Internal Assessment Resource

Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32370 version 1

Standard title: Develop a make-up 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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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 research and develop a make-up 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.

- Water based and crème make-up bases, colour palettes, eyeliner, mascara, blush, lip colours, powder, sponges, brushes and the appropriate make-up removers.
- Stipple sponges, wax, bald wigs, latex, spirit gum, crepe hair, prosthetics, fake blood, polymorphic plastic, dried scab, Skin Illustrator SFX palettes.
- Suitable safety equipment (e.g. single use spoolies, alcohol based brush cleaner)
- Art materials as required.
- Face charts as required.

Prerequisites

Recommended for entry: Unit 26688, *Demonstrate and apply knowledge of make-up for an entertainment and event context;* and Unit 27701, *Demonstrate and apply knowledge of make-up 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

For this unit standard, the production or event 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.

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Student Instructions
_____

Introduction

This activity requires you to develop a make-up 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 make-up design in terms of the requirements for the given work.

- Your use of input and feedback from your creative collaborators to inform the make-up design

- Your ability to incorporate solutions to practical considerations within the make-up design

- Your ability to develop, document, and visually communicate the make-up 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.

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

Assessment resource for unit standard 32370 version 1

Task

You will be required to develop and present a make-up 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 make-up design

For this task you must use appropriate tools and methods to develop a make-up 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 make-up design for.

- Choose **four (4)** characters you are interested in.

- Analyse the dominant characteristics of each of the **four (4)** characters and the role of this character in 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
  - Costume designer
  - Set designer
  - Choreographer.

- Make some initial notes, drawings and ideas on your **four (4)** 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 make-up 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 in the given work, the staging and audience proximity
  - the mood of the given work
  - important moments or events in the given work
  - changes or developments in the characters
  - who the actors are
  - special effects required
  - lighting
  - physical movement of the actors.

- Draw initial face charts for your **four (4)** characters. Make notes, look at colours and texture. Make-up includes hair design, so applying facial hair e.g. a moustache, or incorporating a wig could be included in your face charts

- Work with at least **two (2)** creative collaborators, and use their input and feedback within your costume design.
  - Costume design would have a strong influence on make-up and the make-up designer should work closely with the costume designer. Lighting design may also have a strong influence on make-up and the make-up designer should work closely with the lighting designer.

- Incorporate solutions to practical considerations within your make-up design. These must include:
  - audience proximity
  - lighting
  - colour correction
  - special effects

  These may also include:
  - use of prosthetics
  - character changes
  - actor safety

- costume/make-up changes

- 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 make-up 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, images, sketches, annotations, a journal, video diary, diagrams, or written description.

Task Two: Document and communicate your make-up design

You must document your overall make-up design and communicate it to relevant personnel.

You will need to:
- Develop and document your make-up design, including detailed designs for the make-up of **four (4) different characters**.
  - Each of the characters should present suitably different challenges
  - This could include make-up charts, annotated sketches, notes on products and techniques required, notes on colour and texture, drawings showing detail of specific features and special effects, suggestions for materials for special effects
- Visually communicate your make-up design to relevant personnel in sufficient detail to allow the realisation of the characters.

Task Three: Evaluate and make any amendments where needed

- Evaluate your final overall make-up design concept 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 make-up design by evaluating and incorporating feedback from 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 given work.
- Your research of ways to meet the requirements of the given work. (At least **six (6)** requirements).
- Your final overall make-up design concept for the given work
- Detailed drawings of your design for the make-up of **four (4)** different characters. This could include – make-up charts, annotated sketches, notes on products and techniques required, notes on colour and texture, drawings showing detail of specific features and special effects, suggestions for materials for special effects.
- Notes of the input and feedback from at least **two (2)** creative developers.
- Your documented make-up design, including solutions to practical considerations.
- The justified links between your research, the requirements and practical considerations of the given work, and your make-up design.
- A record of how you communicated your make-up design.
- Your evaluation of your make-up design.

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

## Assessment schedule: Entertainment and Event Technology 32370 version 1

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence

One
 	
P.C 1.1
 	
P.C 1.2
	The student has:
	• Analysed the given work in preparation for an initial meeting with creative collaborators.
	• Researched into the make-up design in terms of the requirements of the given work, including at least six (6) of the following requirements:
	  – themes or ideas
	  – location/place
	  – the characters and their characteristics
	  – the relationships between the characters, the action, the staging and audience proximity
	  – the mood
	  – important moments or events
	  – changes or developments in the characters
	  – who the actors are
	  – special effects required
	  – lighting
	  – physical movement of the actors.
	• Used input and feedback from at least
		The student has:
		• Analysed the given work in preparation for an initial meeting with creative collaborators.
		• Researched into the make-up design in terms of the requirements of the given work, including at least six (6) of the following requirements:
		  – themes or ideas
		  – location/place
		  – the characters and their characteristics
		  – the relationships between the characters, the action, the staging and audience proximity
		  – the mood
		  – important moments or events
		  – changes or developments in the characters
		  – who the actors are
		  – special effects required
		  – lighting
		  – physical movement of the actors.
		• Used input and feedback from at least
			The student has:
			• Analysed the given work in preparation for an initial meeting with creative collaborators.
			• Researched into the make-up design in terms of the requirements of the given work, including at least six (6) of the following requirements:
			  – themes or ideas
			  – location/place
			  – the characters and their characteristics
			  – the relationships between the characters, the action, the staging and audience proximity
			  – the mood
			  – important moments or events
			  – changes or developments in the characters
			  – who the actors are
			  – special effects required
			  – lighting
			  – physical movement of the actors.
			• Used input and feedback from at least

P.C 1.3			

P.C 1.4	two (2) creative collaborators within their make-up design.
	
	• Incorporated solutions to practical considerations, including:
	  – Audience proximity
	  – Lighting
	  – Colour correction
	  – Special effects.
	
	This may be evidenced by:
	• *Notes, images, sketches, annotations, a journal, video diary, diagrams, written descriptions, production meeting minutes, action items e.t.c.*
	• *the student annotating their design with comments that show their concepts were developed with input from creative collaborators and in response to practical situations.*
	• *Attestation by the teacher/tutor*
		two (2) creative collaborators within their make-up design.
		• Refined their make-up designs by **considering and incorporating** feedback from director and other designer/s. (MERIT criteria)
		
		• Incorporated solutions to practical considerations, including:
		  – Audience proximity
		  – Lighting
		  – Colour correction
		  – Special effects.
		• **Explained the links** between their research, the requirements and practical considerations of the given work, and their make-up design. (MERIT criteria)
		
		This may be evidenced by:
		• *Notes, images, sketches, annotations, a journal, video diary, diagrams, written descriptions, production meeting minutes, action items e.t.c.*
		• *the student annotating their design with comments that show their concepts were developed with input from creative collaborators and in response to practical situations.*
		• *Attestation by the teacher/tutor*
			two (2) creative collaborators within their make-up design.
			• Refined their make-up designs by **evaluating and incorporating** feedback from director and other designer/s. (EXCELLENCE criteria)
			
			• Incorporated solutions to practical considerations, including:
			  – Audience proximity
			  – Lighting
			  – Colour correction
			  – Special effects.
			• **Made and justified links** between their research, the requirements and practical considerations of the given work, and their make-up design. (EXCELLENCE criteria)
			
			This may be evidenced by:
			• *Notes, images, sketches, annotations, a journal, video diary, diagrams, written descriptions, production meeting minutes, action items e.t.c.*
			• *the student annotating their design with comments that show their concepts were developed with input from creative collaborators and in response to practical situations.*
			• *Attestation by the teacher/tutor*

		E.g. *"The costume design concept influences the make-up design in that the designs have elements of stylisation in them, like exaggerated features."*	E.g. *"Along with the costume and lighting designer, student has explored various colour combinations to represent the different characters and how the lighting affects the colours of the make-up and costumes."* *(Teacher attestation)*
Two **P.C 1.5**	The student has: • visually presented a final overall design concept and make-up designs for four (4) different characters This may be evidenced by: *charts, annotated sketches, diagrams, journal, notes on products and techniques required, video diary, close-up of detail and special effects, application considerations.* Must be in sufficient detail to allow realisation.	The student has: • visually presented a final overall design concept and make-up designs for four (4) different characters This may be evidenced by: *charts, annotated sketches, diagrams, journal, notes on products and techniques required, video diary, close-up of detail and special effects, application considerations.* Must be in sufficient detail to allow realisation.	The student has: • visually presented a final overall design concept and make-up designs for four (4) different characters This may be evidenced by: *charts, annotated sketches, diagrams, journal, notes on products and techniques required, video diary, close-up of detail and special effects, application considerations.* Must be in sufficient detail to allow realisation.

Three
 	
P.C. 1.6
	The student has:
	
	• Evaluated their design to ensure it meets:
	  – The requirements of the given work
	  – Practical considerations.
	• Made amendments to the design in response to any identified areas for improvement.
		The student has:
		
		• Evaluated their design to ensure it meets:
		  – The requirements of the given work
		  – Practical considerations.
		• Made amendments to the design in response to any identified areas for improvement.
			The student has:
			
			• Evaluated their design to ensure it meets:
			  – The requirements of the given work
			  – Practical considerations.
			• Made amendments to the design in response to any identified areas for improvement.

		The example above relate to only part of what is required, and is just indicative.	The example above relate to only part of what is required, and is just indicative.

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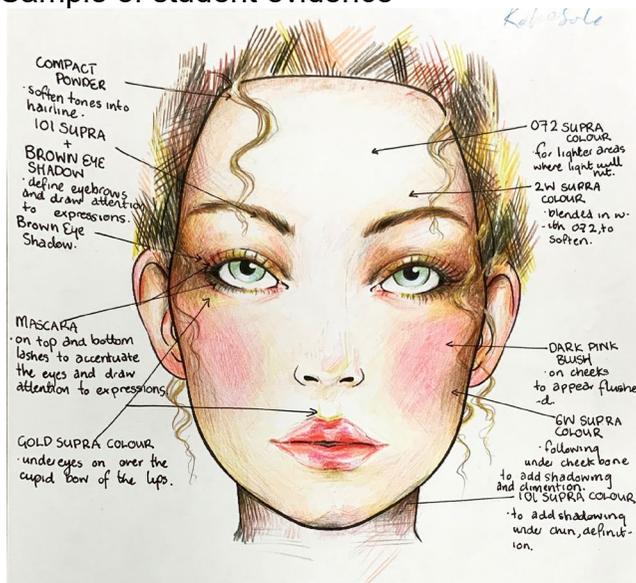
Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.