



Knowledge Organiser	Subject: Design and Technology	Topic: ROH Stage Design	Year: 3
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<u>Key Knowledge</u> <u>Technical knowledge I have already learnt about stage design.</u> Stage: This is the space where the actors perform. The stage provides a special area for everyone to watch the play or show. Props: These are the things that actors hold or use during a performance. For example, if a character in a play is a pirate, they might have a toy sword or a treasure chest as props! Why are Stage and Props Important? Stage and props help make a performance fun and interesting! Setting the Scene: The stage can look different depending on the story. For a fairy tale, the stage might have castles or trees, while a story about the sea might have boats and waves. This helps the audience know where the story takes place. Examples they should already know: Pantomime stage props Christmas play	<u>Key Learning</u> What is Stage Design? Stage design is like being an artist and a builder at the same time. It includes planning and creating everything you see on stage, such as: Backgrounds: These are the large pictures or settings behind the actors, like a castle for a fairytale or a park for a story about a picnic. Props: These are the items that actors use during the performance, like a toy sword, a book, or a flower. They help tell the story! Lighting: The way we use lights can change the mood. For example, bright lights can create a happy feeling, while dim lights can make things seem mysterious. Why is Stage Design Important? Stage design helps the audience understand where the story is happening and adds to the feelings of the story. Examples of Stage Design A Fairytale Play: If the story is about a princess in a castle, the stage might have wooden towers and colourful banners to make it look magical. A Jungle Adventure: For a play set in the jungle, you could design green leaf cut outs and use lots of plants to make it feel like you're really in a forest. A School Classroom: If the story happens in a school, you can design desks and a blackboard, along with books and stationery to show it's a learning place. What is ballet? https://youtu.be/9jTlJ6vzECc Mood Board: https://youtu.be/9jTlJ6vzECc Scale model: https://youtu.be/BXpW85N3lbl	<u>Disciplinary Skills</u> • Generate ideas through brainstorming and identify a purpose for their product. • Draw up a specification for their design. • Select appropriate materials, tools and techniques. • Use skills in using different tools and equipment safely and accurately. • Evaluate a product against the original design specification. <table border="1" data-bbox="1220 555 2141 1471"> <tr> <th colspan="3">Key Concepts</th></tr> <tr> <td>Design- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</td><td>Make- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</td><td>Evaluate – Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</td></tr> </table>	Key Concepts			Design- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Make- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Evaluate – Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.
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Key Vocabulary	
Stage	This is the space where the actors perform. The stage provides a special area for everyone to watch the play or show.
Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.
Props	These are the things that actors hold or use during a performance.
Lighting	Light is used to portray time, location, atmosphere, and mood.
Scale model	Scale, when we talk about models, architectural projects, or representations of spaces or objects in different sizes, is the relationship of proportion between the real dimension and the drawing that represents it.
Mood board	An arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.



Linking Thinking Across Our Learning Journey						
Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Once upon a time- Building structures	Playgrounds – Structures	Stable Structures - Structures	ROH Stage design – Structures	Light up signs- Constructing and Designing	Bridges- Structures	African instruments/ Fairgrounds- Constructing