

BTEC Creative Media Curriculum Plan.

Year 10		HT1 Sept – Oct (8 weeks)	HT2 Nov – Dec (7 weeks)	HT3 Jan – Feb (7 weeks)	HT4 Mar – Apr (6 weeks)	HT5 Apr – May (5 weeks)	HT6 Jun – Jul (7 weeks)
	Topic	Component 1a Preparation Media Products	Component 1a assignment Media Products	Component 1b Preparation – Exploring how media products are created.	Component 1b assignment – Exploring how media products are created.	Component 2a & b Preparation Develop media production skills and techniques	Component 2C: Preparation Develop media production skills and techniques.
	Why this and why now?	Beginning of the course – which is then taught in chronological order to ensure they understand the breadth study. Looking at a range of past and present media products, such as podcasts, magazines and mobile apps, learners will examine how media products engage audiences for a given purpose. Learners will develop their understanding of the relationship between media products, their audiences and purposes through analysis, discussion, note taking and lectures.	Internal assessment Learning aim, A A: Investigate media products A1 Media products, audiences, and purpose Why now? End of learning aim: formal assessment Component 1, A1 Key knowledge and understanding will underpin future learning for internal assessment Component 1 learning aim B. Component 2 External assessment component 3.	Building on the knowledge acquired from Learning aim A pupils now explore how media products from one of the following media sectors: audio/moving image, publishing and interactive, are created to generate meaning for their audiences. Learners will consider how each product has been constructed for a specific audience and how the audience may respond to the product. Considering the content of the narrative, the generic influences and how they fit with the codes and conventions typically found within that genre and the representations present in the product and how different audiences may interpret the product.	Internal assessment Learning aim, A B: Explore how media products are created to provide meaning and engage audiences B1 Genre, narrative, representation, and audience interpretation Why now? End of learning aim: formal assessment Component 1, B1 Key knowledge and understanding will underpin future learning for internal assessment Component 2 External assessment component 3.	Building on knowledge acquired from component 1 pupils will know how apply media production skills & techniques learners will participate in workshops and classes to develop media production skills and techniques appropriate to one, or all, of the following media sectors: audio/moving image, publishing, and interactive media. For the audio/moving image sector, teacher-led workshops on: • shooting footage and recording audio on location. For the publishing sector, teacher-led workshops on: • image manipulation techniques, such as adjusting brightness and contrast • creating graphics. For the interactive sector, teacher-led workshops on: • taking photographs and basic image editing techniques, such as cropping, scaling, resizing and image manipulation techniques such as	Building on knowledge acquired from Learning aim A/B Learners will experiment with different digital tools for tracking progress: • Annotating screenshots • Recording audio-visual commentaries • Screen captures Why now? In preparation for internal assessment. Component 2

					adjusting brightness and contrast. Why now? In preparation for internal assessment.	
What is the essential knowledge that needs to be remembered?	<p>Learners demonstrate how media products are created and edited for different purposes and audiences. for three categories:</p> <ul style="list-style-type: none"> • Audio moving image • Publishing • Interactive <p>Learners will examine examples of different products in order to develop their understanding of the audience and purpose. Using examples of media products from the three sectors, learners will define their primary and secondary audiences and consider the interrelationship between product, purpose, and audience.</p>		<p>Learners demonstrate knowledge of:</p> <p>Genre</p> <ul style="list-style-type: none"> • how media products subvert existing generic conventions • how specific sub-genres use the established conventions of a genre • how specific hybrid genres have combined generic conventions to create something different. <p>Narrative representation</p> <ul style="list-style-type: none"> • linear • non-linear • circular • interactive • open/closed • single and multi-strand narratives. <p>Media product techniques.</p>		<p>Learners will demonstrate an understanding of:</p> <p>Planning skills relevant to the media sector.</p> <p>Skills and techniques for creating content relevant to the media sector.</p> <p>Skills and techniques for combining, shaping, and refining content relevant to the media sector.</p> <p>How to apply appropriate pre-production, production and post-production skills and techniques when reworking an extract from a media product.</p>	<p>Learners will demonstrate a development of skills for reviewing own progress and development of skills and practices.</p> <p>How to review their practical skill development, identifying strengths and areas for improvements.</p>
What is the assessment intent and how will you assess?	<p>To assess progress against specified criteria of Learning aim A.</p> <p>Formative assessment during lessons to check understanding of learning aim A:</p> <p>Investigate media products</p> <p>A1 Media products, audiences and purpose</p> <p>Homework projects which contain recap of learning from previous lessons learning.</p>	<p>Completed assignment Learning aim A –</p> <p>Summative assessment to give Learners individual feedback, explaining the assessment decision. Recorded on BTEC assessment record sheet.</p> <p>Targeted criteria:</p> <p>A.2D1 Analyse the relationships between media products, their purpose and specific audiences using considered examples across all the three media sectors.</p> <p>A.2M1 Discuss the relationships between media products, their purpose and specific audiences using appropriate examples across all three media sectors.</p> <p>A.2P1 Describe media products, their purpose and audience, with reference to relevant examples across all three sectors.</p>	<p>To assess pupils progress against specified criteria for Learning aim B.</p> <p>Formative assessment during lessons to check understanding of learning aim B:</p> <p>B: Explore how media products are created to provide meaning and engage audiences</p> <p>B1 Genre, narrative, representation and audience interpretation.</p> <p>Homework projects which contain recap of learning from previous lessons learning.</p>	<p>Completed assignment Learning aim B.</p> <p>Summative assessment to give Learners individual feedback, explaining the assessment decision. Recorded on BTEC assessment record sheet.</p> <p>Targeted criteria:</p> <p>B.2D2 Analyse the relationship between genre, narrative, representations and how production techniques are used to effectively create meaning and engage selected audiences; B.2M2 Discuss the relationship between genre, narrative, representations and how production techniques are used to create meaning and engage audiences; B.2P2 Describe how genre, narrative and representation are used to engage audiences; B.2P3 Describe</p>	<p>To assess pupils progress against specified criteria for: Component 2, learning aim A</p> <p>Formative assessment during lessons to check understanding of learning aim A:</p> <p>A: Develop media production skills and techniques</p> <p>A1 Practical skills and techniques</p> <p>Homework projects which contain recap of learning from previous lessons learning.</p> <p>Component 2, learning aim B</p> <p>Formative assessment during lessons to check understanding of learning aim B:</p> <p>B: Apply media production skills and techniques</p>	<p>To assess pupils progress against specified criteria for: Component 2, learning aim C</p> <p>Formative assessment during lessons to check understanding of learning aim C.</p> <p>Review own progress and development of skills and practices.</p>

