

Year 9

Term	Summer
Topic	Set Design: Musical Theatre
Big Question	<p>Question: How can we explore technical elements of a production to identify additional layers of artistic interpretation ?</p> <p>Students study a musical, including costume, props and stage types, and use this to create a 3D set design based on a particular stage type. Further analysis and evaluation is also explored.</p>
Concepts	<p>Non-naturalistic set Naturalistic set Symbolic set Costume design Lighting states Composite set Stage configurations Proxemics Semiotics Historical and social context</p>
<p>Knowledge</p> <p>Skills</p>	<p>How can costume design enhance further meaning for an audience? What is a semiotic and how can they be used in a performance? How can set compliment further meaning of a production? How can different configurations alter the meaning and style of performance? What is the difference between naturalistic and non-naturalistic set?</p> <p>Develop ability to design and construct a successful set, reflecting the mood and atmosphere of a chosen musical theatre production. Develop the awareness of how to create a bespoke set design based on a given stage configuration. Develop ability to understand narrative and explore how this can be presented through technical elements, such as costume, props and lighting. Develop communication skills when working as a team to listen, share and advise with peers. Being able to identify the advantages and disadvantages of a range of stage configurations, and why certain stage types suit individual productions.</p>
Common Misconceptions	<p>Misunderstanding that set design is merely decorative rather than a crucial storytelling element that enhances the narrative and mood of the production.</p> <p>Underestimating the importance of accurate scaling and proportion in creating realistic and functional models.</p> <p>Believing that all set designs must be realistic and not appreciating the potential for abstract or symbolic designs.</p> <p>Ignoring the practical aspects of set design, such as the ease of movement for actors, changes between scenes, and safety.</p> <p>Underestimating how the choice of materials can impact the overall look, durability, and functionality of the set design.</p>
Key Vocabulary	<p>Abstract Semiotic Naturalistic Non-naturalistic Costume key words Lighting key words Stage configurations – Proscenium Arch, Traverse, End On, Promenade, In the Round etc.</p>
Assessment Points	<p>Verbal discussion and addressing of misconceptions Consistent verbal feedback offered by the teacher on small scenes created in class.</p>

	<p>Mood board completion based on chosen musical theatre production. Evaluative questions completed in booklets to explore different technical elements of design. Final 3D shoebox design planned and made, including analytical evaluation and presentation to the class to explain meaning.</p>
<p>Diversity, Inclusion and Personal Development</p>	<p>Pupils are exposed to a range of different musical theatre productions in class, all including a diverse range of characters and storylines. Students will explore basic plot, characters and narrative of Hairspray, Grease, Annie, Charlie and the Chocolate Factory, Little Shop of Horrors, Dear Evan Hansen and any others of their choice. When creating own shoe box set designs, pupils have complete control over which musical theatre production they would like to focus on and develop, and so this broadens their own personal interest and allows them to focus on independent and autonomous learning.</p>
<p>How parents can be of support</p>	<p>Discussions with pupils on what skills have been explored in lessons. Help pupils to access film / TV / video clips to expose them to a wealth of diverse acting styles. Helping to test understanding of key words, and / or support with access to links below to understand meaning and definitions. Exposure to a wealth of different musical theatre productions, whether this be trips to the theatre, watching video performances or examples shown on YouTube. Parents can help and support students by collating a range of recycling / resources for them to use when creating physical set design.</p>
<p>Extra Curricular Links – further/wider reading, TV or film, useful websites etc.</p>	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> • Information based on different stage types can be accessed here https://www.bbc.co.uk/bitesize/guides/z4wnmfr/revision/1 • Watch different trailers of musical theatre and discuss how costume, lighting and props are used as a semiotic within that production. • Drama key words to consolidate understanding and meaning https://wordwall.net/resource/73568512/drama-key-vocabulary • Stage type memory test https://wordwall.net/resource/73595078/stage-types