

BTEC Creative Media Production

2 Year Curriculum Plan

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Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes

Dedication: we believe there is dignity in hard work

Ambition: we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils

Tradition: British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the *Media* Department

'Students will relish the combination of producing exciting practical work and learning insightful Media theories and are encouraged to work to their maximum capacity to secure the best possible personal and academic outcomes.'

We can turn every learner into an expert in *Media*, at the same time as developing a love for the subject.

At the end of Year 11 students in *Media* will....

Know...

- Each of the media sectors and the placing of media products in each
- The pre-production, production and post-production stages of media production
- How to generate new and exciting ideas
- About the range of past and present media products, such as podcasts, magazines and mobile apps
- About genre and the characteristics of different examples
- About narrative techniques and how they are used to appeal to the audience
- About the post-production processes and practices that are followed to produce a media product
- How the media represents people, places, issues and events

Understand...

- How media products engage audiences for a given purpose
- How media products create meaning for their audiences
- How to plan a media product in each sector
- How to respond to briefs Pre-production processes and practices
- The production processes and practices that are followed to produce a media product
- How media products, their audiences and purposes work together
- How media products are created to appeal to their audiences
- Why target audiences are important
- How the media represents people, places and events
- How narrative is a part of each sector

Be able to...

- Deconstruct media products to examine how media production techniques combine to create meaning for audiences
- Plan media products
- Create content for each media sector, such as: shooting video, recording audio, writing and editing copy.
- Define a target audience
- Respond to a set brief
- Discuss a range of media products

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

- **Media Issues** (*Cobi Smith and Sophie Crewdson*). This book contains debates about the quality of broadcasts and publications as well as discussions about freedom of the press and issues including celebrity privacy and freedom of information.
- **Film Art** (*David Bordwell and Kristin Thompson*). This book is an ideal introduction to the art and analysis of cinema and includes images and analysis of stills from movies.
- **Digital Performance** (*Steve Dixon*) Explores how technology is changing the world of performing arts.

Developed their cultural and social capital through the following extra-curricular work

- **Visits of media experts** who speak about their involvement in the media. This will open up pupils to the variety of employment opportunities available in the media. It will build important connections between what they are learning and the real world.
- **Visits to local workplaces** such as the Solihull News, UCB radio and BBC Birmingham. This will help pupils see how what they are learning is applied in the work place. It will open them up to an industry of which they may previously had little or no experience of.
- **Visits to employers** in media sectors such as TV production companies, radio stations, games companies and publishers to open up pupils to the range of employment opportunities within the media. Will help them to realise there is more to media than just TV and film.

2 Year Curriculum Plan

Year 10 BTEC Tech Award in Creative Media Production at Smith's Wood Academy

The Smith's Wood Year 10 Media curriculum prepares all pupils to understand the key concepts of audience, purpose, sectors, products and the stages of production which are interleaved throughout the course.

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the media sector and relevant skills such as research, planning, problem solving and communication. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas.

Our students are studying the Component 1 (Exploring Media Products) and Component 2 (Developing Digital Media Production Skills) units as both are set by Pearson. There is no choice of the units that can be studied. C1 and C2 provide a detailed, rigorous and challenging introduction to the media and cover key concepts which are explored through internal assessment and are essential in preparing pupils for the final exam in Year 11. The components focus on:

- the development of core knowledge and understanding, including the range of different types of media products, production processes and techniques
- the development and application of skills such as research skills and stylistic and technical skills
- reflective practice through the refinement of learners' own media products that allows them to respond to feedback and identify areas for improvement.

The course and chosen practical elements best suit pupils at Smith's Wood Academy because they provide opportunity to experiment with producing their own media products, to explore new ideas and to use real-world media as a way to develop their own ideas. There is also a degree of freedom with content choice, for example pupils can choose the genre of magazine they wish to develop. This is beneficial for engagement as pupils can apply their new knowledge to an area that is of personal interest to them.

These units are studied in this order because Component 1 is focused on 'exploring media products', an ideal starting point for pupils to learn about the range of media products available - from podcasts and videogames to newspapers and magazines. The unit engages pupils as they learn about the breadth of media products and platforms that they interact with every day such as websites, games, social media, television and podcasts. The broad introduction allows for exploration of key ideas which again pupils can apply to themselves, their family and friends. This includes why we consume certain media products, how we feel when we do and why different individuals require different outcomes from the media. These key theories will be interleaved throughout the two year course as they are the foundation for all media products.

Component 2 then builds on this knowledge as pupils develop their media production skills. The knowledge from C1 underpins the new schema that will be covered in this second unit and is interleaved throughout. Had C1 not been studied, pupils would very much struggle with C2 as they would not have the foundational knowledge on which to develop a new media product. Pupils have the freedom to produce a media product in an area which is of interest to them. WAGOLs will be used to inspire students and make expectations clear. Knowledge from C1 will be interleaved as pupils justify the choices they are making based on the key theories of audience, purpose, and production techniques.

These units will ensure pupils have the necessary knowledge and skills to begin preparation for the 9-hour externally assessed examination which they will sit in year 11.

The enrichment opportunities available to year 10 pupils are to be involved in producing media content for the Academy such as website copy, photographs for publications and assisting in the running of events such as concerts and graduation. Opportunity to visit local media organizations will be provided. These are aimed at all pupils as a way to further apply their developing skills and knowledge of the media to real-life situations.

Year 10 Units of Study		Length of unit
Component 1	Exploring Media Products (LAA, LAB)	36GLH
Component 2	Developing Digital Media Production Skills (LAA, LAB)	36GLH

Year 11 BTEC Tech Award in Creative Media Production at Smith's Wood Academy

The Smith's Wood Year 11 Media curriculum prepares pupils to apply the knowledge and learning from year 10 to a 9-hour externally-assessed examination.

Our students begin year 11 with the final assessment of C2 as it prepares them for the final component by reviewing what they produced in year 10.

After studying C1 and C2, pupils will know how to read, understand and interpret a brief, generate new ideas, research existing products and plan and produce a final high-level media production. Teaching from C1 and C2 will be interleaved throughout C3 as it underpins much of the key concepts needed to develop a media product, and enables learning to be brought together and related to a real-life situation.

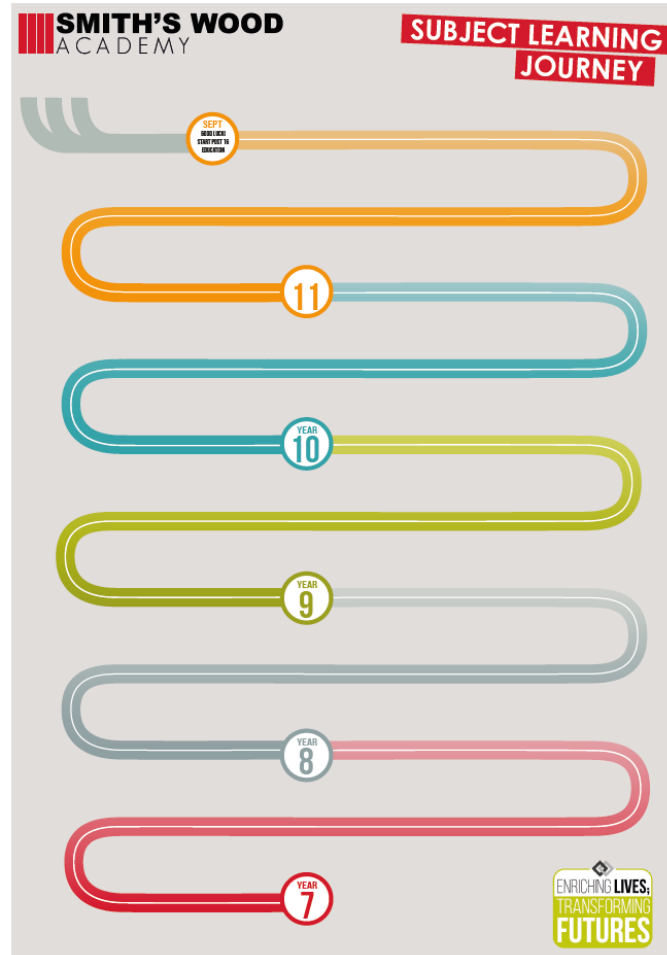
Component 3: Create a Media Product in Response to a Brief requires learners to apply their production skills to the creation of a media product in response to a brief. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment 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.

C3 is left as the final unit of study as the examination date is set by the exam board and is to be carried out in the second year of study. The unit builds on the knowledge gained from C1 and C2 as pupils create their own original product in response to an externally-set brief.

Similarly to year 10, the enrichment opportunities available to year 11 pupils are that they are encouraged to be involved in producing media content for the Academy. Visits of former Smith's Wood Academy pupils will also be arranged as a way to inspire pupils on their learning journey. These opportunities will be available for all Media pupils.

Year 11 Units of Study		Length of unit
Component 2	Developing Digital Media Production Skills (LAC)	36GLH
Component 3	Create a Media Product in Response to a Brief	48GLH

The Media department 'Learning Journey' at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.