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| <p><b>Builds upon:</b><br/>Media codes used to convey meaning, create impact and engage audiences</p>  | <p><b>Builds upon:</b><br/>A: Investigate media products</p> <p>A1 Media products, audiences and purpose</p>   | <p><b>Build upon:</b><br/>A: Investigate media products</p> <p>A1 Media products, audiences and purpose</p>   | <p><b>Builds upon:</b><br/>Managing the production process</p> <p>Apply media production skills and techniques to the creation of a media product</p>   | <p><b>Builds upon:</b><br/>Production skills and techniques</p> <p>Combining and refining content</p>  | <p><b>Builds upon:</b><br/>Production skills and techniques</p> <p>Combining and refining content</p>   |
| <p><b>Introduces:</b></p> <p>Learners will develop their understanding of the relationship between media products, their audiences and purposes.</p> <p>Learners must explore media products from each of the three sectors: audio/moving image, print and interactive.</p> <ul style="list-style-type: none"> <li>● Researching media products and practice, to include: <ul style="list-style-type: none"> <li>o primary sources, e.g. observations, discussions, interviews conducted by learners, surveys</li> <li>o secondary sources, e.g. internet, film, television, magazines.</li> </ul> </li> </ul> | <p><b>Introduces:</b></p> <p>Learners will develop their understanding of how media products combine genre, narrative and representation to create meaning for audiences.</p> <p>Genre, to include:</p> <ul style="list-style-type: none"> <li>o identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page</li> <li>o how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions</li> <li>o repetition and difference, e.g. the extent to which a TV</li> </ul> | <p><b>Introduces:</b></p> <p>Learners will deconstruct media products to examine how media production techniques are combined in media products to create specific effects and engage audiences.</p> <p>Learners may focus on techniques from one sector or combine techniques from across sectors.</p> <ul style="list-style-type: none"> <li>● Audio/moving image media products: <ul style="list-style-type: none"> <li>o camerawork, e.g. set-up, framing, shot type/length, angle, movement</li> <li>o mise en scène, e.g. sets, props, lighting, costume, blocking, production design</li> <li>o use of sound, e.g. diegetic and non-diegetic,</li> </ul> </li> </ul> | <p><b>Introduces:</b></p> <p>B1 Media production and post-production processes and practices Learners will develop understanding of media production and post-production processes and practices relevant to the media sector.</p> <ul style="list-style-type: none"> <li>● Production and post-production processes and practices, such as: <ul style="list-style-type: none"> <li>o production workflow, e.g. identifying and ordering tasks, setting deadlines, monitoring progress, managing resources</li> <li>o preparing assets, e.g. create, select, review, re-create</li> </ul> </li> </ul> | <p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>o recording audio in a studio and on location, e.g. acoustics, noise reduction techniques, adjusting and monitoring recording levels</li> <li>o setting up microphones, e.g. microphone type, placement</li> <li>o creating audio, e.g. ambient, foley sound, sound effects, voiceover.</li> <li>● Skills for the print sector relevant to the production, such as: <ul style="list-style-type: none"> <li>o writing and editing copy, e.g. mode of address, persuasive devices, accuracy, reliability, proofreading</li> </ul> </li> </ul> | <p><b>Introduces:</b></p> <p>Learners will develop practical skills and techniques for editing, combining and refining content relevant to the media sector.</p> <ul style="list-style-type: none"> <li>● Skills for the audio/moving image sector relevant to the production, such as: <ul style="list-style-type: none"> <li>o editing audio, e.g. importing audio, multitrack editing, match volume, playback levels, volume, pan and balance, normalisation</li> <li>o editing video, e.g. importing assets, editing sequences, rough cuts, synchronising audio and video, rendering and previewing, cutaways, shot reverse shot, eyeline match</li> <li>o motion graphics, e.g. graphics, titles, animation and keyframes</li> </ul> </li> </ul> |

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| <ul style="list-style-type: none"> <li>Media research techniques, to include: <ul style="list-style-type: none"> <li>o textual analysis, e.g. denotation and connotation, encoding, anchorage, polysemy</li> <li>o personal response, e.g. interpretation, identification</li> <li>o practical experimentation, e.g. sketches, plans, practical skills exercises</li> <li>o recording research outcomes, e.g. note taking, audio-visual recordings, screen recordings, research logs.</li> </ul> </li> <li>Contemporary (post-2000) and historical (pre-2000) media products, to include: <ul style="list-style-type: none"> <li>o audio/moving image products, e.g. TV programmes, films, music videos, animations, advertisements, radio broadcasts, podcasts</li> <li>o print products, e.g. newspapers, magazines, comics, brochures, advertisements</li> <li>o interactive media products, e.g. websites, mobile apps, interactive magazines, mobile games, video games, online games, advertisements.</li> </ul> </li> <li>Context of production, to include:</li> </ul> | <p>programme, magazine or website conforms to generic codes and conventions and introduces elements of originality.</p> <ul style="list-style-type: none"> <li>Narrative, to include: <ul style="list-style-type: none"> <li>o storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app</li> <li>o narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand</li> <li>o point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game</li> <li>o characterisation, e.g. character functions in film, print advertisements, computer games</li> <li>o themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games</li> <li>o setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game</li> <li>o mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game.</li> </ul> </li> </ul> | <p>sound effects, voiceovers, dialogue, music, sound bridges, audio beds, aural motifs, ambient sound, silence</p> <ul style="list-style-type: none"> <li>editing techniques, e.g. continuity, montage, flashbacks, transitions, synchronising, pace, rhythm, flow, tone, balance</li> <li>effects, e.g. audio effects, visual effects, motion graphics.</li> </ul> | <ul style="list-style-type: none"> <li>managing assets, e.g. setting up folder structures, selecting file formats, using appropriate file names</li> <li>o experimenting with different techniques, e.g. design iterations, rough edits, mock ups, prototyping</li> <li>o exporting for digital distribution, e.g. applying compression techniques, export settings, file formats</li> </ul> <p>B2 Media production skills and techniques Learners will develop practical skills and techniques for creating content relevant to the media sector.</p> <ul style="list-style-type: none"> <li>Skills for the audio/moving image sector relevant to the production, such as: <ul style="list-style-type: none"> <li>o shooting video in different locations, e.g. interior, exterior, transport</li> <li>o shot composition, e.g. shot type, framing, angle, focus</li> <li>o camera movement techniques, e.g. slow pan, whip pan, tilt, zoom, dolly, crane, steadicam, handheld, combining camera movements</li> <li>o lighting techniques, e.g. three-point lighting, soft lighting, hard lighting, natural lighting</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>taking photographs, e.g. composition, angle, lighting, depth of field</li> <li>o image editing, e.g. cropping, scaling and resizing images</li> <li>o image manipulation techniques, e.g. layers, selections, image adjustments, transformations, filters, effects</li> <li>o creating graphics, e.g. drawing tools, lines, shapes, paths, text, colour, transforming objects, effects</li> </ul> <ul style="list-style-type: none"> <li>Skills for the interactive sector relevant to the production, such as: <ul style="list-style-type: none"> <li>o creating vector graphics, e.g. buttons, icons, logos</li> <li>o creating 2D assets, e.g. character sprites, environments and terrain, GUI</li> <li>o creating 3D assets, e.g. models, objects, textures</li> <li>o taking photographs, e.g. composition, angle, lighting, depth of field</li> <li>o image editing, e.g. cropping, scaling and resizing images</li> <li>o image manipulation techniques, e.g. layers, selections, image adjustments, transformations, filters, effects.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>adding audio and video transitions, e.g. fade, crossfade, dissolve, wipe</li> <li>o audio effects, e.g. fade and gain, compression, amplitude, modulation, delay, equalisation, reverb, noise reduction</li> <li>o visual effects, e.g. colour correction, distortion, adjustments, masking, keying, time effects, transform effects.</li> </ul> <p>Skills for the interactive sector relevant to the production, such as:</p> <ul style="list-style-type: none"> <li>Skills for the interactive sector relevant to the production, such as: <ul style="list-style-type: none"> <li>o using web design software, e.g. setting up a site, page layouts, styling objects, HTML tables to present information, use of colour, adding page content, navigation, links, interactivity, forms, coding</li> <li>o creating digital publications, e.g. animation, hyperlinks, forms, movies, sound clips, buttons, page transitions</li> <li>o designing user interfaces, e.g. importing assets, align and arrange objects, design buttons, drop-downs, tool tips, modal dialogs</li> </ul> </li> </ul> |
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| <p>o media producer, e.g. media conglomerate, public service broadcaster, independent media producer, community media organisation</p> <p>o purposes of media products, e.g. to entertain, inform, educate, persuade, inspire, challenge</p> <p>o motivations of the media producer, e.g. generate profit, raise awareness, benefit a community, self-expression, innovation, experimentation, public service responsibilities</p> <p>o aims of the producer, e.g. to create media products that are high quality, distinctive, accessible, diverse, inclusive, impartial.</p> <p>● Audience interpretation, to include:</p> <p>o defining primary and secondary audiences, e.g. gender, age, socio-economic groupings, lifestyle profiles o audience statistics, e.g. box office figures, circulation, sales, hits, subscriptions, followers</p> <p>o situation, e.g. the effect of where, when and with whom the audience engages with a media product o audience involvement, e.g. using interactive features, online voting, consumer-generated content, passive</p> | <p>● Representation of people, places, issues and events, to include:</p> <p>o audience positioning and perspective</p> <p>o audience identification</p> <p>o use of stereotyping</p> <p>o positive and negative representations.</p> |  | <p>o production design, e.g. set, props, colour, costume, blocking</p> |  | <p>o using game engines, e.g. importing assets, level maps, lighting, sound</p> <p>o adding interactivity in games, e.g. scripts, triggers, buttons, actions, colliders, pickups.</p> <p>Developing techniques to monitor and improve skills and outcomes throughout the production process.</p> |
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| audiences o audience responses, e.g. preferred, negotiated and oppositional readings<br><br>o audience uses and gratifications, e.g. information, entertainment, escapism, personal identity, social interaction. |  |  |  |  |  |
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**Year 11**

| <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b> |
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| <b>Component 2<br/>:Developing Digital<br/>Media Production<br/>Skills</b> | <b>Component 2<br/>:Developing Digital<br/>Media Production<br/>Skills</b> | <b>Components 3:<br/>Create a Media Product<br/>in Response to a Brief</b>   | <b>Components 3:<br/>covered:Creative iMedia<br/>in the media industry</b>  | <b>Components 3: Create a<br/>Media Product in<br/>Response to a Brief</b>  |                 |
| <b>Sub-Topics:<br/>B3 Media post-production<br/>skills and techniques</b>  | <b>Sub-Topics:<br/>B3 Media post-production<br/>skills and techniques</b>  | <b>Sub-Topics:<br/><br/>A1 Understand how to<br/>develop ideas in<br/>response to a brief A1<br/>Responding to a brief<br/><br/>A2 Generating ideas<br/><br/>B Develop planning<br/>materials in response to<br/>a brief B1 Planning<br/>materials</b> | <b>Sub-Topics:<br/><br/>B2 Managing the<br/>production process<br/><br/>C Apply media<br/>production skills and<br/>techniques to the<br/>creation of a media<br/>product<br/><br/>C1 Monitor and review<br/>the outcomes of the<br/>production process</b> | <b>Sub-Topics:<br/><br/>C2 Production skills and<br/>techniques<br/><br/>C3 Combining and<br/>refining content<br/><br/>C4 Testing and<br/>exporting for<br/>distribution</b> |                 |

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| <b>Assessment:</b><br>externally moderated  | <b>Assessment:</b><br>externally moderated  | <b>Assessment:</b><br><b>External Synoptic</b>  | <b>Assessment:</b><br><b>External Synoptic</b>   | <b>Assessment:</b><br><b>External Synoptic</b>   |  |
| <b>Builds upon:</b><br><br><b>Managing the production process</b><br><br><b>Applying media production skills and techniques to the creation of a media product</b>  | <b>Builds upon:</b><br><br><b>Production skills and techniques</b><br><br><b>Combining and refining content</b>   | <b>External Synoptic</b><br><br>Year 9 scheme of work<br>Network and hardware   | <b>Builds upon:</b><br><br>Year 9 scheme of work<br>Network and hardware<br>build a gaming lab   | <b>Builds upon:</b><br><br>Year 9 scheme of work<br>Network and hardware   |  |
| <b>Introduces:</b><br><br>● Skills for the print sector relevant to the production, such as:<br><br>creating page layouts, e.g. pages and spreads, grids, rulers and guidelines, text frames, linking text in columns, text wrap, paths and frames, aligning objects, tables of information<br><br>creating visual impact, e.g. creating a visual hierarchy, masthead, cover lines, headlines, subheadings, pull quotes, running heads, using white space | <b>Introduces:</b><br><br>●<br>● Reviewing content, e.g. the amount, quality, relevance, accuracy.<br><br>● Testing and reviewing practical outcomes, e.g. functionality, consistency, continuity, communication, accessibility.<br><br>● On-going review used to inform decisions and refine work:<br><br>o application of skills and techniques | <b>Introduces:</b><br><br><b>A1</b><br><br>Establishing the requirements of the brief, such as:<br><br>o the client, e.g. the type of company or organisation that has set the brief, their market or field, and their competitors<br><br>o the aim or purpose of the brief o technical requirements, e.g. product type, size, duration, format.<br><br>● Defining the target | <b>Introduces:</b><br><br>Learners will need to manage the following aspects of the production process.<br><br>● Time management, such as:<br>o schedules, e.g. maintain production schedules of tasks and deadlines<br>o contingency planning.<br><br>● Copyright, clearances and permissions, such as:<br>o checking copyright status of | <b>Introduces:</b><br><br>Learners will use relevant skills and techniques developed in Components 1 and 2 to prepare the content needed for the construction of their chosen media product.<br><br>● Capturing footage and audio, such as:<br><br>o equipment, e.g. cameras, tripods, lights, microphones, portable audio digital recorders, microphone |  |

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| <p>designing print products, e.g. typography, use of colour, paragraph and character styles, object styles, drop caps, effects</p> <p>o editing text, e.g. readability, editing to fit available space, adding suitable captions.</p> | <p>o respond to audience/user feedback</p> <p>o identify strengths and areas for development</p> | <p>audience, such as:</p> <p>o age, gender, location, income level</p> <p>o lifestyle, attitude, values, interests, behaviour, personality.</p> <p>Researching similar existing products to understand the marketplace/competition, such as:</p> <p>o products, e.g. mainstream, niche, alternative, generic, unconventional</p> <p>o textual analysis of the technical and stylistic codes o content analysis to establish the contents, order and sequencing.</p> <p>● Exploring the chosen media sector to support the generation of ideas, such as:</p> <p>o audience responses to media products aimed at the same target audience</p> <p>o current trends in the chosen media sector.</p> <p>● Theme of the brief:</p> <p>o secondary research into the topic or theme of the brief.</p> <p><b>A2 Learners will need to consider different ideas for their product, its content and style, in</b></p> | <p>secondary assets and material, e.g. public copyright licences such as Creative Commons, royalty free (RF), public domain (expired copyright), obtaining permission to use copyrighted assets or material o clearances to use locations, participants for public screening/viewing.</p> <p>C Learners will apply production skills and techniques to the creation of their media product within their chosen sector through selection and use of appropriate equipment and in response to the client's needs.</p> <p>C1 Learners will need to continually reflect on the progress of their media product as they engage in the different stages of the production process.</p> <p>● Monitoring outcomes to identify strengths and potential areas for improvement</p> <p>● Making refinements to the media product to improve the outcome.</p> | <p>stands, pop filters, headphones</p> <p>o techniques, e.g. camerawork, framing, shot type and length, angle, movement, checking sound levels, sound capture.</p> <p>● Creating images and assets, such as:</p> <p>o equipment and software, e.g. digital cameras, vector drawing tools and packages, image editing and manipulation tools and packages, game authoring software</p> <p>o techniques, e.g. composition, cropping, resizing, image adjustments, image manipulation, image quality, preparing assets.</p> <p>● Creating copy, such as: o equipment and software: word processing o techniques, e.g. speak to the reader, use facts and statistics, check sources, organisation of content and ideas, short paragraphs, repetition, proofreading.</p> <p>● Sourcing content from secondary sources, such as: o compatibility, e.g. file size, and file format</p> |  |
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|  |  | <p><b>order to develop a coherent product proposal.</b></p> <p>Product, such as:</p> <ul style="list-style-type: none"> <li>o audio/moving image, e.g. podcast, radio broadcast, audio guide, news or feature package, advertisement, trailer, viral video, promotional video, short film, animation</li> <li>o print, e.g. magazine, brochure, marketing material, newspaper, advertorial, leaflet</li> <li>o interactive, e.g. game demo, website, app, interactive magazine, HTML newsletter.</li> </ul> <ul style="list-style-type: none"> <li>● Content, such as: <ul style="list-style-type: none"> <li>o structure, e.g. storyline, narrative, running order, pages, screens, levels</li> <li>o breakdown, e.g. characters, articles, features, rules.</li> </ul> </li> <li>● Style and design, such as: <ul style="list-style-type: none"> <li>o style, e.g. mise en scène, tone, mode of address, house style</li> </ul> </li> </ul> <p>design, e.g. locations, atmospheric and ambient sound, game environment.</p> <p>Idea selection: o retain, reject, combine and refine ideas to form a chosen idea for a media product.</p> |  | <p>o assessing quality, suitability and fitness for purpose.</p> <p>C3 Combining and refining content Learners will need to edit their content together to create a finished product for presentation to the client.</p> <p>Editing audio and moving image, such as:</p> <ul style="list-style-type: none"> <li>software, e.g. digital video editing, digital audio editing</li> <li>o techniques, e.g. continuity editing, non-continuity editing, transitions, audio mixing, audio and visual effects, titles and credits, sound beds</li> </ul> <p>stylistic codes, e.g. camera framing, angle, movement, mise en scène, lighting, editing and sound.</p> <ul style="list-style-type: none"> <li>● Combining assets for the page and screen, such as:</li> </ul> <ul style="list-style-type: none"> <li>software, e.g. graphics or image manipulation, desktop publishing</li> </ul> <p>techniques, e.g. alignment, formatting text and images, use of colour</p> |  |
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|  |  | <p>B1 Planning materials<br/>Learners need to produce sector-specific planning materials that are sufficiently detailed to enable the client to visualise the proposed product.</p> <p>Storyboarding for moving image, such as:</p> <p>conventions, e.g. types of shot, shot composition, framing, camera movement, transitions, shot duration, dialogue, soundtrack</p> <p>storytelling, e.g. staging, continuity, direction notes.</p> <p>Writing a script for audio/moving image, such as:</p> <ul style="list-style-type: none"> <li>o conventions, e.g. title page, description of action, dialogue, timings, script outline</li> </ul> <p>audio elements, e.g. music, sound effects, jingles, interviews, vox pop, music bed, speech</p> <p>storytelling, e.g. sequences, scenes, use of language, directions, narration.</p> <p>Page layout and design for print, such as:</p> |  | <p>stylistic codes, e.g. layout and design principles, typography, image editing.</p> <p>Adding interactivity, such as:</p> <ul style="list-style-type: none"> <li>o software, e.g. web design, games authoring, app development</li> </ul> <p>techniques, e.g. incorporating interactive objects and features, navigation, controls</p> <p>stylistic codes, e.g. interactivity, user interface, usability/playability, mise en scène, gaming environments, lighting and sound.</p> <p>C4 Testing and exporting for distribution Learners will need to test their media product to ensure it functions as intended and save it in an appropriate file format for distribution.</p> <ul style="list-style-type: none"> <li>● Testing: usability testing, functionality testing.</li> <li>● Compressing: rendering audio and video, file optimisation.</li> <li>● Exporting in appropriate file formats for the chosen distribution platform. C5</li> </ul> |  |
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|  |  | <p>conventions, e.g. thumbnails, sketches</p> <p>positioning, e.g. assets, features, content, columns, white space o design, e.g. consistency, colours, fonts, styles, effects.</p> <p>Layout and design for interactive, such as:</p> <p>conventions, e.g. storyboards, wireframes, sketches</p> <p>positioning, e.g. text, images, assets, white space</p> <p>flow, e.g. interactivity, navigation, movement, sound, rules.</p> |  | <p>Technical records Learners will need to produce technical records that outlines how they have created key aspects of their work.</p> <ul style="list-style-type: none"><li>● Use of software and equipment.</li><li>● Creation and manipulation of assets.</li><li>● Construction of work and outcomes.</li></ul> |  |
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