

Internal Assessment Resource

Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32371 version 1

Standard title: Realise the make-up 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 make-up design for a given work.

Entertainment and event contexts could include 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.
- 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).

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

The make-up 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 given work does not actually have to be performed. 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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Credits: 4

Student Instructions

Introduction

This activity requires you to realise the make-up design for a given work.

You are going to be assessed on:

- Your realisation of the make-up design for the given work according to the documented design and safe working practices.
- Your evaluation of the make-up 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.

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 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: Realise the Design

You must select products and techniques, and apply make-up for **four (4)** characters, showing skill and remaining faithful to the designs.

The applications should include techniques like highlighting and shading, feature enhancement or altering, colour mixing, brush technique, the application of latex and/or hair and other special effects.

You must follow safe working practices. These must include safe hygiene practices, replacing, cleaning and storing equipment, safe use of tools, following manufacturer's instructions.

You must demonstrate the command of and use of skillful techniques in applying the make-up design to the performers.

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:

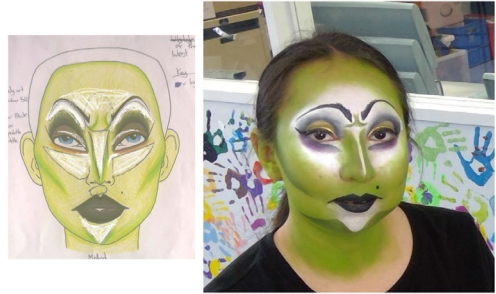
Evaluate the make-up design during pre-production and adjust, as required, to meet the requirements of the given work.

You must do this in collaboration with the make-up designer.

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

Assessment schedule: Entertainment and Event Technology 32371 version 1

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 make-up design for the given work according to the documented design, following safe working practices, for a minimum of four (4) characters all requiring a different make-up 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. "Colours are mixed and applied following the design; make-up is applied evenly and smoothly. The final product on the performer matches the design.</i></p> <p><i>The student demonstrates careful handling of material, ensuring that brushes and other applicators are cleaned and uncontaminated. Care is taken at all times to ensure that the</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Realised the make-up design for the given work according to the documented design, following safe working practices, for a minimum of four (4) characters all requiring a different make-up design. Demonstrated skillful technique in applying the make-up design by demonstrating well-practised control of techniques when applying make-up 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. Brush technique is steady and true to the design; colour and texture are applied</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> Realised the make-up design for the given work according to the documented design, following safe working practices, for a minimum of four (4) characters all requiring a different make-up design. Demonstrated command of technique in applying the make-up design by working efficiently, and demonstrating sustained control over all techniques used when applying make-up 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 latex, hair, colour, line</i></p>

	<p><i>performers are safe and the material is well looked after.”</i></p> 	<p><i>smoothly and matching the design. The final product on the performer matches the design very well.</i></p> <p><i>The student demonstrates careful handling of material, ensuring that brushes and other applicators are cleaned and uncontaminated. Care is taken at all times to ensure that the performers are safe and the material is well looked after.</i></p>	<p><i>and texture in a seamless manner. The final product on the performer matches the design perfectly.</i></p> <p><i>The student demonstrates careful handling of material, ensuring that brushes and other applicators are cleaned and uncontaminated. Care is taken at all times to ensure that the performers are safe and the material is well looked after.</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 make-up designer, the make-up 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 light green was not as obvious as the make-up designer had hoped for. I problem solved this by making the lighter green supracolour clown white instead.</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 make-up designer, the make-up 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 light green was not as obvious as the make-up designer had hoped for. I problem solved this by making the lighter green supracolour clown white instead.</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 make-up designer, the make-up 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 light green was not as obvious as the make-up designer had hoped for. I problem solved this by making the lighter green supracolour clown white instead.</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.