

## Internal Assessment Resource

### Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32373 version 1

**Standard title:** Construct props and scenic elements to realise the scenic 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

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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 construct props and scenic elements to realise the scenic 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 tools, materials, and equipment.
- Suitable safety equipment (e.g. fire extinguisher, PPE).

## **Prerequisites**

Recommended for entry: Unit 26690, *Demonstrate and apply knowledge of construction of props and scenic elements for an entertainment and event context*; and Unit 27704, *Demonstrate and apply knowledge of the design and construction of entertainment and event props and scenic elements*.

## **Additional information**

The scenic design for the given work must be agreed or specified by the teacher/tutor. It must include the build, install, and strike for a set. 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 construct props and scenic elements to realise the scenic design for a given work.

You are going to be assessed on:

- Your identification of the required scenic elements and props from the scenic design for a given work and your construction planning for these items.
- Your use of construction skills to realise the scenic design for the given work according to the construction planning, safe working practices, and the documented design.
- Your evaluation of the construction of scenic elements and props during pre-production and your adjustments, as required, to meet requirements for 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 construct props and scenic elements to realise the scenic design for the given work. This may include simple stage mechanisms such as curtains, flat, cyclorama and gauze.

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: Plan***

- Identify scenic elements and props, and plan for their construction for the given work according to the documented design. Your planning must include:
  - budget
  - schedule of materials, assembly, installation
  - estimated human resource requirements
  - timeline.

### ***Task Two: Make and evaluate***

- Use your construction skills to make props and scenic elements to realise the scenic design for the given work. Follow safe work practices. This might include skills such as:
  - using hand and power tools
  - joining
  - painting
  - bracing
  - rigging
  - dismantling.
- Evaluate the construction of scenic elements and props during pre-production and adjust, as required, to meet the requirements of the given work. You must do this in collaboration with the scenic designer.
- Demonstrate the command of and use of skillful techniques during construction to meet the scenic design. This means using ingenuity to overcome any difficulties with the construction planning or practical requirements and economising the use of materials during the build, install, and strike when completing construction.

This task will be assessed via your teacher observing you and asking you questions as you construct props and scenic elements, and on whether your constructed items match the scenic design and construction documentation.

### Assessment schedule: Entertainment and Event Technology 32373 version 1

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
<p><b>One</b> <b>P.C 1.1</b></p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Identified scenic elements and props, and planned for their construction for the given work according to the documented design. The planning included:                             <ul style="list-style-type: none"> <li>– budget</li> <li>– schedule of materials, assembly, installation</li> <li>– estimated human resource requirements</li> <li>– timeline.</li> </ul> </li> </ul> <p>Evidence may also include:</p> <ul style="list-style-type: none"> <li>• <i>attestation from the teacher, director, stage manager, or equivalent's observation</i></li> <li>• <i>photographic evidence</i></li> <li>• <i>student's reflective statement.</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Identified scenic elements and props, and planned for their construction for the given work according to the documented design. The planning included:                             <ul style="list-style-type: none"> <li>– budget</li> <li>– schedule of materials, assembly, installation</li> <li>– estimated human resource requirements</li> <li>– timeline.</li> </ul> </li> </ul> <p>Evidence may also include:</p> <ul style="list-style-type: none"> <li>• <i>attestation from the teacher, director, stage manager, or equivalent's observation</i></li> <li>• <i>photographic evidence</i></li> <li>• <i>student's reflective statement.</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Identified scenic elements and props, and planned for their construction for the given work according to the documented design. The planning included:                             <ul style="list-style-type: none"> <li>– budget</li> <li>– schedule of materials, assembly, installation</li> <li>– estimated human resource requirements</li> <li>– timeline.</li> </ul> </li> </ul> <p>Evidence may also include:</p> <ul style="list-style-type: none"> <li>• <i>attestation from the teacher, director, stage manager, or equivalent's observation</i></li> <li>• <i>photographic evidence</i></li> <li>• <i>student's reflective statement.</i></li> </ul>
<p><b>Two</b> <b>P.C 1.2</b></p>	<ul style="list-style-type: none"> <li>• Used construction skills to make props and scenic elements to realise the scenic design for the given work following safe working practices and the documented design.</li> </ul>	<ul style="list-style-type: none"> <li>• Used construction skills to make props and scenic elements to realise the scenic design for the given work following safe working practices and the documented design.</li> </ul>	<ul style="list-style-type: none"> <li>• Used construction skills to make props and scenic elements to realise the scenic design for the given work following safe working practices and the documented design.</li> </ul>

<p><b>P.C 1.3</b></p>	<ul style="list-style-type: none"> <li>Evaluated, in collaboration with the scenic designer, the construction of scenic elements and props 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>attestation from the teacher, director, stage manager, or equivalent's observation of both process and finished product</i></li> <li><i>photographic evidence of process and product</i></li> <li><i>student's reflective statement.</i></li> </ul>	<ul style="list-style-type: none"> <li>Evaluated, in collaboration with the scenic designer, the construction of scenic elements and props during pre-production and adjusted, as required, to meet the requirements of the given work.</li> <li>Demonstrated <b>skillful technique</b> during construction to meet the scenic design by monitoring progress to complete work efficiently and adjusting construction planning as necessary to reflect any variations required. (MERIT criteria)</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li><i>attestation from the teacher, director, stage manager, or equivalent's observation of both process and finished product</i></li> <li><i>photographic evidence of process and product</i></li> <li><i>student's reflective statement.</i></li> </ul> <p><i>E.g. For skillful technique, teacher observes the student ensuring there are sufficient materials and the correct tools available to complete a section of work. Student is working clearly towards the deadline and has ensured they have the correct human resources available to meet their target.</i></p> <p><i>The examples above relate to only part of</i></p>	<ul style="list-style-type: none"> <li>Evaluated, in collaboration with the scenic designer, the construction of scenic elements and props during pre-production and adjusted, as required, to meet the requirements of the given work.</li> <li>Demonstrated <b>command of technique</b> during construction to meet the scenic design by using ingenuity to overcome any difficulties with the construction planning or practical requirements and economising the use of materials during the build, install, and strike when completing construction. (EXCELLENCE criteria)</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li><i>attestation from the teacher, director, stage manager, or equivalent's observation of both process and finished product</i></li> <li><i>photographic evidence of process and product</i></li> <li><i>student's reflective statement.</i></li> </ul> <p><i>E.g. For using ingenuity to overcome difficulties, teacher observes the student problem solve using resources to hand. For economising the use of materials during the build, they observe the student take action to achieve this by considering the</i></p>
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Assessment resource for unit standard 32373 version 1

		<i>what is required, and are just indicative.</i>	<i>materials to hand (length and weight of timber available, and the availability of used timber or other recyclable materials) and how they could be most efficiently utilised.</i>  <i>The examples above relate to only part of what is required, and are just indicative.</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.