



Medium Term Unit Planning

Topic Name: - Lights, Camera, Action	
Learning outcome: The children will be part of the topic to create a successful end of year production of the chosen show. They will experience being on stage and gain an understanding of the other roles needed to produce a production, such as props, lighting etc.	
Hook – Auditions for the end of Year show!	Topic Showcase (e.g. display, museum, performance, presentation) Y6 end of year production
Oracy: Speaking clearly and confidently in front of an audience.	Key Vocabulary: Light, light source, names of light sources, dark, reflect, reflective, mirror, shadow, block, absorb, direct/ direction, transparent, opaque, translucent, straight, rainbow, colours, Convex, concave, plane, reflection, ray, straight, bent, focal point, refraction
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Production Script Playscripts	
Citizenship/Community Opportunities: (Focus – change in attitude/increase knowledge and awareness/make a difference) Working as a team to produce the end of year production; challenging themselves to take on a new/different role;	
Experiences/Visits/Visitors Putting on a production staged at a local theatre!	
Main Subjects covered: Music, P.E., Science	



Medium Term Unit Planning

Subject 1 Threshold concepts

Music - perform

Subject 2 Threshold Concepts

P.E. – Dance- Develop practical skills in order to participate, compete and lead a healthy lifestyle.

Subject 3 Threshold Concepts

Science – Investigate light and seeing

Notes:

The lesson content for Music and Dance will vary each year depending on the Production chosen, however the milestones detailed will be covered.

MUSIC

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Learning	Perform	Sing or play from memory with confidence	
2. Awareness of others	Perform	Perform solos or as part of an ensemble	
3. Expression	Perform	Sing or play expressively and in tune.	



Medium Term Unit Planning

4. Rounds	Perform	Hold a part within a round.	
5. Accuracy	Perform	Sing a harmony part confidently and accurately.	
6. Control and skill	Perform	Perform with controlled breathing (voice) and skilful playing (instrument).	
DANCE			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1 Compose	Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Compose creative and imaginative dance sequences.	
2 Create	Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Perform and create complex sequences.	
3 Precise	Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Perform expressively and hold a precise and strong body posture.	



Medium Term Unit Planning

4 Perform	Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	
SCIENCE (Hamilton – Theatre lighting technicians)			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
Shadow puppets: angles, shape, definition	Investigate light and seeing Work Scientifically	Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.	Plan & carry out an investigation into shadow size & shape, and the angle of the light source Create diagrams that show how shadows change when the angle of the light source changes Be able to explain why shadows may have 'shades' in them and suggest further investigations
Shadow puppets: colour and texture	Investigate light and seeing Work Scientifically	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Investigate and explain through instructions how colour and texture are created in shadows. Modify a shadow 'puppet' to create specified colour and texture effects. Suggest a further investigation into the impact of coloured lights in combination with coloured acetate shadows.



Medium Term Unit Planning

Lighting effects: colour	Investigate light and seeing Work Scientifically	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Explain how the colour we see is the result of specific 'parts' of light being reflected. Split white light into a rainbow spectrum using bubbles and water. Investigate the effect of coloured light on the colour of objects
Lighting effects: reflecting light	Investigate light and seeing Work Scientifically	Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Investigate the effectiveness of various reflective surfaces. Draw and note angles of incidence and reflection. Know that the angle of incidence is equal to the angle of reflection when predicting beam journeys and drawing scientific diagrams.
Lighting effects: illusions with mirrors	Investigate light and seeing Work Scientifically	Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Investigate convex, concave and plane mirrors, noting the effects. Create diagrams to show the effect of convex, concave and plane mirrors. Know that when light is slowed down it bends.
Theatrical interviews	Investigate light and seeing Work Scientifically	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or	Complete a series of challenges that apply their knowledge and understanding of the nature of light.



Medium Term Unit Planning

		<p>reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Demonstrate a 'working scientifically' approach to problem solving. Review information on light, offering opinion and ideas as well as asking scientific questions.</p>
--	--	---	--