

What are the aims and intentions of this curriculum?

The aim of our Year 10 Curriculum is for learners to acquire technical knowledge and technical skills through vocational contexts. Learners have the opportunity to develop sector-specific knowledge and skills in a practical learning environment to complement GCSE's. Study of this qualification will prepare learners for vocational qualification at Level 3.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>Component 2: Developing Digital Media Production Skills</p> <p>Learning Aim A: Develop and apply media pre-production processes, skills and techniques</p>	<p>Students will participate in workshops and classes to develop media planning and pre-production skills and techniques.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Research, discover and evaluate. • Generate ideas • Introduction to developing media production skills and techniques • Screenplays • Shot lists 	<ul style="list-style-type: none"> • Teamwork • Communication • Literacy skills • Planning • Organisation <p>PSHE/RSE</p> <ul style="list-style-type: none"> • Relationships in films • Treating other with respect • Online safety • Age rating • Role roles <p>Careers</p> <ul style="list-style-type: none"> • Sky Studios • Digital Media Day-BIMA • Advertising Unlocked 	<p>This component is assessed through a summative assignment for approximately 10 supervised hours. Students will use media pre-production processes and practices to generate ideas and create pre-production materials.</p>
Autumn 2	<p>Component 2: Developing Digital Media Production Skills</p> <p>Learning Aim A: Develop and apply media pre-production processes, skills and techniques</p>	<p>Students will participate in workshops and classes to develop media planning and pre-production skills and techniques.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Research, discover and evaluate. • Generate ideas • Introduction to developing media production skills and techniques • Screenplays 	<ul style="list-style-type: none"> • Planning • Organisation • Communication • Creativity • Literacy skills • Time management <p>PSHE/RSE</p> <ul style="list-style-type: none"> • Relationships in films 	<p>This component is assessed through a summative assignment for approximately 10 supervised hours. Students will use media production and post-production processes and practices to develop, review and refine a media product in response to the brief.</p>

	<p>Learning Aim B: Develop and apply media production and post-production processes, skills and techniques to create a media product.</p>	<ul style="list-style-type: none"> • Shot lists <p>Students will develop understanding of media production and post-production processes and practices relevant to the media sector.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Production workflow • Experimenting with different techniques • Exporting for digital distribution 	<ul style="list-style-type: none"> • Treating other with respect • Online safety • Age rating • Financial budgeting <p>Careers</p> <ul style="list-style-type: none"> • Digital Media Day-BIMA • Advertising Unlocked • Into Film Festival • Rosedale Hewens Academy work experience 	
Spring 1	<p>Component 1: Exploring Media Products</p> <p>Learning Aim A: Investigate media products</p>	<p>Students will develop their understanding of the relationship between media products, their audiences and purposes.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Researching media products • Media research techniques, • Defining primary and secondary audiences. 	<ul style="list-style-type: none"> • Planning • Organisation • Communication • Creativity • Literacy skills • Time management • Evaluation • Self-management <p>PSHE/RSE</p> <ul style="list-style-type: none"> • Relationships in films • Treating other with respect • Online safety • Age rating • Exploring influences <p>Careers</p> <ul style="list-style-type: none"> • Talent Foundry • Rosedale Hewens Academy Trust Work Experience 	
Spring 2	<p>Component 1: Exploring Media Products</p> <p>Learning Aim A: Investigate media products</p>	<p>Students will develop their understanding of the relationship between media products, their audiences and purposes.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Researching media products • Media research techniques, • Defining primary and secondary audiences. 	<ul style="list-style-type: none"> • Research • Problem solving • Computer skills • Improving confidence • Attention to detail • Analysis • Literacy <p>PSHE/RSE</p>	<p>This component is assessed through a summative assignment for approximately 10 supervised hours. Students will use research techniques to select examples of media products from each sector that have approached a theme in different ways.</p>

	<p>Learning Aim B: Explore how media products are created to provide meaning and engage audiences.</p>	<p>Students will develop their understanding of how media products combine genre, narrative and representation to create meaning for audiences</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Introduction to genre • Narrative • Representation 	<ul style="list-style-type: none"> • Impact of positive and negative stereotypes <p>Careers</p> <ul style="list-style-type: none"> • Talent Foundry • Rosedale Hewens Academy Trust Work Experience 	
<p>Summer 1</p>	<p>Component 3: Create a Media Product in response to a Brief</p> <p>Assessment Objective 1: Understand how to develop ideas in response to a brief</p>	<p>Students will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Establishing the requirements of the brief • Defining the target audience • Researching similar existing products 	<ul style="list-style-type: none"> • Creativity • Problem solving • Entrepreneurial • Planning • Organisation <p>PSHE/RSE</p> <ul style="list-style-type: none"> • Media campaign about bullying <p>Careers</p> <ul style="list-style-type: none"> • Talent Foundry • Rosedale Hewens Academy Trust Work Experience 	<p>This component is assessed through a task set and marked by Pearson. Learners identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product.</p>