

## Curriculum Intent – Media Studies

The <b>purpose</b> of our curriculum	<p>The <b><u>Tech Award in Creative Media Production</u></b> gives our learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> <li>• development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products.</li> <li>• Process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas.</li> <li>• Attitudes that are considered most important in creative media production, including personal management and communication.</li> <li>• Knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques.</li> </ul> <p>This course complements the learning in GCSE qualifications, such as English Literature, Design and Technology, Art and Design, and Computer Science, by broadening the application of ‘design and make’ tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.</p>
How does the curriculum <b>demonstrate progress?</b>	<p><b><u>COMPONENT 1 &amp; 2</u></b> Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.</p> <p><b><u>The components focus on:</u></b></p> <ul style="list-style-type: none"> <li>• the development of core knowledge and understanding, including the range of different types of media products, production processes and techniques</li> <li>• the development and application of skills such as research skills and stylistic and technical skills</li> <li>• Reflective practice through the refinement of learners’ own media products that allows them to respond to feedback and identify areas for improvement.</li> </ul> <p><b><u>COMPONENT 3:</u></b> There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.</p> <p>Component 3: Create a Media Product in Response to a Brief requires learners to apply their production skills to the creation of a media product in response to a brief. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.</p>
How and why do you organize/sequence your curriculum in the way you do?	<p>Units in the Creative Media Production curriculum have been carefully allocated to allow for knowledge, understanding and skills to be embedded, ensuring a change in long term memory in students as they progress through their studies. In this way, students can use their prior learning to make synoptic links and build a more secure long term understanding of the five media concepts: audiences, representation, media language, and institution and production techniques as they move through the course.</p> <p>The course has been designed to show a learning journey from Component 1 where students develop their research, analysis and exploration skills of existing media products to Component 2 where students are able to apply the skills built in Component 1 and plan, produce and edit their own media products showing a secure understanding of learning taught in Component 1. Component 3, is an external assessment that is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.</p>

## Curriculum Intent

How do skills develop over time?	<ul style="list-style-type: none"> <li>- KS3 Media Studies has a focus of creating and developing basic theoretical knowledge and understanding of media language focusing on developing key terminology such as audience, representation, camera terminology and production skills. The core concept of KS3 media studies is developing student's schemata of media concepts. Transitioning through the year groups the planning builds upon students' knowledge and understanding of these media concepts to facilitate learners with the ability to undertake summative assessments in BTEC Tech Award in Creative Media Production.</li> <li>- The sequencing of the curriculum at KS4 has been constructed in a sophisticated way to ensure our learners can make secure synoptic links and produce work to the best of their ability and beyond. Component 1 is a theoretical component whereby students identify, explore audiences in a range of media products. Component 2 is a practical component building upon production skills and strengthening the synoptic links of audiences by creating a range of media products for different target audiences.</li> <li>- Component 3 is the last topic media students at Pakefield will complete. This is an examination to demonstrate the students long term memory of topics covered throughout the curriculum especially within Components 1 and 2. The sequencing of the curriculum is designed to show a clear learning journey from identifying and exploring media products to constructing effective media products to engage specific target audiences.</li> </ul>
----------------------------------	--

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	<p><b><u>Introduction to Media Studies,</u></b> Students will explore the four media key concepts including: Audience, representation, media language and institution.</p> <p><b><u>Assessment of learning: Formative Assessment</u></b> <b><u>Students will complete 1x analysis of a media product exploring audience.</u></b></p>	<p><b><u>Exploring Media Products</u></b> Students will develop their understanding of how media products are created to engage a specific target audience.</p> <p>Students will learn about codes and conventions of different media products across the three media sectors. Print Products, Audio/ moving image and Interactive.</p> <p><b><u>Assessment of learning: Summative Assessment</u></b> <b><u>Written assessment analysing media products exploring what type of</u></b></p>	<p><b><u>Film Case Study: Encanto</u></b>  Students will learn how to complete textual analysis on a film.</p> <p><b><u>Assessment of learning: Formative Assessment</u></b> <b><u>Analysing 1x scene from the film case study identifying camera angles and colour palette. Linking to audience engagement.</u></b></p>	<p><b><u>Film Case Study: Encanto</u></b>  Students will learn how to complete textual analysis on a film.</p> <p><b><u>Content covered will include: Close scene analysis exploring</u></b> Representation, narrative techniques, genre codes and conventions and camera angles.</p> <p><b><u>Assessment of learning: Summative Assessment</u></b> <b><u>Written assessment answering an exam style question linking to component 1 at KS4.</u></b></p>	<p><b><u>Media Production skills:</u></b> Students will create a range of media products by using Adobe programs including: Photoshop.</p> <p><b><u>Assessment of learning: Formative Assessment</u></b> <b><u>Practical task- feedback on Photoshop skills and techniques represented in a piece of work.</u></b></p>	<p><b><u>Create a Media Product in response to a brief.</u></b> Create a portfolio of pre-production, production and post production work based on a media brief.</p> <p><b><u>Assessment of learning: Summative Assessment</u></b> <b><u>Practical design assessment linking to Component 2 at KS4. Students will create a media product in response to a media brief.</u></b></p>

## Curriculum Intent

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<u>audiences would engage with them.</u>				
	8	<p><u>Introduction to Media Studies,</u> Students will explore the four media key concepts including: Audience, representation, media language and institution.</p> <p><u>Assessment of learning: Formative Assessment</u> <u>Students will complete 1x analysis of a media product linking to audience and representation.</u></p>	<p><u>Exploring Media Products</u> Students will develop their understanding of how media products are created to engage a specific target audience.</p> <p>Students will learn about codes and conventions of different media products across the three media sectors.</p> <ul style="list-style-type: none"> <li>- Print Products, Audio/ moving image and Interactive.</li> </ul> <p><u>Assessment of learning: Summative Assessment</u> <u>Written assessment analysing media products exploring how product engage specific audiences.</u></p>	<p><u>Film Case Study: Guardians of the Galaxy</u>  Students will develop their knowledge and understanding of representation, narrative and genre through analysing key scenes in a film.</p> <p><u>Content will include:</u> Genre characteristics, narrative structures and characterisation through exploring stereotyping in the media.</p> <p><u>Assessment of learning: Formative Assessment</u> <u>Analysing 1x scene exploring genre and narrative.</u></p>	<p><u>Film Case Study: Guardians of the Galaxy</u>  Students will develop their knowledge and understanding of representation, narrative and genre through analysing key scenes in a film.</p> <p><u>Content will include:</u> Genre characteristics, narrative structures and characterisation through exploring stereotyping in the media.</p> <p><u>Assessment of learning: Summative Assessment</u> <u>Written assessment answering exam style question linking to component 1 at KS4.</u></p>	<p><u>Media Production skills:</u> Students will create a range of media products by using Adobe programs including: Photoshop.</p> <p><u>Assessment of learning: Formative Assessment</u> <u>Practical task- feedback on Photoshop skills and techniques represented in a piece of work.</u></p>	<p><u>Create a Media Product in response to a brief.</u> Create a portfolio of pre-production, production and post production work based on a media brief.</p> <p><u>Assessment of learning: Summative Assessment</u> <u>Practical design assessment linking to Component 2 at KS4. Students will create a media product in response to a media brief.</u></p>
	9	<p><u>Introduction to Media Studies,</u> Students will explore the four media key concepts including: Audience, representation, media language and institution.</p>	<p><u>Exploring Media Products</u> Students will develop their understanding of how media products are created to engage a specific target audience.</p> <p>Students will learn about codes and conventions of</p>	<p><u>Film Case Study: Divergent</u>  Students will develop their understanding of how media products combine genre, narrative and representation to create meaning for an audience.</p>	<p><u>Film Case Study: Divergent</u>  Students will develop their understanding of how media products combine genre, narrative and representation to</p>	<p><u>Media Production skills:</u> Students will create a range of media products by using Adobe programs including: Photoshop.</p>	<p><u>Create a Media Product in response to a brief.</u> Create a portfolio of pre-production, production and post production work based on a media brief.</p>

## Curriculum Intent

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>Assessment of learning: Formative Assessment</u> <u>Students will complete 1x analysis of a media product exploring the 4 media concepts.</u>	different media products across the three media sectors. <ul style="list-style-type: none"> <li>- Print Products</li> <li>- Audio/ moving image</li> <li>- Interactive.</li> </ul> <u>Assessment of learning: Summative Assessment</u> <u>Written assessment analysing media products exploring how product engage specific audiences.</u>	<u>Content will include: Close scene analysis exploring setting, themes, mise-en-scene, representation of people and society and how genres change over time</u>  <u>Assessment of learning: Formative Assessment</u> <u>Analysing 1x scene exploring genre, representation and narrative.</u>	create meaning for an audience.  <u>Content will include: Close scene analysis exploring setting, themes, mise-en-scene, representation of people and society and how genres change over time</u>  <u>Assessment of learning: Summative Assessment</u> <u>Written assessment answering exam style question linking to component 1 at KS4.</u>	<u>Assessment of learning: Formative Assessment</u> <u>Practical task- feedback on Photoshop skills and techniques represented in a piece of work.</u>	<u>Assessment of learning: Summative Assessment</u> <u>Practical design assessment linking to Component 2 at KS4. Students will create a media product in response to a media brief.</u>
	10	<u>Component 1: Learning Aim A Investigate Media Products.</u> Students will learn content ready for Internal assessment. Students will develop their understanding of the relationship between media products, their audience and purposes. Learners will explore products from the three media sectors. <ul style="list-style-type: none"> <li>- Music Videos</li> </ul>	<u>Component 1: Learning Aim B</u> Explore how a range of media products are created to provide meaning and engage audiences.  <u>This unit is in preparation for the Summative Assessment in the Spring term.</u>	<u>Consolidation of Component 1 Learning aim A and B delivery.</u>  <u>Component 1: Summative Assessment and Internal Marking.</u> Students will respond to the External brief and demonstrate understanding of Component 1. Learners will demonstrate their understanding of how	<u>Component 1: Summative Assessment and Internal Marking.</u> Students will respond to the External brief and demonstrate understanding of Component 1. Learners will demonstrate their understanding of how media product create meaning for their	<u>Component 2: Developing Digital Production Skills Learning Aim A-</u> Develop media production skills and techniques.	<u>Component 2: Learning Aim B:</u> Apply Media production skills and technique.  <u>Assessment of learning: Formative Assessment</u> <u>Practice responding to a media assessment brief. Linking to Summative assessment brief which will be released in the Autumn 2024.</u>

## Curriculum Intent

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<ul style="list-style-type: none"> <li>- Publishing products</li> <li>- Interactive</li> </ul> <p><u>This unit is in preparation for the Summative Assessment in the Spring term.</u></p>		media product create meaning for their audience, as well as examining existing products and explore media production skills.	audience, as well as examining existing products and explore media production skills.		
	11	<p><u>Component 1 &amp; 2 Summative Assessment and Internal Marking.</u></p> <p><u>Consolidate work from Component 2: Learning Aim B:</u> Apply Media production skills and techniques</p> <p>-----</p> <p><u>Component 1: Learning Aim B-</u> Explore how a range media products are created to provide meaning and engage audiences.</p>	<p><u>Consolidating work from Component 1 and 2.</u> Personalised intervention for students to complete work from component 1 and 2.</p> <p><u>Component 3: Create a Media Product in Response to a brief.</u> Students will prepare and develop skills needed for Component 3 brief which is released in January.</p>	<p><u>Consolidating work from Component 1 and 2.</u></p> <p><u>Component 3: EXTERNAL BRIEF IS RELEASED</u></p> <p><u>Create a Media Product in Response to a brief.</u></p>	<p><u>Component 3: EXTERNAL ASSESSMENT</u></p> <p>Create a Media Product in Response to a brief</p>	<p><u>Component 3: EXTERNAL ASSESSMENT</u></p> <p>Create a Media Product in Response to a brief</p>	<p><u>End of Course</u></p> <p><u>Revision for GCSE exams.</u></p>
<u>What key concepts /core skills /</u>	7	<p><u>Introduction to media studies:</u></p> <p>Students will develop their knowledge and understanding of the</p>	<p><u>Exploring Media Products</u> Students will develop their understanding of how media products are created to engage a specific target audience.</p>	<p><u>Film Case Study: Encanto Key concepts will include:</u></p> <ul style="list-style-type: none"> <li>- Close scene analysis</li> <li>- Representation,</li> </ul>	<p><u>Film Case Study: Encanto Key concepts will include:</u></p> <ul style="list-style-type: none"> <li>- Close scene analysis</li> </ul>	<p><u>Media Production skills:</u> Throughout workshop style lessons, students will develop practical skills needed in the media industry. Students</p>	<p><u>Create a Media Product in response to a brief.</u></p> <p>Students will consolidate and demonstrate their knowledge and</p>

Curriculum Intent

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>four media concepts: Audience, representation, media language and institution.</p> <p>Students will practice using media terminology by learning to explore media products.</p>	<p><b><u>Key concepts include:</u></b></p> <ul style="list-style-type: none"> <li>- Researching media products and practices.</li> <li>- Textual analysis</li> <li>- Codes and conventions of contemporary media products.</li> <li>- Primary target audience.</li> </ul>	<ul style="list-style-type: none"> <li>- narrative techniques</li> <li>- genre codes and conventions</li> <li>- Camera angles.</li> </ul> <p>As well as building upon their audience scheme by exploring primary target audience and how the media product engages them.</p>	<ul style="list-style-type: none"> <li>- Representation, narrative techniques</li> <li>- genre codes and conventions</li> <li>- Camera angles.</li> </ul> <p>As well as building upon their audience scheme by exploring primary target audience and how the media product engages them.</p>	<p>will learn how to use products from the Adobe software we have at school. Practical workshops include: Photoshoots, camerawork and manipulating images. As well as learning how to use Photoshop to its fullest.</p>	<p>understanding of media studies through the use of Media styled briefs. Students will receive an industry “life like” media brief and have to respond through developing a media portfolio of their pre-production, production and post production work.</p>
	8	<p><b><u>Introduction to media studies:</u></b></p> <p>Students will develop their knowledge and understanding of the four media concepts: Audience, representation, media language and institution.</p> <p>Students will practice using media terminology by learning to explore media products.</p>	<p><b><u>Exploring Media Products</u></b></p> <p>Students will develop their understanding of how media products are created to engage a specific target audience.</p> <p><b><u>Key concepts include:</u></b></p> <ul style="list-style-type: none"> <li>- Primary and secondary target audience</li> <li>- Purpose of media products</li> <li>- How different audiences engage with media products.</li> </ul>	<p><b><u>Film Case Study: Guardians of the Galaxy</u></b></p> <p><b><u>Key concepts will include:</u></b></p> <ul style="list-style-type: none"> <li>- Genre characteristics</li> <li>- narrative structures</li> <li>- Characterisation through exploring stereotyping in the media.</li> <li>- Primary and secondary target audience.</li> </ul>	<p><b><u>Film Case Study: Guardians of the Galaxy</u></b></p> <p><b><u>Key concepts will include:</u></b></p> <ul style="list-style-type: none"> <li>- Genre characteristics</li> <li>- narrative structures</li> <li>- Characterisation through exploring stereotyping in the media.</li> </ul> <p>Primary and secondary target audience.</p>	<p><b><u>Media Production skills:</u></b></p> <p>Throughout workshop style lessons, students will develop practical skills needed in the media industry. Students will learn how to use products from the Adobe software we have at school. Practical workshops include: Photoshoots, camerawork and manipulating images. As well as learning how to use Photoshop to its fullest.</p>	<p><b><u>Create a Media Product in response to a brief.</u></b></p> <p>Students will consolidate and demonstrate their knowledge and understanding of media studies through the use of Media styled briefs. Students will receive an industry “life like” media brief and have to respond through developing a media portfolio of their pre-production, production and post production work.</p>
	9	<p><b><u>Introduction to media studies:</u></b></p>	<p><b><u>Exploring Media Products</u></b></p> <p>Students will develop their understanding of how</p>	<p><b><u>Film Case Study: Divergent</u></b></p> <p><b><u>Key concepts will include:</u></b></p>	<p><b><u>Film Case Study: Divergent</u></b></p>	<p><b><u>Media Production skills:</u></b></p> <p>Throughout workshop style lessons, students</p>	<p><b><u>Create a Media Product in response to a brief.</u></b></p>

## Curriculum Intent

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Students will develop their knowledge and understanding of the four media concepts: Audience, representation, media language and institution.</p> <p>Students will practice using media terminology by learning to explore media products.</p>	<p>media products are created to engage a specific target audience.</p> <p><u>Key concepts include:</u></p> <ul style="list-style-type: none"> <li>- Primary and secondary target audience. Including audience theories.</li> <li>- Purpose of media products.</li> <li>- How different audiences engage with media products.</li> <li>- Personal response to media products.</li> </ul>	<ul style="list-style-type: none"> <li>- Close scene analysis</li> <li>- Setting &amp; themes</li> <li>- mise-en-scene</li> <li>- representation of people and society</li> <li>- how genres change over time</li> <li>- Primary and secondary target audience</li> <li>- Purpose of the film.</li> </ul>	<p><u>Key concepts will include:</u></p> <ul style="list-style-type: none"> <li>- Close scene analysis</li> <li>- Setting &amp; themes</li> <li>- mise-en-scene</li> <li>- representation of people and society</li> <li>- how genres change over time</li> <li>- Primary and secondary target audience</li> </ul> <p>Purpose of the film.</p>	<p>will develop practical skills needed in the media industry. Students will learn how to use products from the Adobe software we have at school. Practical workshops include: Photoshoots, camerawork and manipulating images. As well as learning how to use Photoshop to its fullest.</p>	<p>Students will consolidate and demonstrate their knowledge and understanding of media studies through the use of Media styled briefs. Students will receive an industry “life like” media brief and have to respond through developing a media portfolio of their pre-production, production and post production work.</p>
	10	<p><u>Component 1 Learning Aim A delivery:</u></p> <p>Analysing examples of media products across the three different media sectors- audio/ moving image, publishing and interactive. As well as developing understanding how these are created to engage audiences for a specific purpose.</p>	<p><u>Component 1: Learning Aim B Delivery:</u></p> <p>Analysing the relationship between genre, narrative, representation and production techniques used to provide meaning and engage a primary and secondary target audience.</p> <p><u>This unit is in preparation for the Summative</u></p>	<p><u>Summative Assessment: Internal assessment with 2 tasks. Externally moderated.</u></p> <p>Students will complete a 10 hour assessment demonstrating their understanding of Component 1 Learning aim A and B.</p>	<p><u>Summative Assessment: Internal assessment with 2 tasks. Externally moderated.</u></p> <p>Students will complete a 10 hour assessment demonstrating their understanding of Component 1 Learning aim A and B.</p>	<p><u>Component 2: Developing Digital Production Skills Learning Aim A-</u></p> <p>Students will develop planning skills, skills and techniques for creating content relevant to the different media sectors.</p>	<p><u>Component 2: Learning Aim B:</u></p> <p>Students will apply relevant media skills and techniques through the following media practices: pre-production, production and post production when re-working extracts of an existing media products such as a movie</p>

## Curriculum Intent

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>This unit is in preparation for the Summative Assessment in the Spring term.</u>	<u>Assessment in the Spring term.</u>				trailer, music video or a magazine front cover.  <u>Component 2 Summative Assessment and internal marking scheduled for October 2023 release date.</u>
	11	<u>Component 1 &amp; 2 Summative Assessment and Internal Marking.</u>  <b>Component 2:</b> Students will apply relevant media skills and techniques through the following media practices: pre-production, production and post production when re-working extracts of an existing media products such as a movie trailer, music video or a magazine front cover.  <u>Component 1: Learning Aim B</u> Analysing the relationship between genre, narrative, representation and production techniques used to provide meaning and engage a primary	<b>Component 3:</b> Students will develop ideas in response to a brief. As well as applying media production skills and techniques to the creation of a media product.	<u>Component 3: EXTERNAL ASSESSMENT</u>  <b>Component 3:</b> Students will develop ideas in response to a brief. As well as applying media production skills and techniques to the creation of a media product.	<u>Component 3: EXTERNAL ASSESSMENT</u>  <b>Component 3:</b> Students will develop ideas in response to a brief. As well as applying media production skills and techniques to the creation of a media product.	<u>Component 3: EXTERNAL ASSESSMENT</u>  <b>Component 3:</b> Students will develop ideas in response to a brief. As well as applying media production skills and techniques to the creation of a media product.	<u>End of Course</u>  <u>Revision for GCSE exams.</u>



## Curriculum Intent

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		and secondary target audience.					