

Unit 87: Puppet Design

Unit code:	D/502/5667
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' knowledge of the potential of puppets in performance. Learners will be able to design puppets for performance.

● Unit introduction

The use of puppets in the history of the performing arts has a long and honourable history that spans cultures and millennia. Puppets have been used for pure entertainment as well as ritual, symbolism and religion. Puppets come in a variety of sizes and types from the humble finger puppet to giant structures that are worn on actor's backs. Puppets can be simple, crude, elaborate or sophisticated; operated by a finger or by a team of people. They have the potential to feed the imagination in a way that the human actor cannot. The puppet might reflect human reality but often puppets are used to excite the imagination in a world of creative and inventive possibilities.

This unit requires learners to investigate different puppet types, by researching the puppet in contemporary performance across cultures and in history. Learners will explore plays and stories that can be transformed to incorporate the use of puppets. Puppets can act with their peers or perform alongside human performers.

In this unit learners will develop knowledge of different types of puppets and a consideration of how they may be used in performance. Learners will then apply their understanding to the design of a puppet; this will include some possible construction materials. The final designs will be presented. Learners will design for characters analysed from text or devised material.

This unit provides links with a range of other units for learners following both performance and technical pathways and has direct links with *Production Arts Planning*, *Puppet Construction*, *Design Drawing Development* and *Design Materials and Process*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know performance opportunities for puppets
- 2 Know about different types of puppet
- 3 Be able to develop puppet design ideas
- 4 Be able to communicate puppet design ideas.

Unit content

1 Know performance opportunities for puppets

Opportunities: source material eg plays, stories, myths, legends, devised material, formal presentation, street theatre, carnival, children's parties, circus, variety, dance

Exploration of character: generation and development of ideas and concepts; sketchbook and design sheets

2 Know about different types of puppet

Research: historic eg Punch and Judy, Burmese shadow puppets; ethnic eg Burmese shadow puppets; contemporary eg Julie Taymor, Fluck and Law

Types of puppet: eg hand, rod, string puppets, shadow puppets, marionettes, humanettes, mouth and soft mouth puppets, UV and black theatre, tight joint animation puppets

Puppets from different cultures: eg Indian, Chinese, Japanese, Burmese, Javanese, Native American, Indigenous Australian, European

Collate research: eg sketchbook, notebook, photographs, photocopies, drawings, diagrams, text

3 Be able to develop puppet design ideas

Ideas: character eg from source material, personification, satirical, the use of shape, colour, operation of the puppet type for performance,

Purpose: eg play, carnival, street theatre, circus, variety, children's party, puppet operation

Construction: materials; construction methods; durability; size; operation

4 Be able to communicate puppet design ideas

Final design ideas: visual appearance; purpose; construction methods

Presentation: eg sketchbook, drawings, samples, CAD, PowerPoint, materials, fabrics, the potential use of the puppet in performance

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the performance opportunities for the use of puppets [IE]	M1 explain the performance opportunities for the use of puppets	D1 offer a critical evaluation of the performance opportunities for the use of puppets
P2 describe the construction and use of different puppet types [IE]	M2 explain with detail the construction and use of different puppet types	D2 offer a fully detailed evaluation of the construction and use of different puppet types
P3 generate design ideas related to research and character analysis [CT]	M3 generate considered and creative design ideas related to research and character analysis	D3 generate fully detailed and wholly effective design ideas that are closely related to research and character
P4 present designs which incorporate ideas on the puppet type, operation, effect and character communication. [CT]	M4 present considered design ideas incorporating detailed information on puppet type, operation, effect and character communication.	D4 present fully considered design ideas that incorporate fully informed details of the puppet type, operation, effect and character communication.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

The introduction to this unit will explore the process of puppet design. Learners will be introduced to different types of puppets; this will include reference to puppets used for performance and those used for ritual, this will also include historic and contemporary puppets. It would be beneficial for learners to see and operate a range of different puppet types. Learners will consider and comment on how the puppet is used to communicate character and status. Learners will consider how different puppet design approaches and construction techniques impact on performance opportunities. If it is not possible to access the different puppets, then the use of images, videos and illustrations are recommended. Learners will also explore the potential performance opportunities for puppets through the exploration of texts, physical theatre, music and dance performances.

Through this unit learners will be able to identify and apply design approaches through a series of research and development tasks; learners will use evaluation and reflection to assess the effectiveness of their preliminary designs; they will use this feedback to generate the final puppet design. Designers need to be able to communicate their design ideas convincingly; learners will be shown examples of puppet design communication materials and will identify what a puppet designer can communicate and how to communicate the full detail of the designs. Learners will develop design communication skills, through a series of workshops, they will then devise and complete puppet design communication materials. The importance of health and safety is implicit in design production work. Learners must consistently demonstrate an understanding of how good health and safety practice must be applied to puppet design.

For learning outcome 1 learners will research the performance opportunities for the use of puppets in performance. Under the tutor's guidance learners will explore different performance opportunities and contexts in which a puppet may be used convincingly and appropriately. The tutor will use recorded and, if possible, live examples of the different uses of puppets. Research work will also explore how a puppet can be designed to communicate character. Learners will record their response to the research and show the development of potential ideas in their notes and sketches.

For learning outcome 2 learners will investigate different puppet types; again it is important to explore as wide a range of examples as possible. Learners will investigate the design of the different puppet types exploring the puppets expression of character, how the puppet operation affects the design of the puppet and the effectiveness of the construction materials. It is important that learners also make an assessment of the usability of the final puppet and its effectiveness and suitability for performance. Learners will collate their research notes and keep an account of the development of their ideas.

For learning outcome 3 learners will refer to their puppet design research work. Learners will research and design a puppet in response to a stimulus; this may be chosen by learners or given by the tutor. The performance intentions for the puppet must be clearly established by learners at the beginning of the design process; the potentials and limitations for the puppet design must be considered and adhered to. It is important that learners keep an account that details their experience of the research, the development of the design ideas and their experience of the design process. Learners will show their understanding of the construction materials and the performance intentions in the design of the puppet and the account of the process. Learners may demonstrate the process through a journal, or a video diary. Formative interim assessment points will also provide evidence for assessment. The tutor will also provide witness statements and comment on the final design

For learning outcome 4 learners will demonstrate the ability to communicate puppet design ideas. Learners will use appropriate formats and conventions to promote the final design ideas. The final designs will show an understanding of the character and of the operational potential of the puppet. The designs will also communicate the detail of construction methods and materials. Learners will present their ideas in an acceptable form that bears industrial relevance, this may include sketchbooks, drawings, maquettes and CAD designs. Learners will also be expected to be able to discuss and justify their design ideas.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the structure of the programme, tutor-led whole class. Assignment introduction.
Assignment 1: Talk to the Hand – P1, M1, D1, P2, M2, D2 Learners are introduced to different puppet types, plenty of time should be allowed. As many examples of puppets as possible should be introduced. Learners should be introduced to the use of puppets in performance and in ritual. It is important that the learners understand the breadth of the use of puppets. Assessment for this should have interim assessment points. This will include the study of: <ul style="list-style-type: none">• different puppets types in performance• the use of eastern puppets in ritual and culture• African puppets as used in ritual• the use of puppets in western performance• the use of puppets in television and film• different puppet types• the examination of possible scripts for puppet performance.
Assignment 2: Know the Ropes I – P3, M3, D3 Learners are taught the principles of puppet design. Learners are taught how to carry out research to inform and develop design ideas. Learners are taught and practise how to carry out a character analysis. Learners then apply the above approaches to the design of a puppet. Learners are guided through the process very closely by their tutor; as part of this process learners will complete a puppet design.
Assignment 3: Know the Ropes II – P3, M3, D3 Learners repeat the puppet design process as practiced in the previous assignment. Learners repeat all of the above approaches to the design of a puppet. Learners work independently to achieve the final designs.
Assignment 4: First Night – P3, M3, D3, P4, M4, D4 Learners will learn about presenting creative design ideas. Learners will prepare for a presentation of their design ideas. Learners will present their design ideas.

Assessment

Evidence for assessment will demonstrate learners' understanding of how to research and develop puppet design ideas, the factors that must be considered when designing puppets for performance and an understanding of puppet construction methods. Learners will be able to evidence their research; this will include research plans, research findings and their responses to the research findings. Learners may show their response to the research findings in a presentation, written illustrated account, scrapbook, viva, annotated notes and sketches. Learners may use drawings or make maquettes to demonstrate their understanding of the possible puppet construction methods. Learners will evidence all stages of the design process including research into text, research into similar performances, design development sketches, and a consideration of materials selection. Learners' account of the process will show how they use their knowledge, reflection, interim assessment and peer feedback to develop the final puppet designs. Presentation of the final designs will be evidenced through the final design drawings and the learner's presentation. Learners may also choose to use maquettes to explain construction methods. The importance of health and safety is implicit and must be emphasised throughout this unit; therefore description of, and reflection on health and safety should be integral to all work produced for this unit. Good health and safety practice can also be recorded to support assessment sessions by peer observation or witness statements.

To achieve learning outcome 1, learners will show that they have researched and developed an understanding of the possible performance situations in which puppets are used. Research will include the examination of live or recorded performances that use and integrate puppets. Research will also include an exploration of texts that may be suitable for the use of puppets. Learners may evidence their response to the research findings in a presentation, written illustrated account, viva, annotated notes and sketches.

To achieve learning outcome 2, learners will show that they have developed an understanding of different puppet types and explored possible puppet construction methods. Evidence for research will include responses to the examination of live or recorded performances that have used and integrated puppets. Research will also show learners have explored different puppet types and have an understanding of their purpose in both performance and ritual. Learners will demonstrate an understanding of construction techniques for different puppet types and show that they understand the performance situations in which they are used. Learners may evidence their response to the research findings in a presentation, written illustrated account, viva, annotated notes, scrapbook and sketches.

To achieve learning outcome 3, learners' work will show that they have researched the stimulus and that they have used their research findings to influence the development of their puppet design. Learners' consideration of their puppet character will be evidenced in a character analysis; this may be in the form of notes and sketches. Learners' account of the design process will show the development of design ideas and make links to the development of the expression of the puppet's character in the design. Learners may evidence this development in a journal, a video diary, sketches, photographs peer feedback and 1:1 interim assessments

Work for learning outcome 4, will be evidenced in learners' presentation of their designs; this will include the final design sketches. The sketches should communicate the puppet character and construction methods. Learners' presentation of the design ideas will describe how the puppet design will communicate the designer's intentions; it will also communicate how the puppet operates and will be used in performance. Evidence to support assessment can be gathered through peer feedback and questionnaires; it will also be informed by tutor observation.

To achieve P1 learners will demonstrate that they are able to describe the different performance opportunities for the use of puppets. Learners' research will show an understanding of how the puppets have been used in performances that they have investigated. Research findings will show a grasp of how to select a suitable text for puppet performance. Learners' evidence for assessment such as the presentation, or written account, will contain some basic but relevant descriptive observations and will include useful images. Learners will be able to show an understanding of the use of puppets in performance in their viva.

To achieve M1 learners will demonstrate that they are able to explain the different performance opportunities for the use of puppets in detail. Learners' research will show an informed understanding of how the puppets have been used in performances that they have investigated. Research findings will explain with some detail how to select a suitable text for puppet performance. Learners' evidence for assessment such as the presentation, or written account, will contain some informed and detailed observations and will include suitable images. Learners will be able to show an informed understanding of the use of puppets in performance in their viva.

To achieve D1 learners will demonstrate that they are able to evaluate critically the different performance opportunities for the use of puppets in informed detail. Learners' research will show a well informed critical discussion which explores how the puppets have been used in the performances that they have investigated; learners will be able to support their opinion with appropriate examples. Research will be thorough and the findings will explain in full detail how to select a suitable text for puppet performance. Learners' evidence for assessment such as the presentation, or written account, will be fully informed and accurately detailed observations and will include wholly suitable images. Learners will be able to show a fully informed understanding of the use of puppets in performance in their viva.

To achieve P2 learners will demonstrate that they are able to recognise and describe the different puppet types. Learners' response to research findings will show an understanding of how puppet construction methods are applied in the creation of the different puppet types. Learners' evidence for assessment such as the presentation, or written account will contain some basic but relevant descriptive observations and will include useful images, learners will be able to show an understanding of the different puppet types and their construction methods in the discussion of their work.

To achieve M2 learners will demonstrate that they are able to explain the different puppet types and their construction methods. Learners' response to research findings will show a detailed understanding of how puppet construction methods are applied in the creation of the different puppet types. Learners' evidence for assessment such as the presentation, or written account will contain some relevant descriptive explanations and will include some appropriate images, learners will be able to show an informed understanding of the different puppet types and their construction methods in the discussion of their work.

To achieve D2 learners will demonstrate that they are able to recognise and describe and present a fully detailed evaluation of the different puppet types and their construction methods. Learners will make a detailed response to research findings which will show a thorough and well informed understanding of how puppet construction methods are applied in the creation of the different puppet types. Learners' evidence for assessment such as the presentation, or written account will contain fully detailed relevant descriptive evaluations of their findings and will include some well chosen and wholly appropriate images, learners will be able to show a detailed understanding of the different puppet types and their construction methods in the discussion of their work.

To achieve P3 learners will demonstrate that they are able to use their research to inform the development of their puppet designs; there will be some evidence that the research findings have been used to inform the final design. Learners will demonstrate that they understand how to generate puppet design ideas for a specific puppet type; this may be recorded in a journal. Learners will show some engagement with the design process, they will be able to select and plan a puppet construction method that is suitable for their chosen puppet type. Pass learners will produce some research notes, developmental drawings and plans. The final puppet design will communicate a puppet design that has potential. Pass learners will be able to discuss their engagement and fulfilment of the suitability of their final design showing some understanding of the skills that they are demonstrating.

To achieve M3 learners will demonstrate that they are able to use capable research to inform the effective development of their puppet designs; there will be evidence that the research findings have been thoughtfully used to inform the final design. Learners will demonstrate a competent understanding of how to generate considered puppet designs for a specific puppet type. Learners will show that they are able to plan and apply some relevant research activities that they use to inform the development of their puppet designs. They will demonstrate that they understand how to generate suitable puppet design ideas for a specific puppet type. Learners' reflection will show some informed understanding and draw some suitable conclusions. Learners will show an engagement with the design process, they will be able to select and plan a puppet construction method that is suitable for their chosen puppet type. Merit learners will produce some detailed research notes, developmental drawings that are informative in places and mostly workable plans. The final puppet design will communicate a suitable puppet design. Merit learners will be able to confidently discuss their engagement and fulfilment of the suitability of their final design using appropriate terminology showing a considered understanding of the skills that they are demonstrating.

To achieve D3 learners will demonstrate that they are able to plan and use effective research processes to inform the wholly effective development of their puppet designs. Learners will demonstrate a sensitive and masterful generation of considered puppet designs for a specific puppet type. Learners will demonstrate that they understand how to generate wholly suitable puppet designs. Learners' reflection on this process will show a fully informed understanding of the process and the outcome in addition they will draw some sophisticated conclusions. Learners will show a full engagement with the design process, they will be able to select and plan a puppet construction method that is suitable for their chosen puppet type. Distinction learners will produce some detailed research notes, developmental drawings that are informative in places and mostly workable plans. The final puppet design will communicate a suitable puppet design. Merit learners will be able to confidently discuss their engagement and fulfilment of their final design using appropriate terminology showing and showing a fully informed understanding of the skills that they are demonstrating.

To achieve P4 learners will demonstrate simple design presentation skills. The presentation may comprise some simple notes and sketches and drawings which detail some design ideas, but they will be incomplete, lacking full information and incomplete in places. Learners will be able to communicate the underlying themes behind the design but the presentation will be hesitant and lack convincing clarity. The presentation of the design ideas will offer a straight forward interpretation of how the puppet designs communicate the designer's intentions; there will be some communication of construction and operation. Witness statements and peer observations will state that learners communicated the general themes, influences and intentions of their puppet design.

To achieve M4 learners will demonstrate some competent design presentation skills. The presentation may comprise some competent notes, sketches and drawings which are considered and can effectively communicate some interesting and promising design ideas. They will use appropriate formats to good effect. The presentation will be engaging and the learner will successfully communicate the underlying influences and themes that have informed the development of the final design. The presentation of the design ideas will offer an informed and convincing interpretation of how the puppet designs communicate the designer's intentions; the presentation will offer some informed guidance that communicates the designers intentions for construction and operation. Witness statements and peer observations will state that learners successfully communicated the design intentions in some convincing detail, the audience will understand the themes influences and intentions of their puppet design.

To achieve D4 learners will demonstrate wholly effective design presentation skills. The presentation may comprise some fully considered and well developed notes, sketches and drawings which successfully communicate exciting, and fully justified design ideas. They will use wholly appropriate formats. The innovative presentation will be wholly engaging and learners will successfully communicate the depth and underlying influences and themes that have informed the development of the final design. The presentation of the design ideas will offer a fully considered and wholly convincing interpretation of how the puppet designs communicate the designer's intentions; the presentation will offer fully considered and wholly informed guidance that communicates the full detail of the designers intentions for construction and operation. Witness statements and peer observations will state that they enjoyed the presentation and that learners successfully communicated the breadth and depth of the design intentions in some fully convincing detail, the audience will have a detailed understanding and the themes influences and intentions of their puppet design.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1, P2, M2, D2	Talk to the Hand	Learners are introduced to different puppet types and the context in which those puppets perform. This will include an exploration of stimuli for the different performances. Learners will then be given research tasks to be completed in pairs, the findings of the research tasks will be fed back to the rest of the group through learner presentations. Finally learners will select three puppet performances and answer a short question paper to demonstrate their understanding.	Assessment will be informed by: <ul style="list-style-type: none"> • learner response to research tasks • learner presentations • learners research tasks • learner response to question paper, completed individually in class.

Criteria covered	Assignment title	Scenario	Assessment method
P3, M3, D3	Know the Ropes I and II	<p>Learners are introduced to the principles of puppet design in this short introductory assignment.</p> <p>Learners are taught and practise how to carry out a character analysis, and to plan and carry out a programme of design research to develop puppet design ideas.</p> <p>Learners are shown how to apply the above approaches to the design of a puppet. Learners are guided through the process by their tutor. As part of this process learners will complete a puppet design.</p>	<p>Assessment will be informed by:</p> <ul style="list-style-type: none"> • learners research findings • puppet character analysis • design development ideas and final puppet design ideas. • design plan. <p>This assignment will target the pass grading criteria as learners are introduced to the puppet design process</p>
P3, M3, D3, P4, M4, D4	First Night	<p>Learners complete the challenges and tasks of the last assignment, This time, learners are responsible for the management of the project. This will include research, planning, ideas development and the final puppet design.</p> <p>Learners will communicate their design ideas in the notes sketches and puppet design forums.</p>	<p>This assignment repeats the tasks of the last assignment; this assignment targets the pass, merit and distinction grading criteria. Learners will present all paperwork produced during the design process. Tutors will complete an interim assessment to help learners to focus their work and to develop their ideas.</p>

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Exploring Design Skills for the Performing Arts	Performing Arts Production Process	Production for Theatre Performance
	Design for Performance	Stage Design for Performance
		Puppet Construction

This unit also has links with the following National Occupational Standards:

Technical Theatre

- CPD1 – Improving your skills
- CPD2b – Ensure that you and your team keep up to date with the technical and production areas of the live arts
- TP2.5a – Contribute to the interpretation of designs for sets or props
- TP2.5b – Interpreting designs for sets or props
- TP3.4b – Planning props requirements for a production
- TP4a – Provide design information to enable drawings to be produced.

Essential resources

All workshop spaces must be suitably equipped with appropriate tools that will enable the planning and realisation of puppet designs, this will require a dry design space where the learner can draw and develop design ideas. Learners need workshop access to suitable reference materials; this includes books journals and magazines and computers with internet access. Learners will need appropriate storage space. The workshop must meet current health and safety guidelines and offer suitable lighting and ventilation. Learners will require access to a range of design planning and making materials; this should include access to painting and drawing materials and card for experimentation with possible construction methods. Learners will need a suitable room in which to present their final designs; this space should have IT presentation resources.

Employer engagement and vocational contexts

Watching and evaluating puppet performances can inform and support learner research work. This can be achieved through theatre visits or through inviting a touring puppet theatre company to the centre. Centres should work to develop links with any local theatre and puppet companies, professionals or receiving houses. Puppetry is specialised and some locations may not have local access to puppet theatres; in this instance a trip to the larger city-based museums are recommend.

Skillset, the Sector Skills Council for the audio-visual industries has a section of their website dedicated to careers, www.skillset.org/careers.

Indicative reading for learners

Textbooks

The reading for this unit will relate to the individual skills being demonstrated and the material being explored for performance. Reference to the indicative reading lists for specialist units will therefore be advisable. The following is a list of books which may have general as well as specific applications.

Bell J (editor) – *Puppets, Masks and Performing Objects* (MIT Press, 2001) ISBN 9780262522939

Currell D – *An Introduction to Puppets and Puppet Making* (Apple Press, 1992) ISBN 9781850764014

Currell D – *Puppets and Puppet Theatre* (Crowood Press, 1999) ISBN 9781861261359

Hodges D – *Marionettes and String Puppets: Collector's Reference Guide* (Krause, 2000)
ISBN 9780930625948

Peattie S – *The Puppeteers' Cooperative: 68 Ways To Make Really Big Puppets* (Dasilva Puppet Books, 2000)
ASIN B0006RQTUC

Simon R and Estrin M – *Rehearsing With Gods: Photographs and Essays on the Bread and Puppet Theatre*
(Chelsea Green, 2004) ISBN 9781931498197

Singer N F – *Burmese Puppets* (OUP Australia and New Zealand, 1993) ISBN 9780195885897

Tribble K (editor) – *Marionette Theatre of the Symbolist Era* (Mellen Press, 2003) ISBN 9780773469648

Young S – *Shakespeare Manipulated: Use of Dramatic Works of Shakespeare in Teatro Di Figura in Italy*
(Fairleigh Dickinson University Press, 1996) ISBN 9780838635780

Journals

Entertainment design

The Stage and Television Today

Websites

www.costumegallery.com

The Costume Gallery

www.costumepage.org

The Costume Page

www.costumes.org

The Costumer's Manifesto

www.puppetmuseum.com

The Olde Worlde Puppet Theatre

www.sagecraft.com/puppetry

The Puppetry Home Page

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	researching and describing the performance opportunities for the use of puppets researching and describing the construction and use of different puppet types
Creative thinkers	generating puppet design ideas related to research and character
Reflective learners	reflecting on process and research to develop design ideas
Self-managers	managing the puppet design process planning and presenting the puppet design ideas
Effective participators	planning and presenting the puppet design ideas.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using IT planning package to complete puppet design presentation
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	preparing marketing and box office materials
Present information in ways that are fit for purpose and audience	designing production planning materials
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in team production planning meetings and managing the production management process
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching production roles.