# FACULTY OF PERFORMANCE KNOWLEDGE ORGANISER

YEAR GROUP : 9	SUBJECT: PRODUCTION	HALF TERM : AUTUMN 1	TOPIC EXPLORED: INTRO TO PRODUCTION
KEY TERMINOLOGY	Lighting Designer	create and mana	eatre productions including dances and plays. They ge all aspects of <b>lighting</b> for a production. Throughout d design process, they must edit and develop this plan.
	Set/Prop Designer	films, on television involves working	ge of designing and creating the <b>sets</b> that appear in on programmes as well as in the theatre. The role and communicating with directors, producers, ers and other members of staff.
	Sound Designer	or live for a speci	sible for obtaining all <b>sound</b> effects, whether recorded fic production. They are also responsible for setting up ack equipment and must make sure the board operator ed.
	Costume Designer	-	costumes for films, stage productions and television. eate the character's outfits/costumes and balance the ure and solar etc.
	Makeup Designer	makeup will look, They decide what	er is someone who plans and creates how people's usually for plays, movies, TV shows, or photo shoots. It kind of makeup will help actors or models look like their work closely with directors and costume designers to make books just right.
	Moodboard	An arrangement	of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.
		LEARN 2 LEAR	RN
GRASP IT	QUIZ IT	MAP IT	STICK IT
Learn - Cover - Write - Check The key terminology listed above.	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?  OTHER IDEAS:	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.	Can you make links to how these skills are important and could be used when creating future production designs and within your written work?  How can the skills learnt in this lesson help you across school e.g. Communication, team work, confidence building, listening etc.
ONE PRODUCTION JOB ROLE AND CREATE A TOP TRUMPS-STYLE CARD: INCLUDE ROLE, KEY SKILLS, SALARY, WORKING HOURS, ETC.  WATCH & SPOT: WATCH A SCENE FROM A MUSICAL	<ul> <li>Quick-Fire Quiz: Create 10 multiple-choice questions for a friend/sibling on production roles (and include answers).</li> <li>Kahoot / Blooket Creator: Make your own quiz using terms like 'lighting</li> </ul>	Production Spidergram: Start with "Designing a Show" in the centre and draw branches to roles, then sub-branches to responsibilities and required skills.  Storyboard Sketch: Choose a simple scene (e.g. someone arriving home after a long trip) and sketch 4	OTHER IDEAS  Design Reflection Postcard: Write a postcard as if you were a designer on a show, describing what went well and what challenges you faced.  Mini Vlog (1 min): Record a short video explaining one role and why it interests you.  Compare & Reflect: Choose a professional job role and compare it to a school subject you study—what skills are shared? (e.g. Set designer and DT).

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OR FILM
(TEACHER-RECO
MMENDED LIST)
AND MAKE A LIST
OF ALL VISIBLE
PRODUCTION
DESIGN
ELEMENTS.

MINI
 MOODBOARD:
 USE MAGAZINE
 CUT-OUTS OR
 GOOGLE SLIDES
 TO MAKE A
 5-IMAGE
 MOODBOARD FOR
 A CHARACTER,
 SETTING, OR
 SCENE.

designer' and 'props'—bonus points for including distractor answers!

Emoji Quiz:
 Use emojis to represent a job role or production element and get someone at home to guess it.

Example:Example:Actor,Make-U

Lighting

boxes showing how lighting, sound, costume, and props help tell the story.

"What If?"
Flowchart: What if the lighting designer didn't turn up? Map out how it affects the rest of the team and final performance.

# CURRICULUM FOR EXCELLENCE

Watch age appropriate productions such as films, musicals and plays and look out for how the production elements work together to bring the production to life and help to tell the story. Ask your teacher for recommendations.

Join a production club at school!

#### OTHER IDEAS:

#### **Professional Production Pitch**

Create a mini pitch for a new theatre production, including a moodboard, sketch of set or costume, and a short explanation of how lighting, sound, or makeup would enhance the story and audience experience.

#### **Design Analysis Critique**

Watch a scene from a professional production (film, theatre, or musical) and write a 300-word critique focusing on how one design element (e.g. sound, lighting, costume) contributed to mood, meaning, and storytelling.

#### 'What If?' Scenario Response

Choose a production role and respond to a professional crisis (e.g. "The main prop has broken an hour before the show!"). Explain how you'd solve the issue creatively while maintaining the original design intention.

## **Behind-the-Scenes Research Project**

Research a famous West End or Broadway production and present a mini case study showing how designers (costume, lighting, sound, set) worked together to create the final result—include annotated images, quotes, and your personal evaluation.

