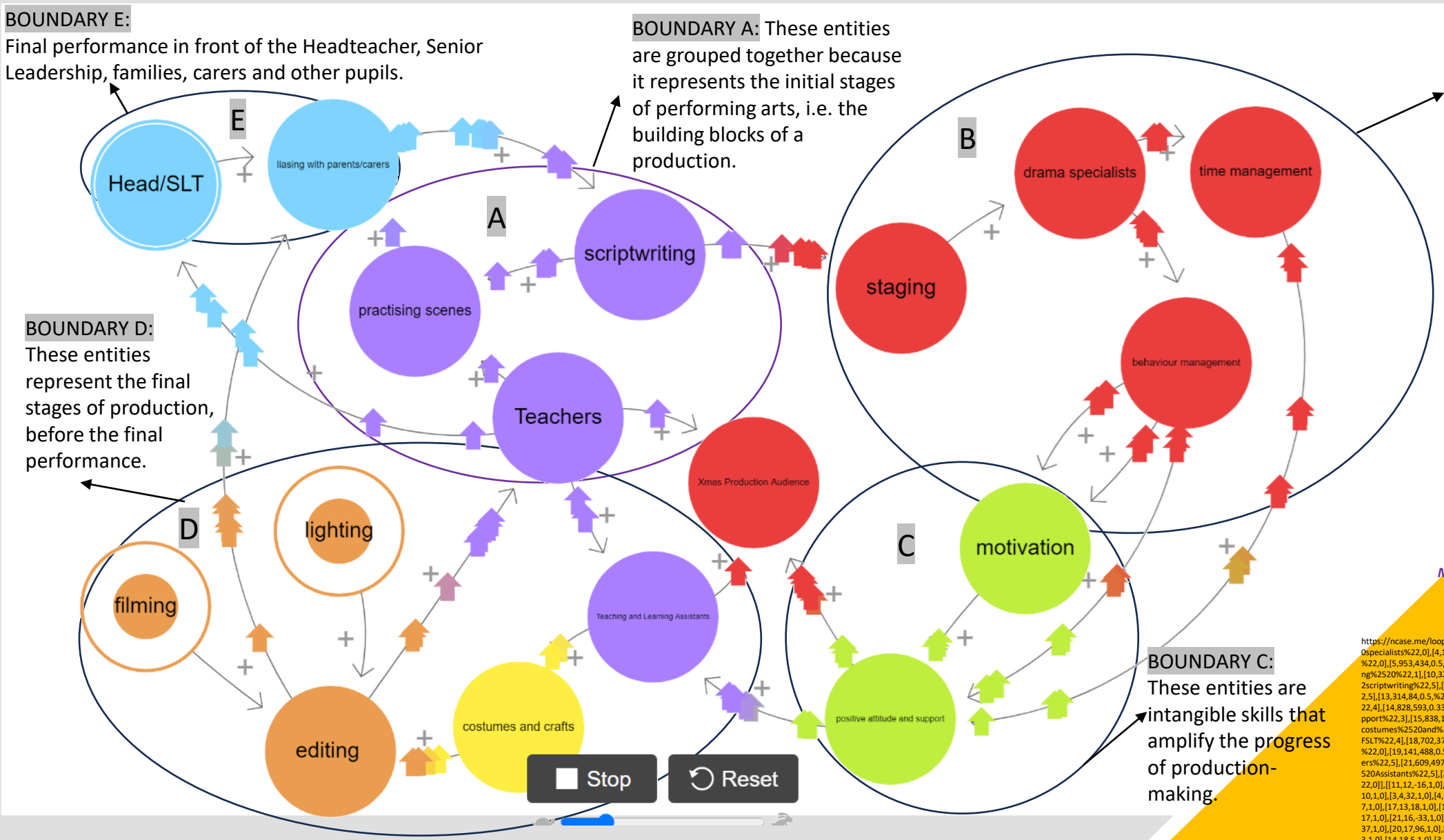
Systems Diagram showing the reinforcing loop between entities concerning a school's Christmas Production

BOUNDARY E:
Final performance in front of the Headteacher, Senior Leadership, families, carers and other pupils.

BOUNDARY A: These entities are grouped together because it represents the initial stages of performing arts, i.e. the building blocks of a production.

BOUNDARY B:
I have grouped these entities together as they represent physical and specialist skills required for performance-making, especially maintaining the acting from children.

BOUNDARY D:
These entities represent the final stages of production, before the final performance.



BOUNDARY C:
These entities are intangible skills that amplify the progress of production-making.

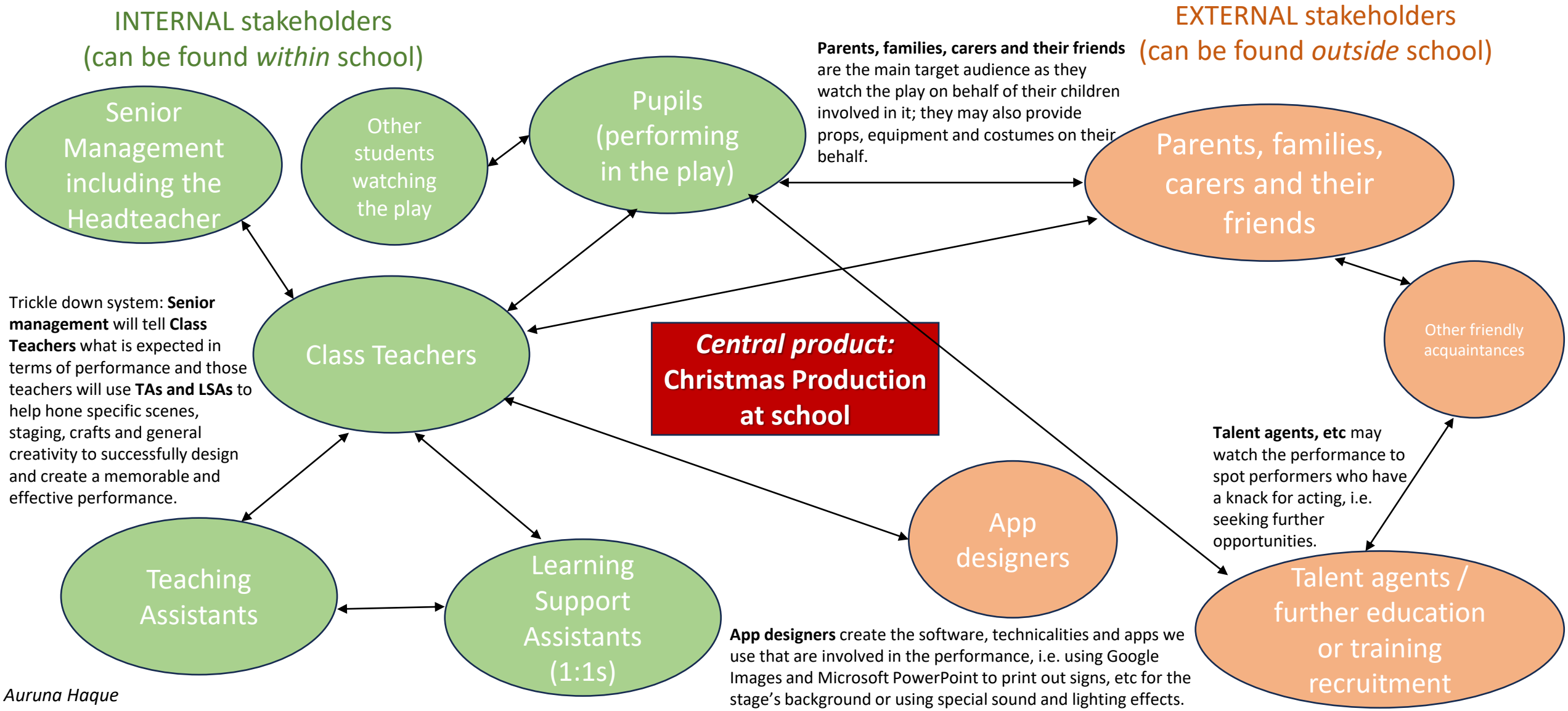
My Loopy URL of this Systems Diagram:
→Press Start then the top arrow of Teachers

https://ncase.me/loopy/v1.1/?data=[[[3,1003,92,0.5,%22drama%2520specialists%22,0],[4,1101,263,0.5,%22behaviour%2520management%22,0],[5,953,434,0.5,%22motivation%22,3],[7,312,621,0.33,%22editing%2520%22,1],[10,320,418,0.5,%22lighting%22,1],[11,597,163,1,%22scriptwriting%22,5],[12,390,219,0.83,%22practising%2520scenes%22,5],[13,314,84,0.5,%22liasing%2520with%2520parents%252Fcarers%22,4],[14,828,593,0.33,%22positive%2520attitude%2520and%2520support%22,3],[15,838,194,0.5,%22staging%22,0],[16,485,601,0.33,%22costumes%2520and%2520crafts%22,2],[17,151,99,0.5,%22Head%252FSLT%22,4],[18,702,376,1,%22Xmas%2520Production%2520Audience%22,0],[19,141,488,0.5,%22filming%22,1],[20,522,316,0.33,%22Teachers%22,5],[21,609,497,0.33,%22Teaching%2520and%2520Learning%2520Assistants%22,5],[22,1165,87,0.33,%22time%2520management%22,0]],[[11,12,-16,1,0],[11,15,23,1,0],[4,5,20,1,0],[5,14,-10,1,0],[3,4,32,1,0],[4,5,-42,1,0],[10,7,28,1,0],[19,7,-7,1,0],[17,13,18,1,0],[12,13,-19,1,0],[20,12,-2,1,0],[20,21,-17,1,0],[21,16,-33,1,0],[20,18,35,1,0],[21,18,-37,1,0],[20,17,96,1,0],[7,13,100,1,0],[7,20,-3,1,0],[14,18,5,1,0],[3,22,36,1,0],[22,14,188,1,0],[13,11,70,1,0],[15,3,16,1,0],[4,14,78,1,0],[14,21,40,1,0],[16,7,18,1,0]],[],23%5D

Auruna Haque

Stakeholder map of a school's Christmas Production

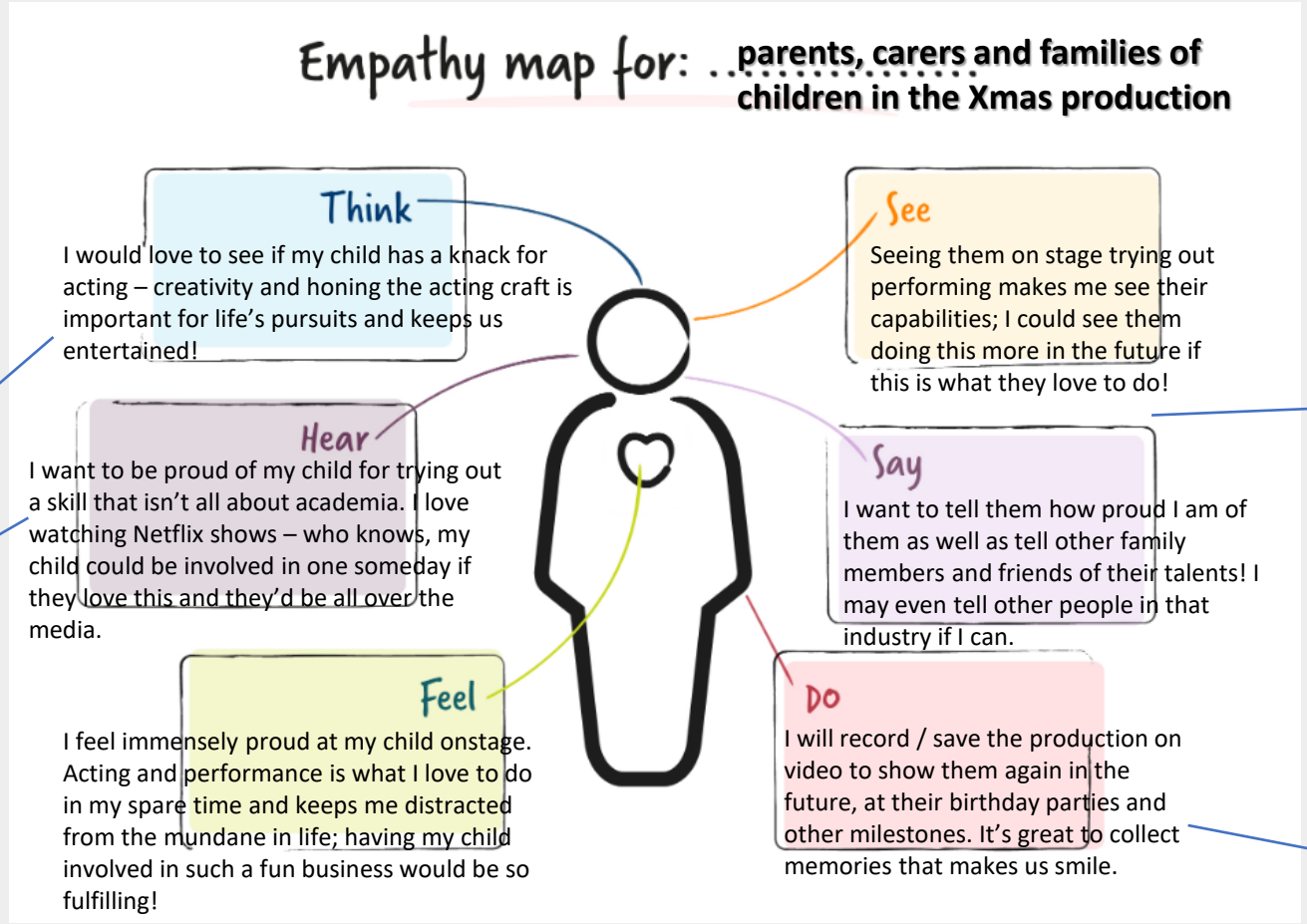
"A key step to undertaking stakeholder research is to develop a stakeholder map. A stakeholder map identifies the central artefact (such as a product or process or other system) and then represents all the key stakeholders and their interactions with the artefact and with each other (with respect to the artefact)."



Auruna Haque

Using diagrammatic visual thinking, **like systems, stakeholder and empathy maps** shows the overlap between **visual thinking and systems thinking**, which ultimately views problem solving in a holistic sense – **design thinking.**

"Making the strange familiar and the familiar strange" - Samuel Taylor Coleridge



What families and carers may have seen on social media, streaming services and other forms of media may impact how they view performance

What they say about acting (in a positive or negative way) may impact what their child does with performance skills in the future, i.e. wanting to pursue it as a career or just keeping it as a hobby

Their physical presence at the performance shows clear support for their craft; could lead to deals with talent agents of arts schools

"The stakeholder map and the empathy map are often iteratively developed. The initial stakeholder map represents who empathy maps will be developed for" i.e., seeking *depth* of qualitative data rather than the *breadth*.

Auruna Haque