

Internal Assessment Resource

Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32367 version 1

Standard title: Realise the costume design for a given work 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 realise the 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 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 the script, character descriptions and the production concept or an equivalent.
- Materials – (e.g. fabric, EVA foam, thermoplastics).
- Sewing machines, sewing items such as needles, scissors, thread.
- Creation tools such as heat guns, staplers, glue.
- Suitable safety equipment (e.g PPE).

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

The costume design for the given work must be agreed or specified by the teacher/tutor. It may be a design researched and developed by the student.

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.

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 realise the costume design for a given work.

You are going to be assessed on:

- Your realisation of the costume design for the given work according to the documented design and safe working practices.
- Your evaluation of the costume design during pre-production and adjustments, as required, to meet the requirements of the given work.

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 realise the 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: Realise the Design

You must select materials, garments, techniques and create the costumes for **four (4)** characters, showing skill and remaining faithful to the designs.

The costumes should require construction, manipulation and creation.

You must follow safe working practices and demonstrate command of and use of skillful techniques in applying the costume design.

Document your work with images of all your applications.

Task Two: Evaluation

Make notes, ask questions!

Problem solve. Some designs may not work as expected. Some designs may look weak under lights.

You will need to:

- Evaluate the costume design during pre-production and adjust, as required, to meet the requirements of the given work. You must do this in collaboration with the costume designer.

Present evidence of your collaboration, and ideas, through notes, sketches, annotations, a journal, video diary, or diagrams.

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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"> Realised the costume design for the given work according to the documented design, following safe working practices, for four (4) characters all requiring a different costume design. <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <i>student notes, annotations and reflective statements</i> <i>sketches or diagrams</i> <i>journal or video diary</i> <i>attestation from the teacher, director, stage manager, or equivalent's observation of both process and finished product</i> <i>photographic evidence of process and product</i> <p><i>E.g. The student is capable at fabric sewing. The final product on the performer matches the design. Care is taken to ensure that the costume is fit for purpose.</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Realised the costume design for the given work according to the documented design, following safe working practices, for four (4) characters all requiring a different costume design. Demonstrated skillful technique in applying the costume design by demonstrating well-practised control of techniques when creating costumes to meet the design. (MERIT criteria) <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <i>student notes, annotations and reflective statements</i> <i>sketches or diagrams</i> <i>journal or video diary</i> <i>attestation from the teacher, director, stage manager, or equivalent's observation of both process and finished product</i> <i>photographic evidence of process and product</i> <p><i>E.g. The student uses embroidery, fabric sewing and fake fur well. The final product on</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Realised the costume design for the given work according to the documented design, following safe working practices, four (4) characters all requiring a different costume design. Demonstrated command of technique in applying the costume design by working efficiently, and demonstrating sustained control over all techniques used when creating costumes to meet the design. (EXCELLENCE criteria) <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <i>student notes, annotations and reflective statements</i> <i>sketches or diagrams</i> <i>journal or video diary</i> <i>attestation from the teacher, director, stage manager, or equivalent's observation of both process and finished product</i> <i>photographic evidence of process and product</i> <p><i>E.g. The student uses embroidery, chiffon</i></p>

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		<p><i>the performer matches the design. The student demonstrates control at all times. Care is taken to ensure that the costume is fit for purpose and fits the actors well.</i></p>	<p><i>fabric sewing and fake fur in a clean manner. The final product on the performer matches the design perfectly. The student demonstrates careful handling of resources and tools. Care is taken at all times to ensure that the costumes are fit for purpose, fit the actors well and are well constructed.</i></p>
<p>Two P.C 1.2</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Evaluated, in collaboration with the costume designer, the costume design during pre-production and adjusted, as required, to meet the requirements of the given work. <p><i>E.g. “Under lights it became apparent that the white chiffon was see-through. I problem solved this by doubling up the layers to add more depth and coverage.”</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"> • Evaluated, in collaboration with the costume designer, the costume design during pre-production and adjusted, as required, to meet the requirements of the production of the given work. <p><i>E.g. “Under lights it became apparent that the white chiffon was see-through. I problem solved this by doubling up the layers to add more depth and coverage.”</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"> • Evaluated, in collaboration with the costume designer, the costume design during pre-production and adjusted, as required, to meet the requirements of the production of the given work. <p><i>E.g. “Under lights it became apparent that the white chiffon was see-through. I problem solved this by doubling up the layers to add more depth and coverage.”</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.