements during pre-rehearsal, rehearsal, production and post-production. <p>(MERIT criteria)</p> <p>This could be evidenced by:</p> <ul style="list-style-type: none"> ▪ <i>observation by the teacher/tutor;</i> ▪ <i>attestation by the director and or other personnel involved in the production;</i> ▪ <i>student portfolio containing communication such as:</i> <ul style="list-style-type: none"> - <i>emails</i> - <i>production meeting minutes</i> 	<p>performance reports.</p> <ul style="list-style-type: none"> • undertaken post-production stage management tasks, including: <ul style="list-style-type: none"> – overseeing the clearing and securing of rehearsal room, backstage area, dressing room, green room – overseeing the return of set, costumes, props or equipment to source – archiving. • undertaken tasks skillfully by: <ul style="list-style-type: none"> – using ingenuity and well developed communication skills to overcome any difficulties during pre-rehearsal, rehearsal, production and post-production. <p>(EXCELLENCE criteria)</p> <p>This could be evidenced by:</p> <ul style="list-style-type: none"> ▪ <i>observation by the teacher/tutor;</i> ▪ <i>attestation by the director and or other personnel involved in the production;</i> ▪ <i>student portfolio containing communication such as:</i> <ul style="list-style-type: none"> - <i>emails</i> - <i>production meeting minutes</i> - <i>student reflective statement.</i>
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Assessment resource for unit standard 28005

	<p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>- <i>student reflective statement.</i></p> <p><i>E.g. The student met all deadlines, attended all production meetings, clearly communicating issues, concerns or successes. Was dependable and motivated.</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. The student sought alternative, and more efficient ways to work. Changed system for a more streamline way. Used online sign in sheets rather than paper forms. Able to problem solve and act effectively without teacher intervention.</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.