

**Subject Area:** Media BTEC (Level 3 National Extended Certificate in Creative Digital Media Production)

**Curriculum Intent:**

The BTEC Media curriculum seeks to develop students' creative, organisational, analytical, and evaluative skills with a specific emphasis upon preparing students for a wide range of career-paths and with the overall goal of creating rounded, confident, life-ready learners. The curriculum is divided between creative, portfolio-based units, and external units which allow students to explore media representations and techniques at a deeper, more analytical level. Our curriculum aims to take students beyond the mere academic requirements of the course into considerations of the influence and significance of mass media in the 21<sup>st</sup> century. As such, students will develop awareness of the ethical aspects of media including representations of race and gender, the harmful consequences of uncritical exposure to negative media representations, and the necessity of honesty and accuracy in the creation of media products. Students evaluative and critical skills are prioritised with the goal of fostering confident, independent-minded students who are capable of critically examining media texts and messages. Exploration of theories of media consumption in our curriculum goes much deeper than that required by the exam specification as we believe in the value of enabling students to explore media texts and messages with the capacity for in-depth critical evaluation. We also want to ensure that every single student is fully prepared for the academic requirements of further study whether or not they choose to pursue this route.

| Dates                   | Content  | Assessment   | Rationale  |
|-------------------------|--|--|--|
| Year 12<br>Term 1 and 2 | <p><b>Unit 14: Digital Magazine Production</b></p> <p><b>Learning Aim A: Understand the considerations, codes, and conventions of a specific genre of magazine for print and digital platforms</b><br/>A1 Magazine genres<br/>A2 Codes and conventions<br/>A3 Platform considerations</p> <p><b>Learning Aim B: Develop materials for magazine production</b><br/>B1 Source, log and generate appropriate content<br/>B2 Preparing content in appropriate formats</p> <p><b>Learning Aim C: Produce magazine layouts in the codes and conventions of a genre</b><br/>C1 Magazine production stages<br/>C2 Creating magazine layouts</p> <p>CEIAG: Subject to restrictions, students will visit a local digital publisher and/or receive a talk from someone working in local digital publishing (e.g. the Halifax Courier)</p> | <p><b>Learning Aim A</b><br/>Will be assessed in Term 1.</p> <p>Students will complete Learning Aim A by the end of the term and will be given a grade (U, P, M, or D) for the learning aim based on the Pearson criteria for Unit 14. This will be used as the students' grade for <b>PC1</b>.</p> <p><b>Learning Aim B and C</b><br/>Will be assessed simultaneously in Term 2 and a grade will be given for these for <b>PC2</b>.</p> <p>The final portfolios will be completed by the end of Term 2 and an overall grade will be awarded for the Unit and confirmed via moderation.</p> <p>Regular spaced repetition tests will assess knowledge and application of terminology relating to the analysis of magazines.</p> | <p>This Unit has been selected to be studied first as it provides an excellent introduction to both the analytical and creative sides of the Creative Digital Media course. The initial part of the unit (Learning Aim A) builds upon the skills with which all students should be familiar from GCSE English of identifying purposes, audiences, and genres, and analysing the impacts of these upon the media texts studied.</p> <p>The first assessment will allow students the opportunity to apply these skills to BTEC level media texts whilst providing a staggered introduction to the media terminology and theories required for the remainder of the course.</p> <p>Students are expected to take responsibility for their learning and the development of their portfolios with the final grade for the unit based on a combination of their creative and technical skill, as well as their analysis and understanding of media texts.</p> <p>This Unit provides an engaging introduction to the two year course which should be accessible to all learners whilst scaffolding towards the more advanced external units covered later in the course. It builds in core skills which will be further developed in subsequent units such as: identification of audience demographics and psychographics, understanding of codes and conventions and subversions of these,</p> <p><b>S/CVs:</b> Work ethic and attention to detail- students begin with a portfolio unit for which they must be self-motivated and organised. The importance of presentation and attention to detail with each stage of their Unit 14 folders is emphasised and students are reminded that these folders can be used as evidence to submit to future employers and academic centres.</p> |
| Year 12<br>Term 3-4     | <p><b>Unit 8: Responding to a Commission</b></p> <p><b>Learning Aim A: Rationale for ideas in response to a commission</b><br/>A1 Use of research and background material<br/>A2 Understanding the client/commission<br/>A3 Ideas generation<br/>A4 The rationale for the final idea</p> <p><b>Learning Aim B: Developing a response to a commission</b><br/>B1 The pitch<br/>B2 The proposal</p>  | <p><b>PC3-</b> Students will be given an holistic grade based upon their portfolios, which they will be working on until Term 6. Grades (U,P,M,D) will be given based upon the Pearson criteria for Learning Aims A and B.</p> <p><b>PC4-</b> Students will be given a teacher-created examination, testing their understanding of terminology, processes and requirements for the specific commission released by the exam board. Grades will be decided as a percentage.</p>   | <p>Where Unit 14 provided a broad introduction to some of the creative, organisational, and technical requirements of working in a specific media sector (digital publishing), Unit 8 provides a more practical introduction to the real-world requirements of working in media. Students are introduced to the concept of responding to a commission and the organisational, creative, and practical requirements to managing such a project. Once they are familiar with the general principles they will be presented with a series of specific commissions modelled on those of real workplaces in different media sectors. For each, they will be required to research independently.</p> <p>This unit requires substantial independence from students and expects them to demonstrate organisational and research skills. Students maintain a portfolio of evidence throughout the unit which they are encouraged to view as a demonstration of their skillsets to future employers, academic courses, or apprenticeships. The unit begins to equip students with the workplace skills they will build upon and finalise when working through Unit 4 in Year 13.</p>   |
| Year 12<br>Term 5-6     | <p><b>Unit 8: Responding to a commission</b></p> <p><b>Learning Aim C: Operational considerations of the proposal</b><br/>C1 Production considerations<br/>C2 Content considerations</p> <p><b>Learning Aim D: Presentation of creative ideas</b><br/>D1 Written and visual communication<br/>D2 Expanding the pitch and proposal's creative ideas</p>   | <p><b>PC5-</b> Students will be given an holistic grade based upon their portfolios. Grades (U,P,M,D) will be given based upon the Pearson criteria for Learning Aims C and D.</p> <p>Students will submit their completed Unit 8 portfolios for assessment and moderation at the end of Term 6.</p>   | <p><b>Careers:</b> Preparing their final portfolio in response to a specific, external commission equips students for the real-world requirements of responding to commissions within media workplaces</p> <p>Following their responses to a series of in-class commissions, students will be presented with a commission released by Pearson which they will have two weeks to complete. This task is designed to replicate the pressures and requirements of working in a specific media sector and is selected for study at the end of Year 12 just prior to students completing work experience at the end of the academic year, and before they finalise their academic/careers choices early in Year 13.</p>   |

| Dates                | Content   | Assessment   | Rationale   |
|----------------------|---|--|---|
| Year 13<br>Term 1- 2 | <p><b>Unit 4: Pre-production Portfolio</b></p> <p><b>Learning Aim A: Understand the requirements of a pre-production portfolio</b><br/> A1 Requirements for a specific media production<br/> A2 The formats for preproduction processes<br/> A3 The functions of preproduction processes<br/> A4 The purposes of preproduction documentation</p> <p><b>Learning Aim B: Carry out pre-production for a digital media product</b><br/> B1 Procedures to follow<br/> B2 Pre-production requirements relevant for a chosen sector</p> <p><b>Learning Aim C: Produce a pre-production portfolio for a creative media production</b><br/> C1 Formats for documenting pre-production<br/> C2 Contents of pre-production portfolio<br/> C3 Maintaining a preproduction portfolio</p> <p><b>Learning Aim D: Review pre-production of a digital media product</b><br/> D1 Elements of pre-production<br/> D2 Project management</p> | <p><b>PC1-</b> Students will be given an holistic grade based upon their portfolios, which they will be working on until the end of Term 2. Grades (U,P,M,D) will be given based upon the Pearson criteria for Learning Aims A and B.</p> <p><b>PC2-</b> Students will be given an holistic grade based upon their portfolios, which they will be working on until the end of Term 2. Grades (U,P,M,D) will be given based upon the Pearson criteria for Learning Aims C and D</p> <p>Students' will submit their completed Unit 4 Portfolios for assessment and moderation at the end of Term 2.</p>  | <p>This unit is studied at the beginning of Year 13 as it provides an in-depth understanding of the requirements of working within media at a time when students will be finalising their post-sixth-form academic/careers choices. The unit builds upon those media-sector skills introduced in Unit 8 with a specific focus upon the requirements of pre-production across a range of media sectors: film, television, digital games, audio, and digital publishing. This is a practical unit which requires students to go through the stages of pre-production for a specific, chosen sector.</p> <p>Students will explore the preproduction requirements across all media sectors, including the logistical, time, financial, and regulatory considerations. They will then select a specific media sector before researching the pre-production requirements relevant to their sector.</p> <p>Over the course of the two terms, they will create pre-production portfolios logging each stage of the pre-production process. This requires creative, organisational, and analytical skills and intends to fully equip students for work in their chosen media sector. As with the other portfolio units, students will be encouraged to treat their portfolios as folders of evidence for potential future work, study, or apprenticeships within a media sector.</p> <div style="border: 2px solid red; padding: 5px; margin: 10px 0;"> <p>CEIAG: This is a practical unit which takes students through the step-by-step stages of full pre-production for working in a specific media sector</p> </div> |
| Year 13 Term 3-4     | <p><b>Unit 1: Media Representations</b></p> <p><b>Learning Aim A: Media messages</b><br/> A1 Media representations in context<br/> A2 Introduction to theories of media representation</p> <p><b>Learning Aim B: Understanding media messages</b><br/> B1 Constructing messages<br/> B2 Audience decoding<br/> B3 Semiotics: Media language<br/> B4: Expectations and subversion of genre.</p> <p><b>Learning Aim C: Stylistic codes</b><br/> C1 Camerawork and photography<br/> C2 Lighting<br/> C3 Editing<br/> C4 Sound<br/> C5 Design</p>   | <p><b>Assessment</b></p> <p><b>PC3-</b> an assessment modelled on shorter form questions from past paper Unit 1 exam. Students will be provided with four media texts (sourced from a past paper exam) and given a range of short-form questions testing their ability to identify, explain, and analyse the effects of specific media techniques</p> <p><b>PC4-</b> an assessment modelled on a mixture of shorter form and longer-form questions from a past paper Unit 1 exam. Students will be provided with four media texts (sourced from a past paper exam) and given a range of short-form questions testing their ability to identify, explain, and analyse the effects of specific media techniques.</p> | <p>Unit 1 provides a natural conclusion to the two-year course by bringing together skills and theories covered on all previous units and allowing students to demonstrate their understanding of the diverse areas of media studied.</p> <p>The initial part of the unit focuses students on representations, with a specific emphasis on representations of gender, class, age, and ethnicity. This encourages students to think critically about media representations and allows for wide-ranging discussion of the importance of positive representations and the power and influence of media texts.</p> <p>Following from this, the unit covers some of the most significant theories of media and introduces students to the research and theory of Richard Dyer, Laura Mulvey, and Stuart Hall. Alvarado's Racial Stereotyping Theory is also discussed, taking students further than the requirements of the syllabus. Discussion of these theories encourage students to critically examine representations of gender and race, and to more fully appreciate how negative stereotypes are perpetuated in the media.</p> <p>Finally, the initial parts of the unit allow students to deconstruct the techniques, codes and conventions of media, exploring the methods used in film, television, print advertising, magazines, and digital games. The focus on stylistic codes re-caps learning from across the previous three units, whilst pushing students to a more advanced academic and career-specific appreciation of the processes involved in different media sectors.</p>                  |
| Year 13 Term 5       | <p><b>Unit 1: Representations</b></p> <p><b>Learning Aim D: Effects of media messages</b><br/> D1 Effects of representations</p> <p><b>Revision of all Learning Aims + examination skills</b></p>   | <p><b>Assessment</b></p> <p><b>PC5-</b> an assessment modelled on the longer form (10 and 20 mark questions) from a past paper Unit 1 exam. Students will be provided with four media texts (sourced from a past paper exam) and given a range of longer-form essay questions testing their ability to analyse, discuss, and evaluate media representations, research, and critical theory.</p>  | <p>The final term concludes the Unit 1 material with a focus on the effects of media messages. This is designed to build on students' exploration of the impacts of specific media representations with a detailed examination of the effects of media messages on individuals, specific demographics, and society more widely. This encourages students to become critical thinkers capable of developing and demonstrating their own personal interpretations of the prevalent narratives and ideologies dominant in media texts.</p> <p>The final weeks of the term allow time for students to revisit all of the material covered in Unit 1 and to apply their understanding to essay questions and questions taken from past paper exams. This aims to build students confidence and examination skills prior to the external exam.</p>  |

|  |  |  |  |
|--|--|--|--|
|  | <p>PS/CVs: Civic Virtues of compassion and justice reinforced with discussion of the ways in which different groups are represented and critical examination of sexist, racist and stereotypical representations</p> | <p>The unit will be finally assessed by an external examination set by Pearson</p> |  |
|--|--|--|--|