

Internal Assessment Resource

Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32378 version 1

Standard title: Develop an electronic media system 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 develop an electronic media system 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 electronic media system and equipment.
- Suitable safety equipment (e.g. fire extinguisher).

Prerequisites

Recommended for entry: Unit 32376, *Demonstrate and apply knowledge of electronic media for an entertainment and event context*; and Unit 32377, *Demonstrate and apply knowledge of electronic media 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

Introduction

This activity requires you to develop an electronic media 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 electronic media design in terms of the requirements for the given work
- Your use of input and feedback from your creative collaborators to inform the electronic media design
- Your ability to incorporate solutions to practical considerations within the electronic media system design
- Your ability to develop, document, and communicate the electronic media system 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.

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>

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.

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

Task

You will be required to develop and present an electronic media system 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 electronic media design

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

You will need to:

- Analyse the script of your 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 electronic media 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 electronic media design.

- Incorporate solutions to practical considerations within your electronic media design. These must include:
 - equipment and space available
 - safety of performers, audience and operators
 - budget
 - set props
 - rigging points and power supply.
- Make and justify links between your research, the requirements and practical considerations of the given work and your electronic media system 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 electronic media design

You must document your electronic media system design and communicate it to relevant personnel.

You will need to:

- Develop and document your electronic media system design using an electronic media plan and cue sheet, and any other documentation that your given work requires.
- Communicate your electronic media design to relevant personnel such as the creative collaborators, riggers, mechanists, electronic media operator and other relevant crew members.

Task Three: Evaluate your electronic media 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 electronic media system 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 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 electronic media system design, including solutions to practical considerations.
- The justified links between your research, the requirements and practical considerations of the given work and your electronic media system design.
- A record of how you communicated your electronic media system design.
- Your evaluation of your electronic media system design.
- An explanation of the amendments or refinements you made to your plan, and your reasons for them.

Assessment schedule: Entertainment and Event Technology 32378 version 1

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with merit	Evidence/Judgements for achievement with excellence
<p>One</p> <p>P.C 1.1</p> <p>P.C 1.2</p> <p>P.C 1.3</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Analysed the script of given work in preparation for an initial meeting with creative collaborators. • Researched to develop ways for the electronic media design to meet the requirements of the given work including at least six (6) of the following requirements: <ul style="list-style-type: none"> – Who the characters are. – What the story is. – Where the given work is set. – When it is set. – The environment of the given work. – What mood needs to be created. – What texture needs to be created. – Which creative elements need to be emphasised. • Used input and feedback from at least two (2) creative collaborators within their electronic media design. 	<p>The student has:</p> <ul style="list-style-type: none"> • Analysed the script of the given work in preparation for an initial meeting with creative collaborators. • Researched to develop ways for the electronic media design to meet the requirements of the given work including at least six (6) of the following requirements: <ul style="list-style-type: none"> – Who the characters are. – What the story is. – Where the given work is set. – When it is set. – The environment of the given work. – What mood needs to be created. – What texture needs to be created. – Which creative elements need to be emphasised. • Considered and incorporated feedback from at least two (2) creative collaborators within their electronic media design. (MERIT criteria) 	<p>The student has:</p> <ul style="list-style-type: none"> • Analysed the script of the given work in preparation for an initial meeting with creative collaborators. • Researched to develop ways for the electronic media design to meet the requirements of the given work including at least six (6) of the following requirements: <ul style="list-style-type: none"> – Who the characters are. – What the story is. – Where the given work is set. – When it is set. – The environment of given work. – What mood needs to be created. – What texture needs to be created. – Which creative elements need to be emphasised. • Evaluated and incorporated feedback from at least two (2) creative collaborators within their electronic media design. (EXCELLENCE criteria)

<p>P.C 1.4</p>	<ul style="list-style-type: none"> Incorporated solutions to practical considerations within their electronic media design, including: <ul style="list-style-type: none"> – equipment and space available – safety of performers, audience and operators – budget – set props – rigging points and power supply. <p>This may be evidenced by:</p> <ul style="list-style-type: none"> • <i>A portfolio of ideas and designs</i> • <i>production meeting minutes, action items or similar that documents discussion between the creative collaborators and consideration given to the feedback.</i> • <i>the student annotating their design with comments that show their concepts were developed with input from creative collaborators.</i> • <i>Attestation by the teacher/tutor.</i> <p><i>E.g. The student has annotated the script and highlighted areas appropriate for the Electronic Media involvement.</i></p> <p><i>“Looking at the use of reds to tie in with the lighting design.</i></p> <p><i>Use of two projection screens to work with the set designer’s idea of balance in the set. The use of paired projectors, joining vga cables to</i></p>	<ul style="list-style-type: none"> Incorporated solutions to practical considerations within their electronic media design, including: <ul style="list-style-type: none"> – equipment and space available – safety of performers, audience and operators – budget – set props – rigging points and power supply. • Explained the links between their research, the requirements and practical considerations of given work and their electronic media design. (MERIT criteria) <p>This may be evidenced by:</p> <ul style="list-style-type: none"> • <i>A portfolio of ideas and designs</i> • <i>production meeting minutes, action items or similar that documents discussion between the creative collaborators and consideration given to the feedback.</i> • <i>the student annotating their design with comments that show their concepts were refined by considering and incorporating feedback from creative collaborators.</i> • <i>Attestation by the teacher/tutor.</i> <p><i>E.g. The student has annotated the script and highlighted areas appropriate for the Electronic Media involvement.</i></p>	<ul style="list-style-type: none"> Incorporated solutions to practical considerations within their electronic media design, including: <ul style="list-style-type: none"> – equipment and space available – safety of performers, audience and operators – budget – set props – rigging points and power supply. • Made and justified links between their research, the requirements and practical considerations of the given work and their electronic media design. (EXCELLENCE criteria) <p>This may be evidenced by:</p> <ul style="list-style-type: none"> • <i>a portfolio of ideas and designs.</i> • <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> • <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> <p><i>E.g. The student has annotated the script and highlighted areas appropriate for the</i></p>
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	<p><i>one and operating off one computer. Consideration of rigging points with lighting designer.”</i></p>	<p><i>“Research into the fonts of the time. Colour pallet research to include sepias and browns. There are specific areas of recorded media projection. Collaborating with sound designer – looking at creating a visual and aural challenge to the audience. Looking at the use of reds to tie in with the lighting design. Use of two projection screens to work with the set designer’s idea of balance in the set. The use of paired projectors, joining vga cables to one and operating off one computer. Consideration of rigging points with lighting designer. Enabling the hanging of two screens.”</i></p>	<p><i>Electronic Media involvement.</i> <i>“Research into the fonts of the time. Colour pallet research to include sepias and browns. Look at creating filters that look aged and add texture to the projection – samples to be shown. There are specific areas of recorded media projection. Collaborating with sound at these points – looking at creating a visual and aural challenge to the audience to make them think – in line with Epic theatre. Looking at the use of reds to tie in with the lighting design. Use of two projection screens to work with the set designer’s idea of balance in the set. The use of paired projectors, joining vga cables to one and operating off one computer. Consideration of rigging points with lighting designer. Enabling the hanging of two screens, but not blocking sightlines or light throw. Choice to back project – but communication with actors to ensure they do not cross the path of the projection if backstage.”</i></p>
<p>Two P.C 1.5</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Developed and documented their electronic media design using at least an electronic media plan and cue sheet, and any other documentation that the given work requires. • Communicated their electronic media design to relevant personnel such as the creative collaborators, riggers, mechanists, electronic media operator 	<p>The student has:</p> <ul style="list-style-type: none"> • Developed and documented their electronic media design using at least an electronic media plan and cue sheet, and any other documentation that the given work requires. • Communicated their electronic media design to relevant personnel such as the creative collaborators, riggers, 	<p>The student has:</p> <ul style="list-style-type: none"> • Developed and documented their electronic media design using at least an electronic media plan and cue sheet, and any other documentation that the given work requires. • Communicated their electronic media design to relevant personnel such as the creative collaborators, riggers, mechanists, electronic media operator

	<p>and other relevant crew members.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> • <i>Cue sheets and electronic media plan.</i> • <i>Final production meeting minutes that include details of communication during production meetings, technical and dress rehearsals.</i> • <i>Teacher/tutor attestation</i> 	<p>mechanists, electronic media operator and other relevant crew members.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> • <i>Cue sheets and electronic media plan.</i> • <i>Final production meeting minutes that include details of communication during production meetings, technical and dress rehearsals.</i> • <i>Teacher/tutor attestation</i> 	<p>and other relevant crew members.</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> • <i>Cue sheets and electronic media plan.</i> • <i>Final production meeting minutes that include details of communication during production meetings, technical and dress rehearsals.</i> • <i>Teacher/tutor attestation</i>
<p>Three P.C 1.6</p>	<p>The student has:</p> <ul style="list-style-type: none"> • Evaluated their design to ensure it meets: <ul style="list-style-type: none"> – The requirements of the given work. – The practical considerations of the given work. • Made amendments to the design in response to any identified areas for improvement. <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 their design to ensure it meets: <ul style="list-style-type: none"> – The requirements of the given work. – The practical considerations of the given work. • Made amendments to the design in response to any identified areas for improvement. • Refined their electronic media design by considering and incorporating feedback from creative collaborators. (MERIT criteria) <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 their design to ensure it meets: <ul style="list-style-type: none"> – The requirements of the given work. – The practical considerations of the given work. • Made amendments to the design in response to any identified areas for improvement. • Refined their electronic media design by evaluating and incorporating feedback from creative collaborators. (EXCELLENCE criteria) <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.