



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: D&T – Mini Theatres

GROUP: 6

TERM: Summer term

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| <p>Vocabulary</p> <p>Puppetry Finishing Sustainability Innovative Impact Evaluate Prototype Appealing Design Performance Purpose Scenery Features Theatre Pattern Mechanism Stage Circuit Annotate Aesthetic Components Functional Product Review Technique</p> | <p>Skills</p> <p>Designing: Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. Start to understand how much products cost to make, their sustainability and impact beyond intended purpose. Use a range of drawing skills, discussion, prototypes and patterns to plan ideas. Explain how their product will appeal to the intended audience</p> <p>Making: Make step by step plans, collect suitable equipment and resources. Refine plans and suggest alternatives. Understand how mechanical systems such as cams/pulleys/gears create movement (curtains). Know how electrical circuits and components can be used to create functional products (lighting).</p> <p>Evaluating: Identify strengths and areas to develop in their product against their design specification. Consider the views of others to make improvements. Evaluate similar products to develop design ideas</p> | <p>What we already know</p> <ul style="list-style-type: none"> • Each year group will have had experience with researching, evaluating and designing products from scratch • Measuring skills are developed across the school within the maths curriculum • Younger children have designed products using levers, cogs and gears • Year 4 have created and tested basic electrical circuits in their electricity unit in Science • Year 4 have created and strengthened structures in their Ancient Greece unit |
| <p>Other/Cross Curricular Links with English/Maths/</p> <p>Maths- measures, Art- accurate drawing/design ideas English: Speaking/listening- performance Science: electric circuits</p> <p>Adaptation for SEND: Tick box evaluations, adult support for cutting, peer support for whole task (mixed ability groupings)</p> | <p>Application/ Outcomes</p> <p>Use some real video clips of different types of puppet shows. Eg The Lonely Goatherd puppet theatre scene from 'The sound of Music. Give brief written evaluations of ads/disads</p> <p>The children are going to design and make mini theatres with changeable scenery, moving curtains and lighting</p> <p>The children will work in small groups for this unit. Watch video clips of how to make a mini theatre</p> <p>On paper, decide on theatre design. Make detailed diagrams to show how curtains will move (cams, gears and pulleys), how scenery can be changed and a simple electric circuit to give lighting. Puppet design will come later. Children must choose suitable materials for each part. Making will involve joining parts, some sewing and strengthening structures. At each stage of making, children may need to modify E.g. size of curtains and scenery backdrop sheets. Review electrical circuits for lighting a bulb.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Know that research is an essential aspect of product design • Understand that products have to be fit for purpose • Understand that it will probably be necessary to modify designs to improve them • Understand that there is a cost involved in making products and that this should not exceed the value of the final product • Be able to work to a budget and be resourceful when materials are limited • Understand that the product in this case needs to be aesthetically pleasing and performance must suit the intended audience • Understand that products need to be sustainable in terms of longevity and environmental impact • Understand the importance of health and safety – working safely with scissors |