

FACULTY OF PERFORMANCE KNOWLEDGE ORGANISER

YEAR GROUP : 6	SUBJECT: PRODUCTION	HALF TERM : SUMMER TERM 2	TOPIC EXPLORED: DESIGN PROJECT
KEY TERMINOLOGY	Stimulus	Something that gives you an idea or inspires your performance.It could be a picture, a song, a story, a news article, or even a word or emotion that helps start the creative process.	
	Creative	The ability to come up with new and original ideas. In a production class, it might refer to coming up with unique designs, concepts, or solutions for a project.	
	Production	The process of making something from start to finish. It could refer to creating a video, a play, a product, or even an event, from planning all the way to the final result.	
	Administrative	This is all about organising, planning, and managing things. In production, this includes tasks like scheduling, budgeting, and making sure everything runs smoothly.	
	Purpose	The reason why the performance is being made or shown.This could be to entertain, to teach something, to make people think, or to tell a story.	
	Target Audience	The specific group of people you're making something for. It's the group of people who will use or enjoy your product, like the viewers of a video, readers of a book, or customers of a new product.	
	Design Process	The steps taken to create something. It usually includes thinking up ideas, planning, sketching, testing, and improving before you create the final product.	
	Evaluation	To think about what worked well and what could be better.In performance, it means looking at a performance, rehearsal/design process, final designs and deciding what was effective and how it could be improved.	
LEARN 2 LEARN			
GRASP IT	QUIZ IT	MAP IT	STICK IT
<p>Learn - Cover - Write - Check</p> <p>The key terminology listed above.</p> <p>OTHER IDEAS</p> <p><b>TIME TRAVEL INSPIRATION HUNT:</b> CHOOSE A TIME PERIOD (PAST OR FUTURE) AND COLLECT 5 IMAGES THAT COULD ACT AS <i>STIMULI</i> FOR A DESIGN. ADD A CAPTION EXPLAINING WHAT IDEA EACH IMAGE GIVES YOU.</p> <p><b>DESIGN PROCESS POSTER:</b> CREATE A VISUAL GUIDE TO THE DESIGN PROCESS, SHOWING EACH STEP (STIMULUS → SKETCH → TEST → REFINE → EVALUATE) WITH EXAMPLES FROM YOUR WORK OR IMAGINATION.</p>	<p>At the end of the topic can you brain dump everything you have learnt, then look back at your learning log - did you write everything down?</p> <p>Other ideas</p> <p><b>Process Sorting Game:</b> Write each stage of the design process on slips of paper. Shuffle them, then try to put them back in the correct order.</p> <p><b>Design Word Bingo:</b> Create a bingo grid with keywords (stimulus, creative, evaluation, purpose, etc.). Tick them off as you spot them in your own or others’ design</p>	<p>Create a mind map using all the new skills and words you have learnt and why including these in your designs and written work will make it more effective.</p> <p>Other ideas</p> <p><b>Stimulus Web:</b> Start with one stimulus (e.g. “abandoned train station”) and branch off into different design ideas for set, lighting, sound, or costume.</p> <p><b>Audience Mood Map:</b> Create a colour-coded mood map showing how design choices (e.g.</p>	<p>Can you make links to how these skills are important in understanding how to make effective designs. How could you use the skills learnt when creating future production designs and within your written work?</p> <p>How can the skills learnt in this lesson help you across school e.g. Communication, team work, confidence building, listening etc</p> <p>OTHER IDEAS</p> <p><b>Design Showcase Slide:</b> Create a one-page visual showing your design (sketch or moodboard) and explain the <i>purpose</i> and <i>target audience</i> using keywords from the unit.</p> <p><b>Mini-Vlog or Written Reflection:</b> Summarise your final design. What went well? What would you do differently next time? Use “I evaluated that...” or “Next time I would improve...” as sentence starters.</p> <p><b>Creative Pitch Sheet:</b> Write a short paragraph pitching your idea to a director or teacher—why is your design original, suitable for its purpose, and effective for its target audience?</p>

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<p><b>TARGET AUDIENCE TRACKER:</b> WATCH A TRAILER OR CLIP OF A TIME TRAVEL-THEMED FILM. WHO IS THE TARGET AUDIENCE? NOTE THE DESIGN FEATURES THAT APPEAL TO THEM (E.G. MUSIC, COSTUMES, LIGHTING).</p>	<p>work.</p> <p><b>Flash Definition Cards:</b> Create mini flashcards for key terms—on one side write the word, on the other give a definition and a real example (e.g. “Evaluation: I would change the lighting colour because...”).</p>	<p>cold blue lighting, futuristic soundscape) would make the audience feel at different moments in your scene.</p> <p><b>Timeline of a Design:</b> Sketch a rough timeline showing how your idea developed across the project—from initial stimulus to final evaluated product.</p>	
<p><b>CURRICULUM FOR EXCELLENCE</b></p>	<p>Using a stimulus of your choice, can you research and create a design element suitable for your chosen stimulus. Think about the skills and responsibilities you would need to be successful in creating your design element. Think about your evaluation, what would you do differently this time?</p> <p>Join a production club!</p>		

