

## Internal Assessment Resource

### Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32368 version 1

**Standard title:** Develop a lighting 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>	32368 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 lighting 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.

### 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 lighting system and equipment.
- Suitable safety equipment (e.g. fire extinguisher).

## **Prerequisites**

Recommended for entry: Unit 26686, *Demonstrate and apply knowledge of lighting for an entertainment and event context*; and Unit 27700, *Demonstrate and apply knowledge of lighting 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>.

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 lighting 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 lighting design in terms of the requirements for the given work
- Your use of input and feedback from your creative collaborators to inform the lighting design
- Your ability to incorporate solutions to practical considerations within the lighting design
- Your ability to develop, document, and communicate the lighting 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 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.

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>

Teacher note: Modify these instructions as necessary to meet the needs and interests of your students.

## Task

You will be required develop and present a lighting 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.

### ***Task One: Develop the lighting design***

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

You will need to:

- Analyse the script of the given work, 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
  - Set designer
  - Choreographer
  - Costume designer
  - Musical director.
- Research to develop ways for the lighting design to meet the requirements of the given work. You need to include at least **six (6)** requirements. The requirements could be things like:
  - Who the characters are.
  - What the story is.
  - Where the production is set.
  - When it is set.
  - The environment of the production.
  - What mood needs to be created.
  - What texture needs to be created.
  - Which creative elements need to be emphasised.
- Work with at least **two (2)** creative collaborators, and use their input and feedback within your lighting design.
- Incorporate solutions to practical considerations within your lighting design. These must include:
  - equipment and space available

- safety of performers, audience and operators
  - budget
  - set props
  - rigging points and power supply.
- Ensure safe working practices are followed at all times, particularly in situations involving – working at heights, working with electricity, lifting, securing equipment safely, replacing and storing equipment, use of tools, use of supplied safety equipment.
  - Make and justify links between your research, the requirements and practical considerations of the given work, and your lighting 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 video diary, block diagram, or written description.

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

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

You will need to:

- Develop and document your lighting design using at least a lighting plan, lighting plot, and cue sheet, and any other documentation that the given work requires.
- Communicate your lighting design to relevant personnel such as the creative collaborators, riggers, mechanists, lighting operator and other relevant crew members.

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

- Evaluate your design to make sure it meets:
  - the requirements of the given work
  - the practical considerations of the given work.
- Make amendments to the design in response to any identified areas for improvement.
- Refine your lighting design by evaluating and incorporating feedback you're your creative collaborators.
- 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).
- Notes of the input and feedback from at least **two (2)** creative developers.
- Your documented lighting design, including solutions to practical considerations.
- The justified links between your research, the requirements and practical considerations of the given work, and your lighting design.
- A record of how you communicated your lighting design.
- Your evaluation of your lighting design.
- An explanation of the amendments or refinements you made to your plan, and your reasons for them.

### Assessment schedule: Entertainment and Event Technology 32368 version 1

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
<p><b>One</b></p> <p><b>P.C 1.1</b></p> <p><b>P.C 1.2</b></p> <p><b>P.C 1.3</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 to develop ways for the lighting design to meet the requirements of the given work, including at least six (6) of the following requirements:                             <ul style="list-style-type: none"> <li>– Who the characters are.</li> <li>– What the story is.</li> <li>– Where the production is set.</li> <li>– When it is set.</li> <li>– The environment of the production.</li> <li>– What mood needs to be created.</li> <li>– What texture needs to be created.</li> <li>– Which creative elements need to be emphasised.</li> </ul> </li> <li>• Used input and feedback from at least two (2) creative collaborators within their lighting design.</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 to develop ways for the lighting design to meet the requirements of the given work, including at least six (6) of the following requirements:                             <ul style="list-style-type: none"> <li>– Who the characters are.</li> <li>– What the story is.</li> <li>– Where the production is set.</li> <li>– When it is set.</li> <li>– The environment of the production.</li> <li>– What mood needs to be created.</li> <li>– What texture needs to be created.</li> <li>– Which creative elements need to be emphasised.</li> </ul> </li> <li>• <b>Considered and incorporated</b> feedback from at least two (2) creative collaborators within their lighting design.</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 to develop ways for the lighting design to meet the requirements of the given work, including at least six (6) of the following requirements:                             <ul style="list-style-type: none"> <li>– Who the characters are.</li> <li>– What the story is.</li> <li>– Where the production is set.</li> <li>– When it is set.</li> <li>– The environment of the production.</li> <li>– What mood needs to be created.</li> <li>– What texture needs to be created.</li> <li>– Which creative elements need to be emphasised.</li> </ul> </li> <li>• <b>Evaluated and incorporated</b> feedback from at least two (2) creative collaborators within their lighting design.</li> <li>• Incorporated solutions to practical</li> </ul>

<p><b>P.C 1.4</b></p>	<ul style="list-style-type: none"> <li>Incorporated solutions to practical considerations within their lighting design, including:             <ul style="list-style-type: none"> <li>equipment and space available</li> <li>safety of performers, audience and operators</li> <li>budget</li> <li>set props</li> <li>rigging points and power supply.</li> </ul> </li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <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> <p>E.g. <i>“The Director wants the night scene to involve a blue cyc detail. I will add this into all the scenes required.”</i></p>	<ul style="list-style-type: none"> <li>Incorporated solutions to practical considerations within their lighting design, including:             <ul style="list-style-type: none"> <li>equipment and space available</li> <li>safety of performers, audience and operators</li> <li>budget</li> <li>set props</li> <li>rigging points and power supply.</li> </ul> </li> <li><b>Explained the links</b> between their research, the requirements and practical considerations of the given work and their lighting design. (MERIT criteria)</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <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 refined by considering and incorporating feedback from creative collaborators.</i></li> <li><i>Attestation by the teacher/tutor</i></li> </ul> <p>E.g. <i>“My research into the 1960s time period showed the use of muted colours. I am going to use a straw gel on all my GC lights to add this warmth.”</i></p> <p><i>“The Director wants the night scene to</i></p>	<p>considerations within their lighting design, including:</p> <ul style="list-style-type: none"> <li>equipment and space available</li> <li>safety of performers, audience and operators</li> <li>budget</li> <li>set props</li> <li>rigging points and power supply.</li> </ul> <ul style="list-style-type: none"> <li><b>Made and justified links</b> between their research, the requirements and practical considerations of the given work and their lighting design</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li><i>production meeting minutes, action items or similar that documents discussion between the creative collaborators and a range of options within the feedback being evaluated to achieve an agreed refinement.</i></li> <li><i>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.</i></li> </ul> <p>E.g. <i>“My research into the 1960s time period showed the use of more muted colours. I am going to use a straw gel on all my GC lights to add this warmth. For the scene in the production where the Director wants the</i></p>
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		<i>involve a blue cyc detail. I suggested that the use of purple and a gobo of a crescent moon may have more mood effect. “</i>	<i>soloist to be standing in a spot light, I am going to have a special spot which is steel to add to the mood of her solo, which is about loss and sadness.”</i>
<b>Two</b> <b>P.C 1.5</b>	<p>The student has:</p> <ul style="list-style-type: none"> <li>Developed and documented their lighting design using at least a lighting plan, lighting plot, and cue sheet, and any other documentation that the school production requires.</li> <li>Communicated their lighting design to relevant personnel such as the creative collaborators, riggers, mechanists, lighting operator and other relevant crew members.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li><i>Cue sheets and an annotated script that include details on stage cues, channels, time and light level.</i></li> <li><i>Final production meeting minutes that include details of communication with collaborators, riggers and lighting operator.</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>Developed and documented their lighting design using at least a lighting plan, lighting plot, and cue sheet, and any other documentation that the school production requires.</li> <li>Communicated their lighting design to relevant personnel such as the creative collaborators, riggers, mechanists, lighting operator and other relevant crew members.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li><i>Cue sheets and an annotated script that include details on stage cues, channels, time and light level.</i></li> <li><i>Final production meeting minutes that include details of communication with collaborators, riggers and lighting operator.</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>Developed and documented their lighting design using at least a lighting plan, lighting plot, and cue sheet, and any other documentation that the school production requires.</li> <li>Communicated their lighting design to relevant personnel such as the creative collaborators, riggers, mechanists, lighting operator and other relevant crew members.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li><i>Cue sheets and an annotated script that include details on stage cues, channels, time and light level.</i></li> <li><i>Final production meeting minutes that include details of communication with collaborators, riggers and lighting operator.</i></li> </ul>
<b>Three</b> <b>P.C 1.6</b>	<p>The student has:</p> <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 given work.</li> </ul> </li> </ul>	<p>The student has:</p> <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 given work.</li> </ul> </li> </ul>	<p>The student has:</p> <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 given work.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Made amendments to the design in response to any identified areas for improvement.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li><i>the student annotating their design with comments that show their concepts were refined in response to feedback from creative collaborators</i></li> </ul> <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>Made amendments to the design in response to any identified areas for improvement.</li> <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><i>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.</i></li> </ul> <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>Made amendments to the design in response to any identified areas for improvement.</li> <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><i>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.</i></li> </ul> <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.