

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

PERFORMING ARTS

Unit 22

Set design and realisation

K/507/6492

Guided learning hours: 120

Version 1 September 2015



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Guided learning hours: 120

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Set design and realisation is an umbrella term which describes the various processes involved in the creative and practical aspects of set production. These processes address the aesthetic and practical functions of the set to communicate the intentions of the text or notation and the director or choreographer's interpretation of it to an audience. These processes are to be found in the theatre, television and film industries and offer a wide and stimulating range of career possibilities.

This unit will give you an understanding of the diverse range of skills demanded by these processes. You will learn about the role of the set designer and set construction team and the techniques and methods that are used. You will also have an opportunity to fulfil these roles and develop your understanding of them further. You will learn how to create designs to a design brief and construct elements of a set which you will see being used in a performance. The skills that you will learn are transferable into a range of other professions.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand set design and realisation processes and their purposes	<p>The various stages of the design process, materials and methods, i.e.</p> <p>1.1 The work of production design practitioners</p> <ul style="list-style-type: none"> • current designers, productions • milestone and significant past designs/designers <p>1.2 Textual analysis with reference to design realisation</p> <ul style="list-style-type: none"> • working to a design brief conceptualisation and visualisation • model making • manual and technological design applications • properties and suitability of materials construction methods • digital design and virtual environments • design team management and implementation methods
2. Understand the set design and realisation process to a brief	<p>A range of methods and materials to be considered in planning the set design, e.g.</p> <p>2.1 Method</p> <ul style="list-style-type: none"> • measuring, scaling, drawing, painting, cutting, shaping, smoothing, moulding, fixing, applying, layering, assembling, fixing, securing, dyeing, texturing, colouring, flame proofing • model making • calculation of materials requirements, technical specifications and data • use of designer tools and equipment • computer aided design <p>2.2 Materials</p> <ul style="list-style-type: none"> • timber, metals, GRP (glass-reinforced plastic), resins, fabrics, plastics, polystyrene foam, silicone, wire • adhesives, paint, pigment, fixings, fixative, flame resistant materials
3. Be able to realise a set design for use in performance	<p>Realisation and manufacturing practices, i.e.</p> <p>3.1 Health and safety</p> <ul style="list-style-type: none"> • familiarity with manufacturing equipment and materials, hazards, storage and correct use

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>3.2 Selection of materials</p> <ul style="list-style-type: none"> • making informed choices • suitability • compatibility • workability • durability <p>3.3 Making up</p> <ul style="list-style-type: none"> • safe methods of cutting, shaping, fixing, gluing, assembly, etc.
<p>4. Be able to review set design and realisation processes for live performance</p>	<p>To identify and review design and realisation outcomes, i.e.</p> <p>4.1 Identify strengths and weaknesses in:</p> <ul style="list-style-type: none"> • design concept • selection of materials • application of method • technical and aesthetic production outcomes • health and safety practices

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand set design and realisation processes and their purposes	P1: Explain set design and realisation processes and their purposes to inform the set design	M1: Compare set design processes and realisation techniques	
2. Understand the set design and realisation process to a brief	P2: Recommend appropriate design methods and realisation techniques	M2: Design a set to a brief	
3. Be able to realise a set design for use in performance	P3: Demonstrate a range of realisation techniques using methods and materials	M3: Apply the realisation process to an element of set design	
4. Be able to review set design and realisation processes for live performance	P4: Review set design and realisation processes for live performance		D1: Evaluate the design and realisation processes in fulfilling the brief and suggest improvements
	P5: Identify weak points in the process		

ASSESSMENT GUIDANCE

Assessment and Grading Criteria

These criteria should give learners the opportunity to use the research for **P1** to inform the design planning process at **M1** and, using the hindsight of production realisation reflect on the usefulness of that research at **D1**.

To achieve **P2** and **P3**, learners should produce portfolio evidence showing their competent understanding of a range of equipment methods and materials used in the design and realisation process.

M2 should be awarded when learners provide evidence of a realistic and workable page to stage strategy for the practical realisation of a design concept and **M3** for the realisation of a live performance design that is fit for purpose.

To achieve **P2** and **P3**, learners should produce portfolio evidence showing their competent understanding of a range of materials and methods used in the design and realisation process.

M1 should be awarded when learners provide evidence of a realistic and workable 'page to stage' strategy for the practical realisation of a design element and **M2** for the construction of a design element that is fit for purpose.

D1 requires learners to produce an evaluative response in the form of a formal report showing awareness of how research has informed both the design and realisation processes in technical, aesthetic and functional terms as well as the overall success of the project in performance.

For **P4**, learners should demonstrate an ability to review each stage of the process from planning to realisation from within the context of live performance outcomes. **P5** requires them to have identified any weakness at each of these stages. This review process should be based on both the portfolio design record and experience gained from practical application.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units, although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake a work placement at a local theatre with their set design team to see how the process is managed.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could design or assist in the creation of a set for a local theatre production.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Set designers could give a guest lecture on the process they go through in designing and creating sets.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Set designers could assist in the assessment of a realised set design.

To find out more

ocr.org.uk/performingarts

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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