

Internal Assessment Resource

Entertainment and Event Technology Level 3

This resource supports assessment against Unit Standard 32380 version 1

Standard title: Lead an area of production in an entertainment and event technology 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 lead a production role for a school production.

Areas of production could include costume, props, front of house, make-up, set construction, sound.

Possible 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, art exhibition.

Conditions

It is suggested that the assessment activity take place over 7 - 8 weeks of in and out-of-class time.

Students will take a tuakana role and lead teina during the entertainment and event context. Students will be assessed individually.

Resource requirements

Students should have access to:

- Internet, for research and communication.
- A copy of text (if appropriate).
- Suitable equipment (e.g. Comms unit to call the show).
- Suitable safety equipment (e.g. PPE).

Prerequisites

Recommended for entry: Unit 26691, *Describe and apply knowledge of an entertainment and event production process by assisting in a production role*; and Unit 27702, *Describe and carry out tasks and responsibilities in a production role in 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 lead an area of production for an entertainment and event context.

You are going to be assessed on:

- Your knowledge of the tasks and responsibilities of your role. Your knowledge of the processes involved in the production and who you have to interact with and support.
- Your knowledge of the health and safety responsibilities and requirements for your role.
- Your ability to lead tasks and responsibilities of your role and complete them with safe working practices. This includes preliminary tasks, pre-production tasks, production tasks and post-production tasks.

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 lead an area of production for an entertainment and event context.

You will be responsible for a team of workers. You will be individually assessed.

You have 8 weeks to complete and submit your assessment.

Document the tasks you undertake – either by task log, video recording, images or audio recording.

Include all the resources you create in your documentation e.g. posters, health and safety checklists, prop list.

At all times consider how you could add value to your team. What could be done better?

Task One: Your team

Define and make notes of the roles and responsibilities for your team.

Consider:

- What you need to achieve. Break this down into pre-production, production and post-production tasks
- Human resources
- Budget
- Timelines
- Lines of communication.

Task Two: Health and Safety

Research and document **all** the health and safety responsibilities and requirements for your role.

Keep documentation to support this requirement.

Consider due diligence. What issues or problems could you or your team encounter while they undertake their responsibilities?

Task Three: Lead your Team

Lead your team to complete the tasks required for the production. This includes pre-production, production, and post-production.

Follow safe working practices at all times.

Make sure you are well organised, and use your ingenuity and well-developed communication skills to overcome any difficulties during pre-production, production and post-production to enable a compelling performance or event

Assessment schedule: Entertainment and Event Technology 32380 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>The student has:</p> <ul style="list-style-type: none"> defined and documented the practical requirements and responsibilities of the leadership role in terms of the entertainment and event context, tasks, production process, and relationships. <p><i>E.g. "I am in charge of the make-up team for the school production. I have a crew of 4 make-up artists to work with. Our job is to safely apply the make-up for all 20 cast members. I will work closely with the make-up designer, the Director and Stage Manager. I am responsible for the purchase of the required make-up, the timely and effective applications as per the designer's work, the clean make-up room, following health and safety practices at all times. I will co-ordinate the artist and actors, create a timeline for make-up to be completed before the actors are required for warm up."</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> defined and documented the practical requirements and responsibilities of the leadership role in terms of the entertainment and event context, tasks, production process, and relationships. <p><i>E.g. "I am in charge of the make-up team for the school production. I have a crew of 4 make-up artists to work with. Our job is to safely apply the make-up for all 20 cast members. I will work closely with the make-up designer, the Director and Stage Manager. I am responsible for the purchase of the required make-up, the timely and effective applications as per the designer's work, the clean make-up room, following health and safety practices at all times. I will co-ordinate the artist and actors, create a timeline for make-up to be completed before the actors are required for warm up."</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> defined and documented the practical requirements and responsibilities of the leadership role in terms of the entertainment and event context, tasks, production process, and relationships. <p><i>E.g. "I am in charge of the make-up team for the school production. I have a crew of 4 make-up artists to work with. Our job is to safely apply the make-up for all 20 cast members. I will work closely with the make-up designer, the Director and Stage Manager. I am responsible for the purchase of the required make-up, the timely and effective applications as per the designer's work, the clean make-up room, following health and safety practices at all times. I will co-ordinate the artist and actors, create a timeline for make-up to be completed before the actors are required for warm up."</i></p>
<p>Two</p> <p>P.C 1.2</p>	<p>The student has:</p> <ul style="list-style-type: none"> determined and documented all health and safety responsibilities and requirements of the leadership role. <p><i>E.g. "Health and Safety for make-up is very important. I will ensure that all actors have</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> determined and documented all health and safety responsibilities and requirements of the leadership role 	<p>The student has:</p> <ul style="list-style-type: none"> determined and documented all health and safety responsibilities and requirements of the leadership role

	<p><i>their own sponge and brushes for each evening. The sponges will be single use and thrown away. The brushes will be cleaned every evening using alcohol to ensure no cross-contamination. We will have hand sanitiser for the make-up crew and they will only work with the same actors... we will use single spoolies for mascara and ensure make-up is cleaned after every performance..."</i></p>		
<p>Three P.C 1.3</p>	<p>The student has:</p> <ul style="list-style-type: none"> • lead the area of production according to the requirements of the given entertainment and event context and safe working practice, including during pre-production, production and post-production. <p>This could be evidenced by teacher/tutor observation.</p>	<p>The student has:</p> <ul style="list-style-type: none"> • lead the area of production according to the requirements of the given entertainment and event context and safe working practice, including during pre-production, production and post-production. • undertook tasks efficiently by: <ul style="list-style-type: none"> – behaving in a well-organised manner; – clearly communicating requirements. (MERIT criteria) <p>This could be evidenced by teacher/tutor observation.</p> <p><i>E.g. "Student manages an effective and time efficient make-up call list. Make-up artists are encouraged to meet time deadlines and actors are moved through the applications effectively.</i> <i>Created handouts for the actors – detailing</i></p>	<p>The student has:</p> <ul style="list-style-type: none"> • lead the area of production according to the requirements of the entertainment and event context and safe working practice, including during pre-production, production and post-production. • undertook tasks skillfully by: <ul style="list-style-type: none"> – using ingenuity and well-developed communication skills to overcome any difficulties during pre-production, production and post-production to enable a compelling performance or event. (EXCELLENCE criteria) <p>This could be evidenced by teacher/tutor observation.</p> <p><i>E.g. "Ensured Director was shown the applications under lights before finalising</i></p>

	<p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>make-up requirements they needed to supply. Clearly communicated make-up that was needed to be re-ordered before the end of the show run.”</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>techniques. Altered designs and communicated this with make-up artists as required.</i></p> <p><i>Ensured make-up artists had ample practice time – helped out on difficult applications.</i></p> <p><i>Worked with make-up artists to create a more efficient prosthetic for one of the characters. This was faster to apply, more comfortable for the actor and looked much more effective.</i></p> <p><i>Supplied straws for actors to drink their water through – to save the make-up.</i></p> <p><i>Ensured make-up artists had dedicated application stations – with ample sponges, spoolies and face chart of the applications they need to do.</i></p> <p><i>Re-worked call times as make-up artists got faster – allowing the actors more time.”</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.