

## Internal Assessment Resource

### Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32369 version 1

**Standard title:** Realise the lighting 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

## Internal Assessment Resource

<b>Unit standard:</b>	32369 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 realise the 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

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

The lighting 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.

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 realise the lighting design for a given work.

You are going to be assessed on:

- Your set up of the lighting design for the given work according to the documented design and safe working practices
- Your evaluation of the lighting design during pre-production and your adjustments, as required, to meet requirements for the given work
- Your live operation of lighting to meet the requirements of the given work according to the documented design and safe working practices.

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 to realise the lighting design for the 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: Set up and check***

For this task you must set up, evaluate, and operate lighting live to realise the lighting design for the given work.

You will need to:

- Set up the lighting for the given work according to the documented design. Follow safe working practices. Your equipment set up will include things like:
  - Selection
  - Testing
  - Rigging
  - Labelling
  - Patching.
  
- Evaluate the lighting design during pre-production and adjust, as required, to meet the requirements of the given work. You must do this in collaboration with the lighting designer. Think about things like:
  - Timing
  - Cues
  - Choice of luminaires
  - Positioning of luminaires
  - Qualities of light.

### ***Task Two: Go live***

- Operate lighting live to meet the requirements of the given work following safe working practices and the documented design. This must include:
  - Operating to cues and/or calls
  - Communicating with other people involved in the production
  - Solving lighting problems as they arise.
  
- Demonstrate the command of and use of skillful techniques during the live production of the given work. This means applying a detailed understanding of the requirements of the given work and of the lighting design by using creative lighting position, sustained control of colour, lighting intensity, equipment, and timing.

This task will be assessed via your teacher observing you and asking you questions as you set up and operate the lighting.

### Assessment schedule: Entertainment and Event Technology 32369 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>The student has:</p> <ul style="list-style-type: none"> <li>• Set up the lighting for the given work according to the documented design, following safe working practices.</li> <li>• Evaluated, in collaboration with the lighting designer, the lighting design during pre-production and adjusted, as required, to meet the requirements of the given work.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Cue sheets and an annotated script including details on stage cues, channels, time and light level.</i></li> <li>• <i>Final production meeting minutes including details of communication with collaborators, riggers and lighting operator.</i></li> <li>• <i>Teacher / Director attestation.</i></li> <li>• <i>Final production meeting notes that reflect an evaluation of the technical rehearsal and adjustments to the finalised lighting plan.</i></li> <li>• <i>The student's portfolio including photographs showing the student's selection, patching and rigging process.</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Set up the lighting for the given work according to the documented design, following safe working practices.</li> <li>• Evaluated, in collaboration with the lighting designer, the lighting design during pre-production and adjusted, as required, to meet the requirements of the given work.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Cue sheets and an annotated script including details on stage cues, channels, time and light level.</i></li> <li>• <i>Final production meeting minutes including details of communication with collaborators, riggers and lighting operator.</i></li> <li>• <i>Teacher / Director attestation.</i></li> <li>• <i>Final production meeting notes that reflect an evaluation of the technical rehearsal and adjustments to the finalised lighting plan.</i></li> <li>• <i>The student's portfolio including photographs showing the student's selection, patching and rigging process.</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Set up the lighting for the given work according to the documented design, following safe working practices.</li> <li>• Evaluated, in collaboration with the lighting designer, the lighting design during pre-production and adjusted, as required, to meet the requirements of the given work.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Cue sheets and an annotated script including details on stage cues, channels, time and light levels.</i></li> <li>• <i>Final production meeting minutes including details of communication with collaborators, riggers and lighting operator.</i></li> <li>• <i>Teacher / Director attestation.</i></li> <li>• <i>Final production meeting notes that reflect an evaluation of the technical rehearsal and adjustments to the finalised lighting plan.</i></li> <li>• <i>The student's portfolio including photographs showing the student's selection, patching and rigging process.</i></li> </ul>

<p><b>Two</b> <b>P.C 1.3</b></p>	<ul style="list-style-type: none"> <li>• Operated lighting live to meet the requirements of the given work following safe working practices and the documented design. This included:             <ul style="list-style-type: none"> <li>– Operating to cues and/or calls</li> <li>– Communicating with other people involved in the production</li> <li>– Solving lighting problems as they arise.</li> </ul> </li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Teacher / Director attestation</i></li> <li>• <i>Video footage of the performance verifying the lights are operated according to the performance requirements, safe working practice and the documented design concept for the work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Operated lighting live to meet the requirements of the given work following safe working practices and the documented design. This included:             <ul style="list-style-type: none"> <li>– Operating to cues and/or calls</li> <li>– Communicating with other people involved in the production</li> <li>– Solving lighting problems as they arise.</li> </ul> </li> <li>• Demonstrated <b>skillful technique</b> during the live production of the given work by applying an in-depth understanding of the requirements of the given work and of the lighting design by using:             <ul style="list-style-type: none"> <li>– lighting position</li> <li>– control of colour, lighting intensity, equipment, and timing. (MERIT criteria)</li> </ul> </li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Teacher / Director attestation</i></li> <li>• <i>Video footage of the performance verifying the student understands how to position lights to ensure both the space and actors' faces are adequately lit while the design is realised. The student operated the lighting equipment with control in terms of colour, lighting</i></li> </ul>	<ul style="list-style-type: none"> <li>• Operated lighting live to meet the requirements of the given work following safe working practices and the documented design. This included:             <ul style="list-style-type: none"> <li>– Operating to cues and/or calls</li> <li>– Communicating with other people involved in the production</li> <li>– Solving lighting problems as they arise.</li> </ul> </li> <li>• Demonstrated <b>command of technique</b> during the live production of the given work by applying a detailed understanding of the requirements of the given work and of the lighting design by using:             <ul style="list-style-type: none"> <li>– creative lighting position</li> <li>– sustained control of colour, lighting intensity, equipment, and timing. (EXCELLENCE criteria)</li> </ul> </li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Teacher / Director attestation</i></li> <li>• <i>Video footage of the performance verifying the student understands how to position the lights creatively to optimally light actors and space as well as to realise desired effects, shadows and mood. The student operated the lighting</i></li> </ul>
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Assessment resource for unit standard 32369 version 1

		<i>intensity, and timing for the performance.</i>	<i>equipment with sustained control of colour, lighting intensity, and timing for the performance.</i>
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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.