Year 10 BTEC Creative Media Production

Subject Title	Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production
Exam board	Edexcel Pearson BTEC
Specification code	603/1238/5
Entry Level	All take the same units and exam
Exam details	2 internally assessed units and one externally assessed controlled assessment
Setting arrangements	Mixed ability classes
Time allowed	6 lessons per fortnight
Textbooks and revision guides	Faculty produced materials
Homework information	Research and analysis of media texts; photography

Term	Topics	Skills	Assessment
1	Introduction to Media ● Key vocabulary ● Media institutions ● Genre ● Form ● Conventions ● Target Audience ● Use of Media ● Digital Revolution	Introduces key areas of study for first component: 1.Print 2.Moving Image 3.Interactive- games and online Students will learn to consider how media is constructed; who constructs it; who it is aimed at. They will begin to consider their role in terms of the upcoming assignments as researchers for a media company.	Students will be introduced to the BTEC grading system of Pass, Merit and Distinction and their research and analysis work will be peer assessed and teacher assessed using this grading system.

| 2 | **Component 1: Exploring Media Products**

 3 areas of study

 Students will consider 3 different areas of media; for each area they will look at 2 different texts and consider who they are aimed and how it is designed to appeal to this group.
 1. Print (magazine covers and print ads)
 2. Moving Image (a film trailer and music video)
 3. Interactive- games and online (Minecraft and a further game)

 Work will involve close analysis of the different texts focusing on:

 Film and Visual language: photography and filmography; mise en scene; editing

 Print: colour, font/text, layout, use of language

 Interactive: game design, interactivity, interfaces, levels, goals, scoring

 Case studies will all apply ideas of audience, genre, representation and institution. | Building on the learning of the introductory unit, students will look in more depth at the case studies, 3 of which will be done whole class and 3 which will be selected by students.

 Working in the role of a media researcher, students will assess the various products for how they appeal to their target audience.

 Students will make links between different products and consider how brands are active across a range of media platforms.

 Students will use terminology specific to certain platforms and also notice how some terminology is relevant across all platforms- in particular the key concepts of audience, genre, representation and institution. | The work for the component is internally assessed and verified by media teachers and the BTEC team at Sheldon before being externally moderated.

 Students can achieve a Pass, Merit or Distinction for each of the component's learning aims and receive an overall grade of Pass, Merit or Distinction for the component as a whole. |
| 3 | **Focus on one area**

 In the second part of the first component students will study one of the areas covered previously in more detail- **moving image.**

 Having looked at short from moving image texts such as trailers and music videos students will now consider | This in depth analysis builds on the skills developed in the first part of the component and allows students to look in more detail at moving image products.

 Students will be able to explore the case studies with more complexity and look at a wide range of elements | The work for the component is internally assessed and verified by media teachers and the BTEC team at Sheldon before being externally moderated.

 Students can achieve a Pass, Merit or Distinction |

	long form texts across TV and Film. Once again they will consider how the case studies appeal to their target audience; consider in detail how texts challenge/conform to genre; consider how narrative is designed to engage viewers; consider and analyse intertextuality; analyse representation; analyse the use of film language to create meaning. **Texts-** Film: SOTD and Deadpool 2 TV: Family Guy and Dr Who	which will develop further their skills of textual analysis. They will write analytical essay style responses and use relevant images to annotate for meaning. They will be able to explain how various elements of moving image create meaning and will be able to explore the 3 act structure of conventional narratives.	for each of the component's learning aims and receive an overall grade of Pass, Merit or Distinction for the component as a whole.
4	**Continuation of the above**		
5	**Component 2: Digital Media Production Skills** In this component students will experiment with and develop a range of skills utilized in media production. In particular this will focus on publishing skills and build towards production of print products related to the film and TV industry. ● Research: Students will look at a variety of genres of film and TV and explore conventions of different genres. This will involve gathering a range of marketing products including posters, DVD covers, magazine covers, still frames from movies and	The initial part of this second component will build on ideas of genre and convention developed earlier. Students will be able to identify specific elements of relevant products. Students will work with found images to develop their production skills and learn about how images can be manipulated and edited for effect. They will learn about the kinds of pictures they will need for their own projects and concepts.	The work for the component is internally assessed and verified by media teachers and the BTEC team at Sheldon before being externally moderated. Students can achieve a Pass, Merit or Distinction for each of the component's learning aims and receive an overall grade of Pass, Merit or Distinction for the component as a whole.

	analysing the conventions in detail ● <u>Initial production</u> Using relatively simple apps such as PIXLR and moving on to more complex programme in Photoshop-students will produce experimental marketing materials for films in a certain genre, mainly using found images. They will use different functions to manipulate text, colour, texture, highlights, basic overlays and filters. They will analyse and evaluate their initial productions.		
6	**Continuation of the above**		
Links to websites and revision materials:	SPECIFICATION		