

# Focus on Performing Arts with the National Theatre

## 2 hour or half day lesson

Resources and equipment required:

Flipchart paper and markers if in the classroom

Set design task – this can be a group activity in the classroom or individual if students working remotely. See 'Student Kit' folder for the following:

Printing:

- The students will use 1-3 of the poses for their design, so print the relative number of pages to allow for choice.
- The 'Items against Grid' and '1:25 Grid' pages are to help students think about the scaled down size of the model. The poses and scale images need to be printed on A4 at as close to 100% ratio as possible.

Small Boxes:

- Any 5-sided box, ideally a shoe box but they can vary
- 15x15x10cm minimum. You will need to use card as they need to lie on their side (with the 'bottom' of the shoe box representing the back wall of the theatre) If you are able to use black paper to line the boxes (or get the students to line their own first) then you will create your very own 'black box'. Set designers make black box models for the model set to go in and they are usually a scaled down version of the theatre building.

For this exercise students will need: - Scissors - Glue - Tape (Sellotape / Masking / Electrical tape will all work) - Coloured Card / Paper - Newspaper or magazine scraps

Extras if available, the activity works best if students are able to pick from:

- String / Blue Tac / Straws (paper or plastic) / Coloured Pens / Any scrap craft materials

Additional National Theatre online resources available here: [NT Collection](#)


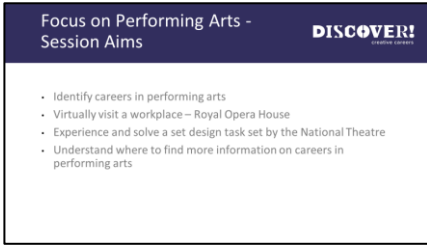


**You will need your school URN number to hand to access filmed content in the PowerPoint resource; please ensure sound and video are enabled.**






If required, we suggest you schedule a 5-minute break after an hour and a half (between slide 11-12) before student presentations.

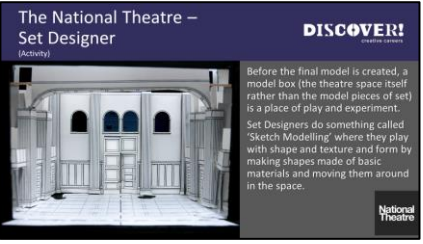
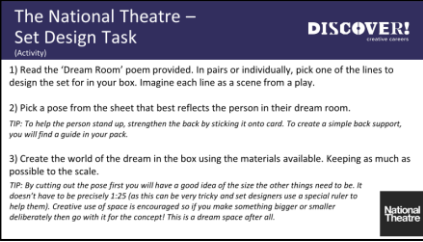
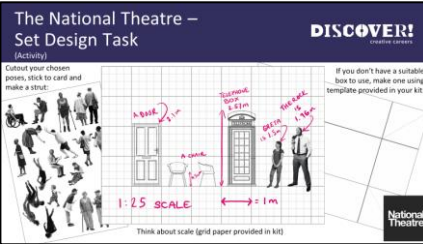

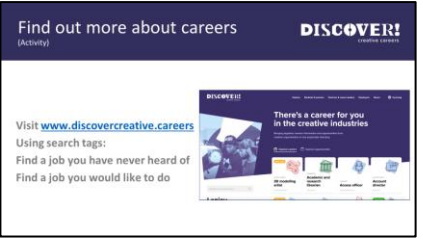
### GATSBY BENCHMARK 5

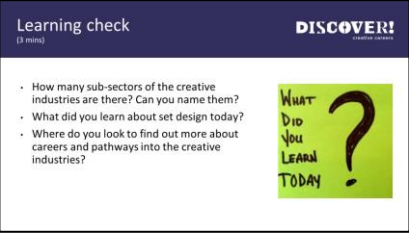
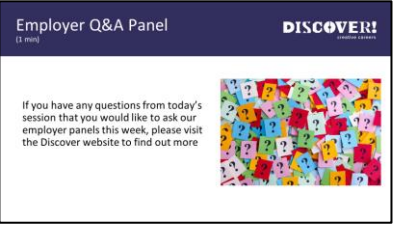

To meet benchmark 5, we suggest engaging theatre professionals to observe student presentations, including an opportunity for them to introduce themselves and give feedback to student designs at the end. This could happen in school if Covid restrictions allow, or perhaps set the event up on Zoom for employers to visit. Zoom guidelines are [here](#).

**Lesson Guide:**

<p>1</p>	<p>00:00:00</p> 	<p>Title</p> <p>This session is designed to open minds to careers in the performing arts – dance, music and theatre in front of a live audience with an experiential set design exercise which will help students to explore the role of a set designer. Check learners have printed what they need from kit of assets sent to them before the lesson. Check they have equipment listed at beginning of lesson.</p>
<p>2</p>	<p>00:00:30</p> 	<p style="text-align: right;"><b>1 min</b></p> <p>Introduction to creative industries, in particular performing arts Explore the Royal Opera House and the types of work and careers that exist there Experiential student task to explore set design with a practical exercise Finish with a look at DiscoverCreative.Careers where students will learn where they can find more information on careers and qualifications</p>
<p>3</p>	<p>00:01:30</p> 	<p style="text-align: right;"><b>3 mins</b></p> <p>What are the creative industries? 12 sub sectors The <b>Creative Industries</b> were <b>defined</b> in the Government's 2001 <b>Creative Industries Mapping</b>. Defined as “those <b>industries</b> which have their origin in individual <b>creativity</b>, skill and talent, and which have a potential for wealth and job creation through the generation and exploitation of intellectual property”. Think how often in every day of your life you interact with creative industries – music, radio, newspapers, magazines, books, TV content on YouTube, podcasts, billboard posters, architecture – much of what you see is designed, produced, created. Consider impact of Covid on audiences, viewers, appreciators – what has not being able to go to theatre, dance or live music meant to you?</p>
<p>4</p>	<p>00:04:30</p> 	<p style="text-align: right;"><b>2.5 mins</b></p> <p>Definition</p>

<p>5</p>	<p>00:07:00</p> 	<p style="text-align: right;"><b>15 mins</b></p> <p>Introduce sector overview film and click link to play. Ensure you have your school URN ready to input to access the content.</p>
<p>6</p>	<p>00:22:00</p> 	<p style="text-align: right;"><b>4 mins</b></p> <p>ICEBREAKER What careers can everyone think of that are about working in performing arts, publishing and literature. Class to call out job titles they can think of - teacher or nominated student to jot them on to <b>flipchart paper if in the classroom or to put suggestions in the chat if remote.</b> How many do you get?</p>
<p>7</p>	<p>00:26:00</p> 	<p style="text-align: right;"><b>2 mins</b></p> <p>Any surprises here? Any job titles that people do not understand?</p>
<p>8</p>	<p>00:28:00</p> 	<p style="text-align: right;"><b>10 mins</b></p> <p>Set design film from the Royal Opera House</p>
<p>9</p>	<p>00:38:00</p> 	<p style="text-align: right;"><b>2 mins</b></p> <p>Introduction to task with contextual information building on what is shown in the film</p>

<p>10</p>	<p>00:40:00</p>  <p><b>The National Theatre – Set Designer</b> (Activity)</p> <p>Before the final model is created, a model box (the theatre space itself rather than the model pieces of set) is a place of play and experiment. Set Designers do something called 'Sketch Modelling' where they play with shape and texture and form by making shapes made of basic materials and moving them around in the space.</p>	<p>2 mins</p> <p>See notes on NT pdf for reference</p>
<p>11</p>	<p>00:42:00</p>  <p><b>The National Theatre – Set Design Task</b> (Activity)</p> <p>1) Read the 'Dream Room' poem provided. In pairs or individually, pick one of the lines to design the set for in your box. Imagine each line as a scene from a play.</p> <p>2) Pick a pose from the sheet that best reflects the person in their dream room.</p> <p>TIP: To help the person stand up, strengthen the back by sticking it onto card. To create a simple back support, you will find a guide in your pack.</p> <p>3) Create the world of the dream in the box using the materials available. Keeping as much as possible to the scale.</p> <p>TIP: By cutting out the pose first you will have a good idea of the size the other things need to be. It doesn't have to be precisely 1:25 (as this can be very tricky and set designers use a special ruler to help them). Creative use of space is encouraged so if you make something bigger or smaller deliberately then go with it for the concept! This is a dream space after all.</p>	<p>3 Mins</p> <p>Briefing of task - things to encourage:</p> <ul style="list-style-type: none"> <li>- Imaginative interpretation of the poem line. What does the line mean to them?</li> <li>- Use the grid print out to help the understanding of the size the world needs to be</li> <li>- How could they visually show the weirdness of the dream? Proportion? Colour? Shape?</li> <li>- Remember sight lines. Could an audience member see everything?</li> <li>- Movement, if the scene has action how could the set design show that?</li> </ul>
<p>12</p>	<p>00:45:00</p>  <p><b>The National Theatre – Set Design Task</b> (Activity)</p> <p>Choose your chosen poses, stick to card and make a stand.</p> <p>1:25 SCALE</p> <p>Think about scale (grid paper provided in kit)</p>	<p>50 mins</p> <p>Teachers have a look at 'Extra help' hints and tips in notes provided on the NFT pdf.</p> <p>Give as much time as you can to this task, perhaps even run across the week if students would like to continue to build in their own time.</p>
<p>12</p>	<p>01:35:00</p>  <p><b>The National Theatre – Set Design Task</b> (Student presentations / Submissions)</p>	<p>10 mins</p> <p>Students to either photograph their creations and email to teacher, or present their ideas to the class (2 mins each presentation)</p> <p>If you have been able to organize external employer observers for student presentations, the lesson could achieve against Benchmark 5.</p>
<p>13</p>	<p>01:45:00</p>  <p><b>Find out more about careers</b> (Activity)</p> <p>Visit <a href="http://www.discovercreativecareers">www.discovercreativecareers</a></p> <p>Using search tags: Find a job you have never heard of Find a job you would like to do</p>	<p>10 mins</p> <p>Use this activity as a round up to explore roles from today's session plus signposting for further info about careers in creative industries. If time is short, it is suggested students are asked to key the url into their phones to view later</p>

<p>14</p>	<p>01:55:00</p> 	<p style="text-align: right;"><b>3 mins</b></p> <p>Learning check</p>
<p>15</p>	<p>01:58:00</p> 	<p style="text-align: right;"><b>2 mins</b></p> <p>Gatsby Benchmark 5 – opportunity to engage with employers.</p> <p><a href="#">Live Q&amp;A panel for Performing Arts</a> – Thursday 4 March 11am-12pm</p>
<p>16</p>		<p>End</p>