

## Internal Assessment Resource

### Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32366 version 1

**Standard title:** Develop a costume design for a given work in an entertainment and event context

**Credits:** 5

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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<b>Unit standard:</b>	32366 version 1
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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 develop a costume design for a given work.

Entertainment and event contexts could include given works in dance, kapa haka, scripted drama, music performance, moving image production, physical theatre, devised work, performance art, cultural event, circus, fashion show.

#### 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, design development.
- A copy of the script, character descriptions and the production concept or an equivalent.
- Art materials as required.
- Body croquis as required.

## Prerequisites

Recommended for entry: Unit 26689, *Demonstrate and apply knowledge of costuming for an entertainment and event context*; and Unit 27699, *Demonstrate and apply knowledge of costume design for an entertainment and event context*.

## 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>.

For this unit standard, the production does not actually have to take place. As long as the student has the opportunity to have rigorous creative discussions with the teacher and fellow students as creative collaborators to engender as realistic feedback and questions as possible.

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

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#### Introduction

This activity requires you to develop a costume design for a given work.

You are going to be assessed on:

- Your analysis of the script of the given work in preparation for an initial meeting with your creative collaborators
- Your research to inform the costume design in terms of the requirements for the given work.
- Your use of input and feedback from your creative collaborators to inform the costume design
- Your ability to incorporate solutions to practical considerations within the costume design
- Your ability to develop, document, and visually communicate the costume design according to the requirements of the given work.
- Your evaluation of the design in terms of the extent to which it meets the requirements for the given work, the input from your creative collaborators, and the practical considerations, and your ability to make amendments in response to any identified areas for improvement.

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 develop and present a costume design for 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.

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: Develop the costume design***

For this task you must use appropriate tools and methods to develop a costume design for the given work. Keep notes of your analysis and research to submit with your scenic design

You need to:

- Read the given work so you understand what you are creating your costume design for.
- Choose **four (4)** characters you are interested in.
- Analyse the dominant characteristics of each character and the role of this character in preparation for an initial meeting with your creative collaborators. Keep notes of your analysis to hand in. Creative collaborators could be people such as the:
  - Director
  - Stage manager
  - Make-up designer
  - Set designer
  - Choreographer.
- Make some initial notes, drawings and ideas on your characters. Consider a mood board to share some of your design ideas. 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 is this character’s role in the story and how does this character relate to the other characters in the story?
- What else is important about this character?
- Research to develop ways for the costume design to meet the requirements of the given work. You need to include at least **six (6)** requirements. The requirements could be things like:
  - themes or ideas in the given work
  - where the given work is set (location/place)
  - when the given work is set (day, season, time period)
  - the characters, their characteristics and circumstances
  - the relationships between the characters, the action, the staging and audience proximity
  - the mood of the given work
  - important moments or events
  - changes or developments in the characters
  - who the actors are
  - special effects required
  - lighting
  - physical movement of the actors.
- Draw initial croquis for your **four (4)** characters. Make notes, look at colours and texture.
- Work with at least **two (2)** creative collaborators, and use their input and feedback within your costume design.
- Incorporate solutions to practical considerations within your costume design. These must include:
  - audience proximity
  - performer relationship(s)
  - movement and/or action
  - costume changes
  - safety
  - budget
  - stylistic choices
  - interpretation of colour and fabric
  - level of detailing.
- Make notes of your changes and solutions.

- Make and justify links between your research, the requirements and practical considerations of the given work, and your costume design.

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.

Your research and information may be presented in written, visual or oral methods such as a notes, sketches, annotations, a journal, video diary, or diagrams, or written description.

### ***Task Two: Document and communicate your costume design***

You must document your overall costume design and communicate it to relevant personnel.

You will need to:

- Develop and document your costume design, including detailed drawings of your design for the costume of **four (4)** different characters. This could include - annotated sketches, body croquis, fabric swatches, close up of details.
- Communicate your costume design to relevant personnel such as the creative collaborators, riggers, mechanists, and other relevant crew members.

### ***Task Three: Evaluate your costume design, and make any amendments where needed***

- Evaluate your final overall costume design concept to make sure it meets:
  - the requirements of the play
  - the practical considerations of the production
- Make amendments to the design in response to any identified areas for improvement.
- Refine your costume design by evaluating and incorporating feedback
- Keep a record of your evaluation and any amendments and refinements.

**Checklist:**

Organise and submit your research and design in the selected format.

Include:

- Your analysis of the script.
- Your research of ways to meet the requirements of the given work. (At least **six (6)** requirements).
- Your final overall costume design concept for the given work.
- Detailed drawings of your design for the costume of **four (4)** different characters. This could include - annotated sketches, body croquis, fabric swatches, close up of details.
- Notes of the input and feedback from at least **two (2)** creative developers.
- Your documented costume design, including solutions to practical considerations.
- The justified links between your research, the requirements and practical considerations of the given work, and your costume design.
- A record of how you communicated your costume design.
- Your evaluation of your costume design.
- An explanation of the amendments or refinements you made to your plan, and your reasons for them.

This can be done through drawings, annotation, journal, written paragraphs, multi-media presentation or video diary.



### Assessment schedule: Entertainment and Event Technology 32366 version 1

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
<p><b>One Outcome 1.1</b></p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Analysed the script of the given work in preparation for an initial meeting with creative collaborators.</li> <li>• Researched costume design in terms of the requirements of the given work, including at least six (6) of the following requirements:                             <ul style="list-style-type: none"> <li>– themes or ideas</li> <li>– location/place</li> <li>– day, season, time period</li> <li>– the characters and their characteristics</li> <li>– the relationships between the characters, the action, the staging and audience proximity</li> <li>– the mood</li> <li>– important moments or events</li> <li>– changes or developments in the characters</li> <li>– who the actors are</li> <li>– special effects required</li> <li>– lighting</li> </ul> </li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Analysed the script of the given work in preparation for an initial meeting with creative collaborators.</li> <li>• Researched costume design in terms of the requirements of the given work, including at least six (6) of the following requirements:                             <ul style="list-style-type: none"> <li>– themes or ideas</li> <li>– location/place</li> <li>– day, season, time period</li> <li>– the characters and their characteristics</li> <li>– the relationships between the characters, the action, the staging and audience proximity</li> <li>– the mood</li> <li>– important moments or events</li> <li>– changes or developments in the characters</li> <li>– who the actors are</li> <li>– special effects required</li> <li>– lighting</li> </ul> </li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Analysed the script of the given work in preparation for an initial meeting with creative collaborators.</li> <li>• Researched costume design in terms of the requirements of the given work, including at least six (6) of the following requirements:                             <ul style="list-style-type: none"> <li>– themes or ideas</li> <li>– location/place</li> <li>– day, season, time period</li> <li>– the characters and their characteristics</li> <li>– the relationships between the characters, the action, the staging and audience proximity</li> <li>– the mood</li> <li>– important moments or events</li> <li>– changes or developments in the characters</li> <li>– who the actors are</li> <li>– special effects required</li> <li>– lighting</li> <li>– physical movement of the actors.</li> </ul> </li> </ul>

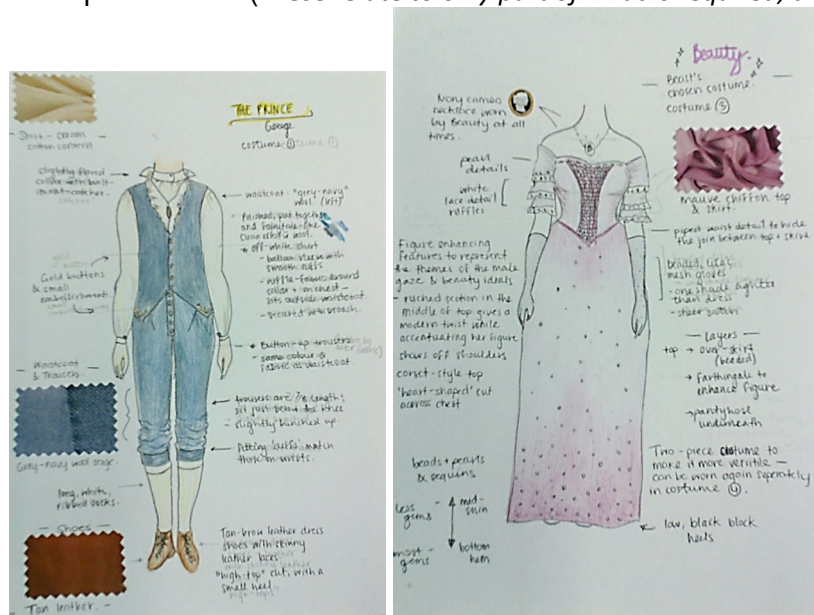
	<ul style="list-style-type: none"> <li>- physical movement of the actors.</li> <li>• Used input and feedback from at least two (2) creative collaborators to within their costume design.</li> <li>• Incorporated solutions to practical considerations, including:             <ul style="list-style-type: none"> <li>- audience proximity</li> <li>- performer relationship(s)</li> <li>- movement and/or action</li> <li>- costume changes</li> <li>- safety</li> <li>- budget</li> <li>- stylistic choices</li> <li>- interpretation of colour and fabric</li> <li>- level of detailing.</li> </ul> </li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Notes on characters, location and special effects</i></li> <li>• <i>Drawings, mood board</i></li> <li>• <i>production meeting minutes, action items or similar that documents discussion between the creative collaborators and consideration given to the feedback.</i></li> <li>• <i>the student annotating their design with comments that show their concepts were developed with input from creative collaborators.</i></li> <li>• <i>Attestation by the teacher/tutor</i></li> </ul>	<ul style="list-style-type: none"> <li>- physical movement of the actors.</li> <li>• <b>Considered and incorporated</b> feedback from at least two (2) creative collaborators within their costume design. (MERIT criteria)</li> <li>• Incorporated solutions to practical considerations within their costume design, including:             <ul style="list-style-type: none"> <li>- audience proximity</li> <li>- performer relationship(s)</li> <li>- movement and/or action</li> <li>- costume changes</li> <li>- safety</li> <li>- budget</li> <li>- stylistic choices</li> <li>- interpretation of colour and fabric</li> <li>- level of detailing.</li> </ul> </li> <li>• <b>Explained the links</b> between their research, the given work, and their costume design. (MERIT criteria)</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Notes on characters, location and special effects</i></li> <li>• <i>Drawings, mood board</i></li> <li>• <i>production meeting minutes, action items or similar that documents discussion between the creative collaborators and consideration given to the feedback.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluated and incorporated</b> feedback from at least two (2) creative collaborators within their costume design. (EXCELLENCE criteria)</li> <li>• Incorporated solutions to practical considerations within their costume design, including:             <ul style="list-style-type: none"> <li>- audience proximity</li> <li>- performer relationship(s)</li> <li>- movement and/or action</li> <li>- costume changes</li> <li>- safety</li> <li>- budget</li> <li>- stylistic choices</li> <li>- interpretation of colour and fabric</li> <li>- level of detailing.</li> </ul> </li> <li>• <b>Made and justified the links</b> between their research, the given work, and their costume design. (EXCELLENCE criteria)</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Notes on characters, location and special effects</i></li> <li>• <i>Drawings, mood board</i></li> <li>• <i>production meeting minutes, action items or similar that documents discussion between the creative collaborators and consideration given to the feedback.</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• <i>the student annotating their design with comments that show their concepts were developed with input from creative collaborators.</i></li> <li>• <i>Attestation by the teacher/tutor</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>the student annotating their design with comments that show their concepts were developed with input from creative collaborators.</i></li> <li>• <i>Attestation by the teacher/tutor</i></li> </ul>
<b>Two</b>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• visually presented a final <b>overall design concept</b> and costume designs for <b>four (4) different characters</b>, through any of: body croquis, annotated sketches, fabric swatches, diagrams, journal, notes of techniques required, video diary, close-up of detail and special effects. In sufficient detail to allow realisation.</li> <li>• Communicated their costume design to relevant personnel such as the creative collaborators, riggers, mechanists, and other relevant crew members.</li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• visually presented a final <b>overall design concept</b> and costume designs for <b>four (4) different characters</b>, through any of: body croquis, annotated sketches, fabric swatches, diagrams, journal, notes of techniques required, video diary, close-up of detail and special effects. In sufficient detail to allow realisation.</li> <li>• Communicated their costume design to relevant personnel such as the creative collaborators, riggers, mechanists, and other relevant crew members.</li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• visually presented a final <b>overall design concept</b> and costume designs for <b>four (4) different characters</b>, through any of: body croquis, annotated sketches, fabric swatches, diagrams, journal, notes of techniques required, video diary, close-up of detail and special effects. In sufficient detail to allow realisation.</li> <li>• Communicated their costume design to relevant personnel such as the creative collaborators, riggers, mechanists, and other relevant crew members.</li> </ul>
<b>Three</b>	<ul style="list-style-type: none"> <li>• Evaluated their design to ensure it meets: <ul style="list-style-type: none"> <li>– The requirements of the given work.</li> <li>– The practical considerations of the production.</li> </ul> </li> <li>• Made amendments to the design in response to any identified areas for</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluated their design to ensure it meets: <ul style="list-style-type: none"> <li>– The requirements of the given work.</li> <li>– The practical considerations of the production.</li> </ul> </li> <li>• Made amendments to the design in response to any identified areas for</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluated their design to ensure it meets: <ul style="list-style-type: none"> <li>– The requirements of the given work.</li> <li>– The practical considerations of the production.</li> </ul> </li> <li>• Made amendments to the design in response to any identified areas for</li> </ul>

Assessment resource for unit standard 32366 version 1

	<p>improvement.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>the student annotating their design with comments that show their concepts were refined in response to feedback from creative collaborators</li> </ul>	<p>improvement.</p> <ul style="list-style-type: none"> <li>Refined their lighting design by <b>considering</b> and incorporating feedback from creative collaborators. (MERIT criteria)</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>the student annotating their design with comments that show their concepts were refined by considering feedback from creative collaborators that lead to an agreed option.</li> </ul>	<p>improvement.</p> <ul style="list-style-type: none"> <li>Refined their lighting design by <b>evaluating</b> and incorporating feedback from creative collaborators. (EXCELLENCE criteria)</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>the student annotating their design with comments that show their concepts were refined by evaluating feedback from creative collaborators that lead to an agreed option.</li> </ul>
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Example answers (These relate to only part of what is required, and are just indicative.)



Assessment resource for unit standard 32366 version 1

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