What should I already know?

(Substantive Knowledge)

* Understand that set designers can design/make sets for theatres or for animations.
* Understand that designers often create scaled models to test and share ideas with others.
* Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Key Vocabulary:

|  |  |
| --- | --- |
| Set | The setting - the scenery and furniture onstage. |
| Maquettes | A sculptor's small preliminary model or sketch. |
| Lighting | Illuminate the performers, sets and props so the audience can clearly see everything they're meant to see onstage. |
| Focus | A key point of interest in your painting that you want your viewers to notice first. |
| Atmosphere | Using different colours to show temperature, feelings and intentions. |
| Composition | The way something is put together in a piece of art or a photograph. |

What will I learn?

(Implicit Knowledge/Skills)

* + Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform set design.
	+ Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.
	+ Make visual notes to capture, consolidate and reflect upon the artists studied.
	+ Brainstorm ideas generated when reading poetry or prose.
	+ Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation.
	+ Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.
	+ Work collaboratively to present outcomes to others where appropriate. Present as a team.
	+ Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Focus Artists

Rae Smith



Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Glue here.

My Learning Ladder

|  |  |  |
| --- | --- | --- |
| Learning Objective | Pupil Voice | Teacher Assessment |
| to explore the work of Rae Smith |  |  |
| to create a sense of drama through drawing and sculpture |  |  |
| to design mini scene of \*book/chosen text  |  |  |
| to build my maquette of \*book/chosen text |  |  |
| to add details to my maquette of \*book/chosen text |  |
| to evaluate my maquette | See below. |  |
| Evaluation of my Final Piece |
|  |  |
|  |  |
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