

CREATIVE MEDIA PRODUCTION

What are the aims and intentions of this curriculum?

The aim of our Year 9 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 • Shot lists 	<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 • Treating other with respect 	<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</p>

	<p>Learning Aim B: Develop and apply media production and post-production processes, skills and techniques to create a media product.</p>	<p>Students will develop understanding of media production and post-production processes and practices relevant to the media sector. 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"> • 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 	<p>refine a media product in response to the brief.</p>
<p>Spring 1</p>	<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. 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 	<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>Spring 2</p>	<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. 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> <ul style="list-style-type: none"> • Impact of positive and negative stereotypes 	<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</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 	<p>Careers</p> <ul style="list-style-type: none"> • Talent Foundry • Rosedale Hewens Academy Trust Work Experience 	<p>approached a theme in different ways.</p>
<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>