



Year 7 Set Design Spring 1 and 2	Year 7 Set Design Exploration
Learning outcomes	<p>End Product: A 'to scale' box set for a scene in Jack and The Beanstalk</p> <p>Knowledge and Understanding of other job roles within the Performing Industry, with a focus on what a set designer does.</p> <p>Skill set: Ability to plan an appropriate and to scale box set which requires development of mathematical, analytical and art skills.</p>
Key questions	<p>Why is a set designer essential to a successful production? What does a set designer need to consider when designing a set?</p>
Knowledge	<p>Concepts: Script Analysis, Set Design Elements, Understanding of the Role of the Set Designer</p> <p>Skills:</p> <ul style="list-style-type: none"> To scale drawing, building (creation of to scale set pieces), positioning <p>Terminology:</p> <ul style="list-style-type: none"> Box Set, centre stage, upstage, downstage, stage left, stage right, wings, cyclorama, backdrop, proscenium arch, traverse stage, theatre in the round, arena stage, thrust stage
Ongoing Assessment	<p>Formative assessment:</p> <ul style="list-style-type: none"> Every lesson hands-down questioning and a do now/recall task will be used. Per lesson at least one of the following techniques will be used: Exit tickets, synthesis (practical application), self-assessment, peer review, exit post it notes, self-reflection journaling Misconceptions addressed: set design is considered prior to directing the play <p>Spring 2: Collection of resources for box set. Research into set design. Set Design explanation</p>
Key Assessment	<p>Summative Assessments:</p> <p>Creating mark assessed throughout (formative check-ins) to identify HOW they are working within their pairs, the way in which they are addressing the issues within the script and the techniques that they use.</p> <p>Written Peer Assessment of the final design.</p> <p>No Formal Teacher Assessment on this unit.</p> <p><i>Data is tracked in a rolling document throughout the year for all assessments, so we have an accurate representation of the pupil across different topics.</i></p>



Sequencing of content	<p>Narrative</p> <p>L1: Introduce the role of a set designer, staging types and purpose of staging/scenery L2: Investigation of possibility (research into setting of the play) L3: Floor Plans L4: 4D Box set planning L5/6: Practical application: Building the Box Set</p> <p>Themes/ Concepts that are built upon</p> <p>This will be a completely new skill for students – they will have prior knowledge of positioning on stage and we will have analysed how actors use the stage. This will aid understanding of why set design is so important.</p> <p>Help Future Learning</p> <p>Building confidence when working with others and presenting work. At GCSE and A Level Drama students will need to be able to have a basic/good understanding of set design, types of stages as these could appear in exam questions.</p> <p>Systematic Building of Vocabulary</p> <p>Pupils have a toolkit that was created in Y7, a new and improved version can be created. This allows pupils to identify key terms and their definitions. <i>At the end of the unit there can be an option to reflect on this with RAG.</i> Pupils are proactively asked to use these skills and techniques in practice.</p>
Links to Careers	Set Design, script writer, performer, director
Diversity and Inclusion	A range of set designers will be introduced from different cultures.
Support	Set Design SOL and resources will be available on SharePoint.
Challenge	<ul style="list-style-type: none"> Challenge levels are used within every lesson to scaffold with the lowest challenge level supporting those who find the particular skill difficult and the top challenge level stretching the most able. Students are encouraged. Wider Reading/Research: Behind the Scenes Episode 4: Set Design Model Box Emil and the Detectives - YouTube