

## Internal Assessment Resource

### Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32379 version 1

**Standard title:** Realise the electronic media system 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>	32379 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 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

Students must be given access to electronic media 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 electronic media system 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 electronic media system design for a given work.

You are going to be assessed on:

- Your installation and configuration of the electronic media system for the given work according to the documented design and safe working practices
- Your evaluation of the electronic media system during pre-production and your adjustments, as required, to meet requirements for the given work.
- Your live operation of the electronic media system to meet the requirements of the given work according to the documented design and safe working practices.

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 realise the 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: Realise the electronic media system design***

For this task you must install, configure, evaluate, and operate the electronic media system live to realise the electronic media design for a given work.

You will need to:

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

***Task Two: Operate the electronic media system***

- Operate electronic media system 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 electronic media 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 electronic media system by using creative visual position, sustained control of colour, visual intensity, equipment, and timing.

This task will be assessed via your teacher observing you and asking you questions as you set up, evaluate, and operate the electronic media system.

### Assessment schedule: Entertainment and Event Technology 32379 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>• Installed and configured the electronic media system for the given work according to the documented design, following safe working practices.</li> <li>• Evaluated, in collaboration with the electronic media designer, the electronic media system 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 by the tutor / teacher.</i></li> <li>• <i>Student reflective statement</i> <i>E.g. "In discussion with the designer we have decided to go with two 2m x 2m square projection screens. These will be hung in the same place as the original 2m x 2.5m rectangular screens. But will allow more space for the actors to walk underneath."</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Installed and configured the electronic media system for the given work according to the documented design, following safe working practices.</li> <li>• Evaluated, in collaboration with the electronic media designer, the electronic media system 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 by the tutor / teacher.</i></li> <li>• <i>Student reflective statement</i> <i>E.g. "In discussion with the designer we have decided to go with two 2m x 2m square projection screens. These will be hung in the same place as the original 2m x 2.5m rectangular screens. But will allow more space for the actors to walk underneath."</i></li> </ul>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• Installed and configured the electronic media system for the given work according to the documented design, following safe working practices.</li> <li>• Evaluated, in collaboration with the electronic media designer, the electronic media system 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 by the tutor / teacher.</i></li> <li>• <i>Student reflective statement</i> <i>E.g. "In discussion with the designer we have decided to go with two 2m x 2m square projection screens. These will be hung in the same place as the original 2m x 2.5m rectangular screens. But will allow more space for the actors to walk underneath."</i></li> </ul>
<p><b>Two</b></p> <p><b>P.C 1.3</b></p>	<ul style="list-style-type: none"> <li>• Operated electronic media system live to meet the requirements of the given work, following safe working practices and the documented design.</li> </ul>	<ul style="list-style-type: none"> <li>• Operated electronic media system live to meet the requirements of the given work, following safe working practices and the documented</li> </ul>	<ul style="list-style-type: none"> <li>• Operated electronic media system live to meet the requirements of the given work, following safe working practices and the documented</li> </ul>

	<p>This included:</p> <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 electronic media problems as they arise.</li> </ul> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Attestation by the tutor / teacher.</i></li> <li>• <i>Observation during technical and dress rehearsals by tutor / teacher / director / production manager as appropriate.</i></li> </ul> <p><i>E.g. "Student was able to fix the video sound issue quickly and effectively – with limited disruption to the performance."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>design. This included:</p> <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 electronic media problems as they arise.</li> </ul> <ul style="list-style-type: none"> <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 electronic media system by using:             <ul style="list-style-type: none"> <li>- creative visual position</li> <li>- sustained control of colour, visual intensity, equipment, and timing.</li> </ul> </li> </ul> <p>(MERIT criteria)</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Attestation by the tutor / teacher.</i></li> <li>• <i>Observation during technical and dress rehearsals by tutor / teacher / director / production manager as appropriate.</i></li> </ul> <p><i>E.g. "Student was able to fix the wrongly cued video projection and the video intensity changes quickly and effectively during the scene when projection was not required."</i></p>	<p>design. This included:</p> <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 electronic media problems as they arise.</li> </ul> <ul style="list-style-type: none"> <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 electronic media system by using:             <ul style="list-style-type: none"> <li>- creative visual position</li> <li>- sustained control of colour, visual intensity, equipment, and timing.</li> </ul> </li> </ul> <p>(EXCELLENCE criteria)</p> <p>This may be evidenced by:</p> <ul style="list-style-type: none"> <li>• <i>Attestation by the tutor / teacher.</i></li> <li>• <i>Student reflective statement</i> <i>E.g. "In discussion with the designer we have decided to go with two 2m x 2m square projection screens. These will be hung in the same place as the original 2m x 2.5m rectangular screens. But will allow more space for the actors to walk underneath."</i></li> <li>• <i>Observation during technical and dress rehearsals by tutor / teacher / director / production manager as appropriate.</i></li> </ul>
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		<p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>E.g. "Student was able to problem solve the issue with the projected imagery and switch the dimensions of the screen without affecting the performance."</i></p> <p><i>"Student was able to react and respond effectively to changes in the performance by the actors in regards to timing and cues. Their understanding of the show, the flow of the lines and the actions enabled them to be proactive and move forward seamlessly in their video work after the actors missed a large section of dialogue."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>
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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.