

**CURRICULUM MAP**

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| Subject | BTEC Creative Media Production |
| Head of Department | D. Neesham |

SCHOOL INTENT

The staff deliver a rich curriculum and high quality teaching where students enjoy learning. We have a culture of high expectation and aspiration which has enabled students to achieve very good GCSE examination results. We are proud that a significant number of boys remain with us to study at RR6, which is our co-educational sixth form in partnership with Ricards Lodge High School. The sixth form has an alumni comprising a wide variety of careers including former Oxbridge students, teachers, doctors, veterinarians and financiers. The school has a strong legacy of responsible, confident and happy young men who have gone on to apprenticeships, university and then in to world of employment.

We are a truly comprehensive boys' school which produces excellent outcomes for students. Our ethos is inclusive and caring so that all students develop their personal well-being, intellectual curiosity and creativity. We have a child-centred approach that focusses on both academic accomplishments and pastoral care alongside an exciting programme of enrichment opportunities. Rutlish is well known for its sport, drama, music, art and CCF. We offer a range of educational visits both in the UK and abroad; in recent years these have included trips to Germany, France, Italy, Vietnam and Costa Rica.

We expect all students to take responsibility for their learning, respect others and respect the environment. At Rutlish, the boys are encouraged to participate in leadership initiatives and become role-models for younger students as they move up through the school. The students work within the school motto, have excellent attitudes to learning, good manners, are happy and very proud of the school.

"Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness"

DEPARTMENT INTENT

We aim for our students to have an understanding of a wide variety of media products and platforms, how they have developed over time and the processes necessary to produce them. Furthermore, we encourage students to consider how media is a reflection of the values that a society holds and the symbiotic relationship that exists between the members of a society and the media they consume. We aim to imbue an awareness of how media impacts people on a global level, how it might impact more locally and how individuals may be shaped in terms of their media consumption.

We strive to examine different aspects of society and the groups that it is made up of in order to better understand the world at large; examining technological advance, representation of different groups and moral and technical standards all feed into how media students are encouraged to better know themselves and the world around them through the lens of media.

We also endeavour to develop key skills that prove an aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products. Students will learn photography, videography, sound recording and Audio-visual editing at a basic level with a chance to develop more specialist skills in one of these areas. Our intention is that students follow a process that underpins effective ways of working in media, such as responding to briefs and feedback, planning and generating ideas. We aim to help students build upon their personal management and communication skills and cultivate knowledge of processes and attitudes in the sector.



| YEAR 10 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KNOWLEDGE | UNIT OF WORK: INTRODUCTION TO MEDIA SECTORS AND PRODUCTS | UNIT OF WORK: (Practice Comp 1) EXPLORING MEDIA PRODUCTS | UNIT OF WORK: (Comp 1) EXPLORING MEDIA PRODUCTS | | UNIT OF WORK: (Practice Comp 2) DEVELOPING MEDIA SKILLS AND PROCESSES: PRE-PRODUCTION | UNIT OF WORK: (Practice Comp 2) DEVELOPING MEDIA SKILLS AND PROCESSES: PRODUCTION AND POST- PRODUCTION |
| | <p>Understanding 3 media sectors: moving image, publishing and interactive</p> <p>Understanding the codes and conventions of different products that are available in each sector</p> <p>Key terminology within each sector</p> | <p>Codes and conventions of film trailers, and how these affect audiences depending on their design</p> <p>Consumption of magazines and how design choices and representation affect audiences</p> <p>The video games industry and marketing strategy</p> | <p>Products explored include</p> <ul style="list-style-type: none"> • Film Trailers • TV/online Adverts • Television drama <p>Students will understand:</p> <ul style="list-style-type: none"> • Codes and conventions • Representation • Audience relationships | | <ul style="list-style-type: none"> • Understanding how to plan for a visual style, content and structure of a media product. This could include development of narratives and visual styles, storyboards, layouts, treatments, etc. | <ul style="list-style-type: none"> • Knowledge of creating content for media products demonstrating how to skilfully and creatively experimented with production and post production skills to combine and refine content. This could include editing, adding effects, combining content into finished published or interactive products, etc. • How to create and refine pre-production materials • How to use this material to create a product |



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| KEY SKILLS | <p>Gaining knowledge of fundamental concepts and associated terminology in Media</p> <p>Reading media texts for meaning (semiotics)</p> <p>Gaining knowledge of Narrative theories (Propp’s characters and Todorov’s 5 stages) and applying them to real life examples</p> <p>Understanding how certain media products are relatable to and represent specific groups</p> <p>ICT and presentation skills that support the understanding of key concepts</p> | <p>Developing knowledge of fundamental concepts and associated terminology in Media</p> <p>Reading media texts for meaning (semiotics) and being able to present findings in different ways</p> <p>Understanding essential technical aspects of product creation</p> <p>Analysing how certain media products are consumed and the role of the audience</p> <p>ICT and presentation skills that support the understanding of key concepts</p> | <p>Analyse the relationships between media products, their purpose and specific audiences using considered examples across all the three media sectors.</p> <p>Analyse the relationship between genre, narrative, representations and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products.</p> | <ul style="list-style-type: none"> • Demonstrate development of media production skills and techniques, through creative experimental practical work • This could include shooting photographs or video in different conditions with consideration of the composition and lighting, writing content for magazine and web pages, creating graphics or characters. • Demonstrate application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product leading to creative outcomes. • Creation of Pre-production documents to show how a product is going to be reworked, e.g. a storyboard, script or draft layout. • Discussion of ideas with others and refining to create finished visual plans. • Using this planning to create the content, needed, e.g. recording footage, taking photographs, creating graphics, textures or sprites. • Using post-production skills and techniques to edit together content and produce a final reworked media product. |
| | HOW DO WE BUILD ON SKILLS AND KNOWLEDGE? | <p>Drawing on skills acquired in English</p> <p>Creating a portfolio of investigative work in class which directly lays foundations for creation and implementation of products and skills.</p> <p>Questioning helps to secure understanding and application of new ideas/terminology</p> | <p>Builds upon key knowledge gained in Autumn 1</p> <p>Students work more independently to analyse their own choice of products as well as in pairs and groups</p> <p>Terminology review and mini assessment to check retention</p> | <p>Real life examples and individual student choices used to develop understanding</p> <p>Explore different methods of presentation to review best ways of learning</p> <p>Terminology review and mini assessment to check retention</p> |



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| KEY TERMS | <ul style="list-style-type: none"> • Media sectors • Codes and Convention • Denotation • Connotation • Encode/decode • Target Audience • Narrative • Propp’s theory and associated terms • Todorov’s theory and associated terms • Genre/Subgenre/Hybrid • Names of camera angles/shot/movements • Representation | <ul style="list-style-type: none"> • Consumption • Active/Passive audiences • Individual audiences/Group audiences • Demographics • Psychographics • The 4C theory • Hypodermic Needle • Uses and Gratifications | <ul style="list-style-type: none"> • Terms used in Autumn 1 and 2 • High/low key lighting • Mise-en-scene • Diegetic/Non-diegetic • Editing terms: cut away/cut in • Characterisation | <ul style="list-style-type: none"> • Pre-production, Production, Post-production • Storyboard and associated terms e.g. camera angles, cut types, sound types • Script and associated terms e.g. V/O, interior and exterior • Equipment terms: dolly, tripod, DSLR • Call sheet • Editing terms e.g. chroma key, import/export |
| LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects | <p>Drawing on skills acquired in English – interpreting authorial intent and implied meaning/effect on a reader.</p> <p>Careers - A look into different media industries and what is involved</p> <p>Examination of how race/gender/disability/age/place/time is represented in the media and how these stereotypes change according to time/place</p> <p>Exploration of how media is consumed depending on social and historical contexts</p> <p>Presentation, pitch and organisation skills required in media industries</p> | | | <p>Careers – understanding the day to day process and experience of working in a media sector</p> <p>Presentation, pitch, collaboration and organisation skills required in media industries</p> |
| ASSESSMENTS Summative and Formative as applicable | ASSESSMENT: Questions, commentary on and analysis of several media products | ASSIGNMENT 1 TASK 1: A report analysing past and present media products in 3 sectors | ASSIGNMENT 1 TASK 2: A presentation and report analysing past and present media products: film trailers and television drama | FOUNDATIONS ASSIGNMENT 2 TASK 1: Portfolio to include: evidence of the skills and techniques, e.g. notes on Shooting Workshop, storyboards. The finished practical work |



YEAR 11

| YEAR 11 | | | |
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| | Autumn | Spring | Summer |
| KNOWLEDGE | UNIT OF WORK: (Comp 2) DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS | UNIT OF WORK: RESPONDING TO A BRIEF: EXAM PREPARATION | UNIT OF WORK: EXAM |
| | <ul style="list-style-type: none"> • Demonstrate development of media production skills and techniques, through creative experimental practical work. This could include shooting photographs or video in different conditions with consideration of the composition and lighting, writing content for magazine and web pages, creating graphics or characters. • Demonstrate application of pre-production, production and post-production skills and techniques when creating a media product leading to creative outcomes. • Creation of Pre-production documents to show how a final product is going to look, e.g. a storyboard, script or draft layout. • Discussion of ideas with others and refining to create finished visual plans. • Using this planning to create the content, needed, e.g. recording footage, taking photographs, creating graphics, textures or sprites. • Using post-production skills and techniques to edit together content and produce a final media product | <ul style="list-style-type: none"> • Industry scenarios linked to the workplace and how to interpret and respond to this • Application of planning for a visual style, content and structure of a media product. This could include development of narratives and visual styles, storyboards, layouts, treatments, etc. • Knowledge of creating content for media products demonstrating how to skilfully and creatively apply production and post production skills to combine and refine content. This could include editing, adding effects, combining content into finished published or moving image products • How to create and refine pre-production materials • How to use this material to create a product • Summarising and interpreting a brief • Developing imaginative and creative planning materials • Time management and ICT skills required to organise generated content e.g. footage, photos, graphics • Development of skills equipment and technology e.g. camera, microphone • Independent use of editing software | N/A |



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| KEY SKILLS | | | |
| HOW DO WE BUILD ON SKILLS AND KNOWLEDGE? | <p>Review of skills and knowledge learned in Year 10</p> <p>Presentation of reflection of own strengths and weaknesses in media production</p> <p>Peer learning</p> | <p>Review of skills audit completed at the end of Spring 1</p> <p>Development of areas of weakness</p> <p>Application of understanding across Y10 and 11 in a more independent setting</p> | |
| KEY TERMS | <ul style="list-style-type: none"> • Pre-production, Production, Post-production • Storyboard and associated terms e.g. camera angles, cut types, sound types • Script and associated terms e.g. V/O, interior and exterior • Mood board • Copy • Equipment terms: dolly, tripod, DSLR • Call sheet • Risk Assessment • Editing terms e.g. chroma key, import/export | | |
| LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects | <p>Careers: understanding the review process</p> <p>Presentation skills</p> <p>ICT skills required for many industries</p> | <p>Careers: time management, organisation and communication skills</p> <p>ICT skills required for many industries</p> <p>Consideration of representation of groups across society in the media</p> | |



ASSESSMENTS
Summative and Formative
as applicable

Log of practical skills developed, including annotated or narrated practical work
Skills audit to detail strengths and future improvements
Evaluation in the form of a written report, blog or presentation with notes.

Assessment:
IDEAS LOG
AND
PLANNING
MATERIALS
IN
RESPONSE
TO A BRIEF

Assessment: CREATING GENERATED
CONTENT IN RESPONSE TO A BRIEF

Assessment:
CREATING A
PRODUCT IN
RESPONSE TO A
BRIEF

