

Cambridge TECHNICALS LEVEL 3

PERFORMING ARTS

Cambridge
TECHNICALS
2016

Unit 22 – Set design and realisation
DELIVERY GUIDE

Version 1



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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

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.

Unit 22 Set design and realisation

LO1	Understand set design and realisation processes and their purposes
LO2	Understand the set design and realisation process to a brief
LO3	Be able to realise a set design for use in performance
LO4	Be able to review set design and realisation processes for live performance

To find out more about this qualification, go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-performing-arts-level-3-certificate-extended-certificate-foundation-diploma-diploma-05850-05853-2016-suite>

Cambridge
TECHNICALS
2016

2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Performing Arts units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 22)	Title of suggested activity	Other units/LOs	
LO1	The principles of design	Unit 21 Character design and realisation	LO1 Understand design and realisation processes and their purposes
	The elements of a design brief Analysing dramatic texts Justifying design decisions	Unit 19 Stage lighting design and operations	LO1 Understand theatre lighting equipment, design methodology and their purposes
		Unit 20 Stage sound design and operations	LO1 Understand theatre sound equipment, design methodology and their purposes
		Unit 21 Character design and realisation	LO1 Understand design and realisation processes and their purposes
	The practical stages of the design process Key practitioners	Unit 20 Stage sound design and operations	LO1 Understand theatre sound equipment, design methodology and their purposes
		Unit 21 Character design and realisation	LO1 Understand design and realisation processes and their purposes
LO2	Design method Creative techniques Presenting ideas Project estimation Computer-aided design (CAD)	Unit 19 Stage lighting design and operations	LO2 Understand the design process of planning a lighting plot to a brief
		Unit 20 Stage sound design and operations	LO2 Understand the design process of planning a sound plot to a brief
		Unit 21 Character design and realisation	LO2 Understand the design process of planning a sound plot to a brief
	Model-making	Unit 21 Character design and realisation	LO2 Understand the design process of planning a sound plot to a brief
LO3	Safety practices	Unit 18 Production and stage management process	LO3 Be able to evaluate safe working practices for a production
		Unit 20 Stage sound design and operations	LO3 Be able to facilitate sound operations in a live performance
		Unit 21 Character design and realisation	LO3 Be able to realise a design for use in performance
	Suitability Compatibility Workability of materials Properties of materials Project assembly	Unit 21 Character design and realisation	LO3 Be able to realise a design for use in performance
LO4	Review design concept Review materials and equipment Review method part 1 (design) Review method part 2 (operations) Review technical performance outcomes Review aesthetic performance outcomes Review health and safety practices	Unit 19 Stage lighting design and operations	LO4 Be able to review lighting design and operations in live performance
		Unit 20 Stage sound design and operations	LO4 Be able to review sound design and operations in live performance
		Unit 21 Character design and realisation	LO4 Be able to review design and realisation processes for live performance

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit

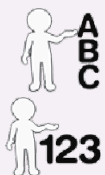
Key term	Explanation
Alignment	Alignment brings order to a visual perspective. It is closely associated with the use of grids or matrices in structuring a design.
Asymmetry	Gives what designers refer to as 'motion' to an otherwise symmetrical composition. Asymmetrical, or informally balanced, compositions are created by uneven spaces and visual relationships and therefore create 'tension' in a design.
Concept	An idea, thought, theory, or notion conceived in the mind.
Proportion	A two-dimensional or three-dimensional element defined by its relationship to other elements in a design. Proportion is seen in terms of the relationship between parts in a given design. Proportion is often described in terms of ratios (e.g. 3:4, 9:16, 1:2 etc).
Repetition	The recurrences of one or more elements within a design, creating consistency and stability.
Scale	Size and dimension of figures and forms relative to a given unit of measurement.
Sketch	The drawing of a concept where only those basic elements of design used to describe an object or form are used.
Structure	Mode of building, construction or organization of parts, elements or constituents.
Symmetry	The balancing of the visual elements in a design. Symmetrical balance is the even placement of visual weight in a design, where there is correspondence between opposite halves of a given form on either side of an axis or set of axes.




MISCONCEPTIONS


Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p>A design roughly drawn on a single sheet of paper is sufficient</p>	<p>Learners often think that a rough sketch is all that is needed to communicate design. While this might form part of the preliminary concept, even relatively simple production elements require detailed and/or scale drawings before the design can be realised.</p> <p>The two-dimensional drawing design is only the preliminary stage of the design process and in the professional context two intermediate model-making stages (white card and model box) are completed before a set is built.</p> <p>Tutors may find it useful to draw attention to the many examples of professionally produced set design materials currently available.</p>	<p>Organisation: Rose Bruford College Resource Title: Theatre crafts – Scenography, set design, scenic arts Website Link: http://vle.bruford.ac.uk/mod/page/view.php?id=8570 Description: Resources for set design, scene painting and scenography.</p> <p>Organisation: Arts Alive English Theatre Resource Title: Set & Prop Designs Website Link: http://artsalive.ca/en/eth/design/set.asp Description: A summary of the design process.</p> <p>Organisation: Design Resources and Training Resource Title: Model Making Website Link: http://www.design-skills.org/model_making.html Description: A guide to the model making process</p> <p>Organisation: Society of British Theatre Designers Resource Title: SBTD home page Website Link: http://www.theatredesign.org.uk/ Description: Access to the professional theatre designers' website with designer search and related links.</p>
<p>CAD-based design programmes are for professionals only and are complicated to use</p>	<p>Learners may feel that CAD applications such as AutoCAD will be difficult to understand and use.</p> <p>Tutors could introduce learners to basic CAD techniques using the free downloads and video tutorials currently available.</p>	<p>Organisation: 12CAD.com Resource Title: Best Free CAD Software for Beginners Website Link: http://www.computeraideddesignguide.com/5-best-free-cad-software-for-beginners/ Description: The site contains an introduction to AutoCAD with tutorials and software.</p> <p>Organisation: Pinshape Resource Title: 3D Design Software for Beginners Website Link: https://blog.pinshape.com/3d-design-software-for-beginners/ Description: A resource including advice, designer blogs and reviews.</p>




SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand set design and realisation processes and their purposes		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
The principles of design	<p>Fundamental to the practice of designing for the stage is an understanding of basic design principles and how they are used to create visually effective props, costumes, masks and make-up. From the outset, it is important that learners are shown how apply design principles in the form of sketches, patterns and layouts.</p> <p>It is essential that key design principles be covered early on, since these set the parameters for everything which follows. There are many helpful resources that will assist the tutor to communicate these concepts in an interesting way and a search of YouTube will prove useful. As an example learners may consider the tutorial on basic design principles to be found as follows: Organisation: Kyle Bergersen Resource Title: Basic Design Elements and Principles Website Link: https://www.youtube.com/watch?v=rYFJBmCOnrk Description: A simple but essential list of key principles of design exploration.</p> <p>Tutors could find that breaking down the design process into these different elements will feed into short practical exercises involving comparison and judgement about the visual 'rightness' of a given design which the group can discuss and then suggest how the design might be improved according to the principle being studied.</p> <p>To assist tutors in formulating their objectives a no-nonsense list of design principles may prove helpful and may be found at: Organisation: Getty Education Resource Title: Principles of Design Website Link: https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf Description: A simple but critical list of key principles for exploration.</p> <p>Learners might be introduced to the principles of design by experimenting with some of the visual concepts suggested on the clever, short video cited below in which design principles and the way they may be combined are visually represented both simply and effectively. Organisation: Wideo.co Resource Title: Elements & Principles of Design Website Link: https://www.youtube.com/watch?v=losbYfihN4 Description: Animated video with visual, graphic artistry in which the key ideas used in design are demonstrated.</p>	1 hour	Unit 21 LO1



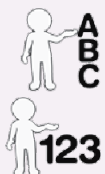
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>The elements of a design brief</p> 	<p>Designers need a clear brief to work to in order to provide design that is fit for purpose. It is often a challenge for both tutors and learners to identify the key elements that make up an effective brief. Tutors could find it useful to identify a theatre design problem and to brainstorm it with the group. It will be apparent quite quickly just how many and diverse are the associated elements which can impact upon the way a designer perceives and executes a given design. If both tutor and learner can work on producing a design brief together then the process and its outcomes will be made much clearer and tutors can then be sure that they are producing briefs that will be understood by their learners.</p> <p>Useful resource: Organisation: Huntingdon Theatre Resource Title: Design Brief Website Link: https://huntington-ib-theatre.wikispaces.com/file/view/Design+Brief.doc Description: Example of a straightforward, simple design brief combined with guidance on how to fulfil it.</p>	2 hours	Unit 19 LO1 Unit 20 LO1 Unit 21 LO1
<p>The practical stages of the design process</p>  	<p>It is important for learners to understand the different stages of the design process from initial concept to completed design or artefact. Often the best way for learners to develop this understanding is to experiment.</p> <p>After setting up an appropriate work area and ensuring that all relevant health and safety guidelines are met, tutors could enable an immediate 'hands on' experience for learners. A range of design 'tools' could be provided and a single element of design, such as perspective for example, could form the basis of a brief. Learners could be encouraged to keep a logbook in which each design stage is identified and its processes recorded.</p> <p>Useful resource: Organisation: Student Art Guide Resource Title: One Point Perspective Drawing: The Ultimate Guide Website Link: http://www.studentartguide.com/articles/one-point-perspective-drawing Description: Everything a learner needs to know about drawing in one point perspective.</p> <p>An introductory exercise could involve the production of an 'ideation' sketch to help learners understand the requirement of the brief before moving on to an exploratory sketch and beyond.</p> <p>Useful resource: Organisation: Thomas Valcke Resource Title: Basic Sketching Techniques for the Industrial Designer Website Link: http://www.jaimetreadwell.com/basic_sketching-for-the-industrial-designer.pdf Description: A guide to the different stages of sketching an artefact for production.</p>	2 hours	Unit 20 LO1 Unit 21 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Key practitioners	<p>Tutors could provide learners with a short synopsis of the contribution made to the development of theatre set design by key practitioners and follow this up with one or more research briefs requiring learners to identify one or more current practitioners and investigate their philosophy and approach, perhaps giving examples from recent productions. Learners may choose to focus on a particular designer, perhaps taking and annotating screen shots of designs to illustrate their findings.</p> <p>Useful resources:</p> <p>Organisation: Society of British Theatre Designers Resource Title: SBTD home page Website Link: http://www.theatredesign.org.uk/ Description: A portal into the diverse world of theatre design containing links to all relevant aspects of theatre design.</p> <p>Organisation: DMOZ Resource Title: Designers Website Link: http://www.dmoz.org/Arts/Performing_Arts/Theatre/Stagecraft/Set_Design/Designers/ Description: This site lists some sixty (mostly US) practising theatre designers with links to their individual websites.</p> 	1 hour plus 1 hour self-directed study	Unit 20 LO1 Unit 21 LO1

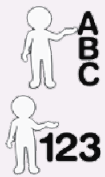
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Analysing dramatic texts	<p>Learners need to be able to get underneath the surface of a dramatic text. In order for them to produce designs that are fit for purpose they must show understanding of the world inhabited by the characters and in which the action happens. Tutors could isolate a single short theatrical extract which contains numerous clues about the genre or style, period or location of the play and the action which is taking place.</p> <p>Tutors can use the following extract with the learners to identify examples of where design hints may be found. They are usually located in the stage directions.</p> <p>Organisation: Study.com Resource Title: Analyzing Dramatic Works: Theme, Character Development & Staging Website Link: http://study.com/academy/lesson/analyzing-dramatic-works-theme-character-development-staging.html Description: A useful animated video providing guidance on what to look for when analysing dramatic texts.</p> <p>Tutors could provide a very simple design project which will require learners to specify key instructions relating to specific dramatic intentions discerned from a given extract. This could involve learners analysing a dramatic text in more detail.</p> <p>Useful resource: Organisation: Englishbiz.co.uk Resource Title: Write about a play Website Link: http://www.englishbiz.co.uk/mainguides/play.htm Description: A more detailed guide originally intended for students studying English dramatic literature but one which presents ways of conducting deeper textual analysis.</p> 	2 hours	Unit 19 LO1 Unit 20 LO1 Unit 21 LO1
Justifying design decisions	<p>The process of creating a design is a two-way process. Though designers respond aesthetically to a brief they must also make decisions regarding method and materials. Designers need to be able not only to explain their design intentions but also justify their choices – especially where budget is concerned.</p> <p>Tutors could challenge learners about specific choices and require them to offer alternatives. This means that learners could consider a variety of realisation options when creating their design.</p> <p>Useful resource: Organisation: Wordpress.com Resource Title: Design Realisation (Scenic Art, Scenic Construction and Prop Making) Website Link: https://designrealisationblog.wordpress.com/ Description: A web page containing a blog related to a range of design realisation practices.</p>  	1 hour	Unit 19 LO1 Unit 20 LO1 Unit 21 LO1

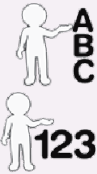

SUGGESTED ACTIVITIES



LO No:	2		
LO Title:	Understand the set design and realisation process to a brief		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Design method	<p>For a first attempt, learners could be given a prepared design sketch or plan and a brief that outlines a clear design objective and specifies a materials and equipment list. They could then be tasked with annotating the sketch/plan with appropriate comments, instructions, notes, observations etc related to its production.</p> <p>Once learners are confident about the use of notation, they could be tasked with creating a simple design sketch/plan from scratch using the design thinking process. This could take more than one session and tutors will need to offer guidance about the different methodological stages involved, until learners are confident in their process.</p> <p>Useful resource: Organisation: Stanford University Resource Title: The Design Thinking Process Website Link: http://dschool.stanford.edu/redesigningtheater/the-design-thinking-process/ Description: A brief guide to the design thinking process.</p>	3–4 hours	Unit 19 LO2 Unit 20 LO2 Unit 21 LO2






Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Model-making</p>	<p>The model-making process is an essential part of the set design process. The set is usually envisioned in model format in two stages: first, the white card (concept) model and second, after teething problems in layout have been solved, the full model box (presentation) stage. It is the model box that will be used as the reference point for all production personnel during the realisation process.</p> <p>From the outset, learners must be very clear about the construction standards required of set modellers and understand that accuracy and solidity are of vital importance. Tutors could find it helpful to arrange for learners to see examples of professional models so that they may appreciate just how precise and detailed these need to be.</p> <p>Learners may have limited modelling experience so tutors could set attainable practice goals: for example, constructing a single element of a set such as a set of three-step treads. Focussing on the construction techniques required for such an element will help develop the skills required for constructing an entire model box .</p> <p>Useful resources:</p> <p>Organisation: Design Skills Resource Title: Design Resources and Training: Model Making Website Link: http://www.design-skills.org/model_making.html Description: A guide to the model-making process.</p> <p>Organisation: David Neat Resource Title: Model-Making Techniques Website Link: http://www.david-neat.co.uk/teaching/teaching_i/current/modelmaking_techniques.pdf Description: A useful guide to model-making approaches based on Neat’s model-making course.</p>	4 hours	Unit 21 LO2





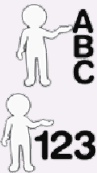
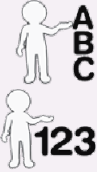
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Creative techniques</p> 	<p>Tutors could bear in mind that learners need to be equipped to consider a range of creative techniques, some of which may be common to all design functions and others that are unique to a single specialism. Often, learners have little or no experience of some techniques and methods and there may be a reluctance to move into unfamiliar territory. This in turn can cause creative blocks and restrictions in progress. Tutors could encourage learners to experiment with a range of media and in doing so progressively get to grips with new techniques and methods.</p> <p>By providing learners with a simple stimulus and a range of contrasting materials it is possible to encourage experimentation.</p> <p>Useful resources:</p> <p>Organisation: HuffPost Arts and Culture Resource Title: 9 Art Techniques That Anyone Can Do To Jumpstart Creativity Website Link: http://www.huffingtonpost.com/2014/08/19/easy-art-techniques_n_5679958.html Description: Though primarily an artists' resource this page covers the basics of a number of related but contrasting creative techniques.</p> <p>Organisation: Schlock Resource Title: Lost in Schlock Website Link: http://lostinschlock.blogspot.co.uk/ Description: Popular theatre/film design blogspot with useful 'how to' articles on a range of creative design activities.</p>	1 hour	Unit 19 LO2 Unit 20 LO2 Unit 21 LO2
<p>Presenting ideas</p> 	<p>Learners must understand that there will be many professional situations where ideas need to be presented to a client. In the theatrical context, the client is usually the director but sometimes it could be a producer or the art director. Even when working to a brief, the designer must understand that the client may not fully appreciate the design intention and so it is vital that designers are able to present their ideas clearly and effectively.</p> <p>Tutors could set up a presentation scenario with themselves and/or learners acting as the 'client' to whom each designer must pitch a design or set of designs in response to a given brief. The pitch may then be evaluated and feedback given.</p> <p>Useful resource: Organisation: 99 designs Resource Title: 5 tips on how to prepare a design presentation Website Link: https://99designs.com/designer-blog/2013/03/19/5-tips-on-how-to-prepare-a-design-presentation/ Description: A useful guide to understanding what to do and how to do it when presenting design ideas to a client.</p>	1 hour	Unit 19 LO2 Unit 20 LO2 Unit 21 LO2



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Project estimation</p> 	<p>Design projects are not confined to ideas and designers must develop an appreciation of what materials are required to realise their designs. In theatre set design there exists a very wide range of materials and methods and it may not be possible to consider all of these in detail. Learners should therefore be equipped to understand the methods used for estimating materials for basic design realisation using the most commonly encountered materials and methods. By setting a simple estimation objective, based on a single set design element such as a set of three-step treads, tutors could equip learners with approaches to estimation for progressively more intricate projects.</p> <p>Useful resource: Organisation: Precursive Resource Title: Project Estimation Methods Website Link: http://www.precursive.co.uk/project-estimation-methods/ Description: A clear explanation of the different methods for estimating materials.</p>	2 hours	Unit 19 LO2 Unit 20 LO2 Unit 21 LO2
<p>Computer-aided design (CAD)</p> 	<p>Most professional stage design elements are sketched out on paper as ideate sketches before any computer-aided design process is engaged. CAD techniques are common in most aspects of theatre design and familiarisation with the CAD process will undoubtedly benefit learners.</p> <p>There are many CAD systems on the market and many are orientated to architecture and engineering. It is important therefore for tutors to introduce learners to an appropriate system more suited to their needs. Once a suitable system has been identified, learners could be introduced at the basic level, perhaps working through the many introductory activities incorporated into the CAD software, before applying the techniques learned to specific theatre design challenges. This will require more than one session.</p> <p>Useful resource: Organisation: Openstages Resource Title: Related Links (design software) Website Link: http://www.openstages.co.uk/ Description: A website with numerous links to different versions of design software (some free and/or with a free trial).</p>	2–4 hours	Unit 19 LO2 Unit 20 LO2 Unit 21 LO2

SUGGESTED ACTIVITIES


LO No:	3		
LO Title:	Be able to realise a set design for use in performance		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Safety practices	<p>Observance of current health and safety legislation and its relevant practice is of paramount importance in the theatre industry and learners must become familiar with the key legislation. There is no short cut for learners when safety is concerned and therefore tutors must endeavour to inculcate appropriate health and safety legislation and practice in every session. It could prove useful for tutors to follow up a health and safety briefing with a risk assessment exercise. A small-scale project with a clear focus on equipment and materials (such as the construction of a tread assembly) could enable learners to engage with and apply all the relevant health and safety practices thereby exercising learners' risk aversity and practical judgement.</p> <p>Useful resource: Organisation: Health and Safety Executive Resource Title: Theatre Website Link: http://www.hse.gov.uk/entertainment/theatre-tv/theatre.htm</p> <p> Description: Information to assist people who run theatres in controlling the risks to those working in the theatre or attending productions. It is possible to search within this site for topics on hazardous substances and operating machinery.</p>	1.5 hours	Unit 18 LO3 Unit 20 LO3 Unit 21 LO3
Suitability	<p>The choice of materials available to learners will be largely dependant upon what is available in the centre. Centres should ensure that there is as wide a range of materials as possible to accommodate the needs of the set designer. Learners need to be able to make informed choices about the suitability of materials they employ. It could be helpful for tutors to introduce a selection of the most commonly used materials, their specifications and common uses, and set the group a simple design/construction problem (such as the construction of a tread assembly), asking learners to select the most effective materials. A practical demonstration could form a part of this activity.</p> <p>  Useful resource: Organisation: Design Skills Resource Title: Design Resources and Training Website Link: http://www.design-skills.org</p> <p>Description: Information to assist designers in developing their craft. Searches may be made within the site for materials and applications.</p>	1 hour	Unit 21 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Compatibility	<p>The choice of materials being used is dependant upon the purpose for which they are intended. Tutors could tailor the practical activities to enable learners to consider which materials or components are best suited to work with others to produce a stable and effective artefact. The centre should have in place a range of materials which enable learners to make suitable specification and construction choices. Since health and safety are paramount, it would be unwise to allow too much experimentation until learners are confident and capable tool users but once basic handling skills have been acquired tutors could provide opportunities for learners to try out alternative methods to achieve a given objective. One possible way of achieving this could be to provide practice sessions requiring practical union or assembly of sample materials. Learners could be required to carry out research; for example, materials could be chosen for their relative compatibility with a given task such as PVA adhesive versus epoxy resin adhesive for the union of metal and plastics.</p> <p>Useful resources:</p> <p>Organisation: BBC Resource Title: Bitesize – Design & Technology Website Link: http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/materialcomponentadhesiverev5.shtml Description: A very helpful guide to the use and compatibility of components and adhesives etc.</p> <p>Organisation: Health and Safety Executive Resource Title: Vapour from solvent-based adhesives Website Link: http://coshh-tool.hse.gov.uk/assets/live/SR22.pdf Description: A COSHH guide to the safe use of solvent-based adhesives.</p>  	2 hours	Unit 21 LO3

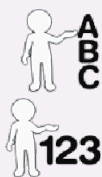
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Workability of materials</p> 	<p>Professional set designers are expected to be familiar with a wide range of materials suitable for use in the construction of both models and full-scale set designs. As well as weight and strength, one of the key factors governing the choice of materials is workability or in other words how 'cooperative' a material is, when shaped or moulded to suit the designer's specification. Learners could quickly formulate a concept of workability if they have opportunities to create modest test pieces using different materials. Tutors could set a simple brief such as the construction of a roof. Learners could be given a range of materials and appropriate tools for this purpose. Materials could include: a block of foam or polystyrene, chicken wire, plaster and a block of wood. Learners could then compare the workability of these materials and balance them against other production imperatives such as cost and durability.</p> <p>Useful resource: Organisation: BusinessDictionary.Com Resource Title: Workability Website Link: http://www.businessdictionary.com/definition/workability.html Description: An explanation of the notion of workability.</p>	2 hours	Unit 21 LO3
<p>Properties of materials</p> 	<p>When studying materials and especially when selecting materials for a project or design, it is important to understand the key properties of those materials. Learners should be familiar with the key properties that will influence their choices. Tutors could set up some practical sessions to illustrate these properties; for example, having ensured that the group is equipped with the necessary safety attire, the tutor could demonstrate the property of toughness by striking a range of different materials with a hammer to demonstrate their response to impact. Learners could be asked to predict the outcome of each experiment and also to suggest what the results of the experiment might indicate with regard to the suitability of that material for a given set construction purpose. This procedure could be adapted to illustrate the other key properties including malleability, hardness and conductivity.</p> <p>Useful resource: Organisation: Technology Student Resource Title: Properties of Materials Website Link: http://www.technologystudent.com/joints/matprop2.htm Description: A clear explanation of the key aspects of durability with a link to a printable exercise.</p>	1–2 hours	Unit 21 LO3


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Project assembly</p>  	<p>Learners should get into the habit of planning the construction and assembly of their design projects. Learners will be more confident in their ability to achieve their project goals if they have a clear project management plan in place. Tutors could select an appropriate, simple design project as an example and, with the group, brainstorm the most efficient stages of assembly in chronological order and from this work out a suitable project management strategy or construction schedule. This could involve learners making decisions about the length of the construction process, the materials required and the methods that will be used. In this way, learners could be able to see how the processes interconnect and how pre-planning can avoid costly errors.</p> <p>Useful resource: Organisation: Makeuseof Resource Title: 15 Useful Excel Templates for Project Management & Tracking Website Link: http://www.makeuseof.com/tag/excel-project-management-tracking-templates/ Description: A useful site with a range of Excel project management templates suitable for a wide range of applications.</p>	1 hour	Unit 21 LO3

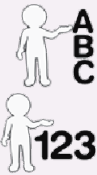

SUGGESTED ACTIVITIES


LO No:	4		
LO Title:	Be able to review set design and realisation processes for live performance		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Review design concept	<p>Having completed a design, learners need to be able to reconsider the premise upon which their design concept is based. Tutors could role-play the director in a designer briefing session, where the designer is explaining the design using appropriate documentation. In this way, the learner as designer will be required to explain and defend design decisions, showing how the concept has met the requirements of the brief and how it could fulfil its purpose. Tutors can ask questions to ensure that learners come to appreciate the relative strengths and weaknesses of their design.</p> <p>Useful resource: Organisation: Technology Student Resource Title: The Evaluation Website Link: http://www.technologystudent.com/designpro/eval1.htm Description: This helpful guide to evaluation presents alternative approaches to producing a design concept review.</p> 	1.5 hours	Unit 19 LO4 Unit 20 LO4 Unit 21 LO4


Title of suggested activity	Suggested activities	Suggested timings	Also related to
Review materials and equipment	<p>Learners should be able to show how the demands of the brief have influenced the selection of materials and equipment. In most cases, this will be constrained by the range of materials and equipment available within the centre. However, learners should be encouraged to explain the reasons, for example, for having selected one type of fixing or fastening over another. Where limitations within the centre mean that some materials or equipment are unavailable to the learner then the learner should be able to justify why additional item(s) could be procured especially (even if ultimately this may not be possible). It is recommended that this is carried out separately from the activity above as the context differs. The parameters which operate here are both technical and budgetary and so tutors could consider it helpful to role-play a production manager. Learners' responses could be in the form of written reports justifying the selection list.</p> <p>Useful resources:</p> <p>Organisation: BBC Resource Title: Design & Technology Website Link: http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/designanalysevaluationrev1.shtml Description: This BBC Bitesize resource contains several pages of guidance about the reviewing process including the use of materials and equipment.</p> <p>Organisation: Technology Student Resource Title: The Evaluation Website Link: http://www.technologystudent.com/designpro/eval1.htm Description: This helpful guide to evaluation presents alternative approaches to producing a design concept review including links to materials and equipment.</p>	1 hour	Unit 19 LO4 Unit 20 LO4 Unit 21 LO4



Title of suggested activity	Suggested activities	Suggested timings	Also related to
Review method part 1 (design)	<p>This part of the learners' review should focus on the way the design processes were carried out. It could be helpful to consider this from a project management perspective. Tutors could encourage learners to explain and justify the way they went about the process. It should be remembered that method applies to both design and practical functions. It could therefore be helpful to learners if this activity is split into two parts: one for design method and one for application method.</p> <p>To assist the learner in reviewing the design methods adopted, an illustrated presentation or demonstration format could prove useful. This could include showing how research (words and images) influenced the design, how initial visualisations were created and how the design was finalised.</p> <p>Useful resources:</p> <p>Organisation: BBC Resource Title: Design & Technology Website Link: http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/designanalysevaluationrev1.shtml Description: This BBC Bitesize resource contains several pages of guidance about the reviewing process including design method.</p> <p>Organisation: Technology Student Resource Title: The Evaluation Website Link: http://www.technologystudent.com/designpro/eval1.htm Description: This helpful guide to evaluation presents alternative approaches to producing a design concept review including links to design method.</p> 	2 hours preparation 15 minute presentation	Unit 19 LO4 Unit 20 LO4 Unit 21 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Review method part 2 (operations)</p> 	<p>For the application method review, a report format could prove to be most effective and it could offer the most accurate professional parallel. Though a presentation approach could be adopted, the information sought after here could be presented more formally since the allocation of both human and physical resources and the success of the construction process should be evaluated for efficiency and quality. Tutors could consider it useful to help learners identify a suitable report format and break it down in a way that enables learners to build a report stage by stage.</p> <p>Useful resources:</p> <p>Organisation: BBC Resource Title: Design & Technology Website Link: http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/designanalysevaluationrev1.shtml Description: This BBC Bitesize resource contains several pages of guidance about the reviewing process including application of method.</p> <p>Organisation: Technology Student Resource Title: The Evaluation Website Link: http://www.technologystudent.com/designpro/eval1.htm Description: This helpful guide to evaluation presents alternative approaches to producing a design concept review including links to application method.</p>	2 hours	Unit 19 LO4 Unit 20 LO4 Unit 21 LO4
<p>Review technical performance outcomes</p> 	<p>Learners should be absolutely clear about the difference between technical method and technical performance outcomes. The latter aspect focuses exclusively on the performance of the realised design during the show. This review should not consider aesthetics, which are dealt with below. Under normal circumstances, providing the show has run as intended, this review will not be unduly complex. Tutors could encourage learners to produce a simple, clear set of performance outcomes and a corresponding assessment of what worked well and what didn't and why (this could be in the form of a SWOT analysis). A PowerPoint presentation may lend itself to this approach.</p> <p>Useful resource:</p> <p>Organisation: Google Resource Title: PowerPoint SWOT analysis templates Website Link: https://www.google.co.uk/search?q=swot+analysis+example+powerpoint&sa=X&espv=2&biw=1600&bih=861&tbm=isch&tbo=u&source=univ&ved=0ahUKEwi1tjWsYbKAhXGtBoKHcWFDE0QsAQIGw&dpr=0.9 Description: Examples of templates which could be adapted to suit the purpose of the activity.</p>	1 hour	Unit 19 LO4 Unit 20 LO4 Unit 21 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Review aesthetic performance outcomes	<p>Tutors could give learners a degree of latitude when they review the aesthetics of the realised design used in performance. There are several possible ways to approach evidence. As well as the design notes made by learners in their portfolios, learners can participate in discussions, produce recorded video analysis, or write formal reports, essays and reviews that will enable them to highlight, analyse and evaluate the 'audience experience' within a design aesthetic context. Learners could carry out an audience survey, with questions specifically directed towards areas such as visual impact, atmosphere, and contribution to the overall communication of the artistic intention. Tutors could task learners with writing reviews of productions they have seen, perhaps focussing entirely on the set design. In this way, they will develop critical faculties which will be useful when considering their own designs.</p> <p>Useful resources:</p> <p>Organisation: BBC Resource Title: Writing about and evaluating theatre Website Link: http://www.bbc.co.uk/education/guides/zxs9xnb/revision Description: A guide to topic areas for inclusion in a theatre review. The set section contains helpful headings for consideration.</p> <p>Organisation: The Architectural Review Resource Title: A Streetcar Named Desire: Interview with Set Designer Magda Willi Website Link: http://www.architectural-review.com/rethink/a-streetcar-named-desire-interview-with-set-designer-magda-willi/8666672.fullarticle Description: Offers insight into a set designer's use of her background in architecture, research and artistic intentions.</p> 	1 hour	Unit 19 LO4 Unit 20 LO4 Unit 21 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Review health and safety practices	<p>Of paramount importance, a health and safety review is a critical part of real world professional practice and should be taken very seriously. However tutors decide to elicit feedback from learners relating to the health and safety practice adopted within the production process, the key elements of risk assessment, incident reporting procedures, electrical and mechanical safety and remedial measures taken must form the central tenets of any review. It is likely that the design applications platform may dovetail into safety reviews from other departments. If this is the case, it should be very clear which aspects relate specifically to the design specialism being studied. If the tutor decides to produce an overall production health and safety review template, it should contain a clearly relevant section for the set construction department and learners could be tasked with completing it.</p> <p>Useful resource: Organisation: Health and Safety Executive Resource Title: Safe design and build of production sets used for film, television and media productions Website Link: http://www.hse.gov.uk/pubns/etis19.pdf Description: The definitive guide to safety considerations with regard to set design and construction.</p> 	1.5 hours	Unit 19 LO4 Unit 20 LO4 Unit 21 LO4



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