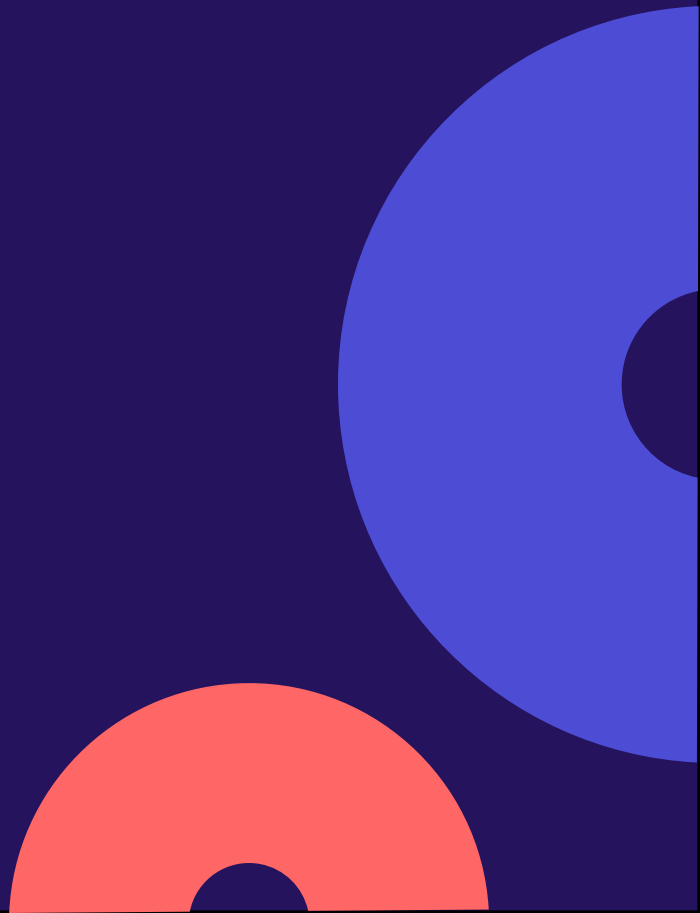


# Focus on performing arts

70 - 80 minute lesson  
Years 9 - 11



# Lesson planner

Focus on performing arts

Teacher	Subject Focus on performing arts	Level and range Year 9 - 11 (Broad range, so materials, questioning and activities <i>need to be differentiated</i> )	Lesson timing Ideally, 70-80 minutes is recommended. Can be extended to accommodate your school lesson timings with extension activities.	Any other notes
<p><b>Previous knowledge through questioning.</b> Could be think/write/pair/share. This means students can consider the question, bullet-point their idea(s), discuss with the person next to them, and share with the teacher (who can use cold-calling).</p> <p><b>LO:</b> To demonstrate you can identify careers in performing arts.</p> <p><b>AIM:</b> To virtually visit a workplace and to experience and solve a set design task.</p> <p><b>Materials:</b> Task sheet, sector film (linked), set design task assets</p>			<p><b>Literacy:</b> Comprehension questions from a set video, moving roles into sub sectors or highlighting roles of interest with justification of why, Discover creative careers research, evaluation of A3 set designs.</p> <p><b>Gatsby benchmarks:</b> Benchmark 2 - Learning from career and labour market information. Benchmark 4 - Linking curriculum learning to careers</p>	
<p><b>Adults:</b> One teacher should be available for this lesson.</p>			<p><b>Additional notes for SEN and EAL students:</b> Keywords/slides could be provided for students printed out, with a worksheet resource.</p>	
<p><b>STARTER - 10 minutes – Brief overview of industry SLIDE 3-5</b> Overview, then ‘How many different careers can you think of in performing arts?’. Students share responses.</p> <p><b>5 minutes - TASK - Watch the <a href="#">Introducing performing arts film</a>. SLIDE 6 - 7</b> Answer the following questions while you watch it:</p> <ul style="list-style-type: none"> <li>• What type of roles are there in the performing arts sector?</li> <li>• Note down a few ideas why these roles may be interesting for some people to work in.</li> <li>• What kind of roles are there in the music sector?</li> <li>• Note down a few ideas why these roles may be interesting for some people to work in.</li> </ul> <p><b>10 minutes - FILM - Focus on a set designer SLIDE 8-9</b> Teacher overview of the role of a set designer. <a href="#">Play the film</a>.</p>			<p><b>Key/hinge questions</b></p> <ul style="list-style-type: none"> <li>• How many different careers can you think of in performing arts?</li> <li>• How many sub-sectors of the creative industries are there? Can you name them?</li> <li>• What did you learn about set design today?</li> <li>• Where do you look to find out more about careers and pathways into the creative industries?</li> </ul>	<p><b>Measures of achievement</b></p> <ul style="list-style-type: none"> <li>• Set design task</li> <li>• Exit clip</li> <li>• Identification of new roles</li> </ul>

**10 minutes - TASK - groups of two - SLIDE 11**

Students have the chance to evaluate A3 print out of scaled objects to be used in a set design. Students should annotate these sheets with objects noting down where they may be positioned on a set. For instance 'foreground' or 'background' with justifications why they would be placed in this way.

**5 minutes - EXTENSION**

Can any of you consider the texture of the objects or the surrounding spaces? Can you make any further notes justifying why.

Focus on the set teacher slide - back to the teacher. Hands up - did any of you manage to annotate texture, space, etc? (5 mins)

**5 minutes - TASK - SLIDE 12**

You are designing a set for a play based within the school about students. The play is about a student who has dreams of following his/her favourite musical artist on tour.

Note down: poses of actors, shape of the set, position of actors, textures and materials needed on the set for a dream sequence where the student is in a typical classroom environment.

**10-15 minutes - TASK - SLIDE 13**

Design a set for a dream sequence using an A3 sheet of paper provided.

**5 minutes - EXTENSION**

Make justifications for your design using the reflection sheet at the back.

**10 minutes - EXTENSION - SLIDE 14**

If a computer lab is available - students logon to Discover Careers and find the 'set designer' job profile. Students are asked to find a job they've never heard of and a job they'd like to do.

**5 minutes - EXIT SLIP OR WHITEBOARDS - SLIDE 15**

- How many sub-sectors of the creative industries are there? Can you name them?
- What did you learn about set design today?
- Where do you look to find out more about careers and pathways into the creative industries?