Subject Name Creative Media Production	
Year 10	**Year 11**

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Component 1: Exploring Media Products

Learning aim A: Investigate media products

A1: Media products, audiences and purpose Looking at a range of past and present media products, such as podcasts, magazines and mobile apps, learners will examine how media products engage audiences for a given purpose. Learners will develop their understanding of the relationship between media products, their audiences and purposes through analysis, discussion, note taking and lectures.

- Media products, to include:
  - audio/moving image products, e.g. TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts o publishing products, e.g. newspapers, magazines, comics, brochures, advertisements
  - interactive media products, e.g. websites, mobile apps, e-magazines, mobile games, video games, online games, advertisements.

- Audience definition, to include:
  - gender
  - age
  - socio-economic groupings
  - lifestyle profiles
  - primary target audience
  - secondary audience (wider context of potential viewers/consumers/users).

- Purpose, to include:
  - information, entertainment, escapism
  - profit, community benefit, raising awareness
  - critical acclaim, inspiration, innovation, experimentation.

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Component 2 continued

Learning aim B: Apply media production skills and techniques

Learners will apply relevant media production skills and techniques through the following media practices: pre-production, production and post-production when reworking extracts of an existing media product/s such as a movie trailer, a magazine cover or a platform game.

B1: Pre-production processes and practices

- Audio/moving image pre-production processes and practices, such as producing:
  - a sound script
  - a shooting script
  - a storyboard.

- Publishing pre-production processes and practices, such as producing:
  - thumbnails
  - sketches of page layouts
  - design comps (comprehensive layout)
  - page mock-ups.

- Interactive pre-production processes and practices, such as producing:
  - sketches of ideas
  - a wireframe for different pages/screens
  - a storyboard for levels in a game.

B2: Production processes and practices

- Audio/moving image production processes and practices, such as:
  - recording audio
  - shooting footage.

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Learning aim B: Explore how media products are created to provide meaning and engage audiences

B1: Genre, narrative, representation and audience interpretation Learners will select media products from one of the three sectors: audio/moving image, publishing and interactive, and explore how genre, narrative and representation are combined to engage their audience.

Learners will develop their understanding of how media products are created to appeal to their audiences through analysis, discussion, note taking and lectures.

- Genre, to include:
  - identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page
  - how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions
  - repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to generic codes and conventions and introduces elements of originality.

- Narrative, to include:
  - storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app
  - narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand
  - point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game
  - characterisation, e.g. character functions in film, print advertisements, computer games
  - themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games
  - setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game
  - mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game.

- Publishing production processes and practices, such as:
  - preparing copy
  - taking photographs
  - image manipulation
  - creating graphics
  - saving images in appropriate file formats.

- Interactive production processes and practices, such as:
  - creating assets, including buttons, graphics, icons, sprites, character models, objects, props
  - preparing assets including cropping, resizing and optimising images, trimming audio, manipulating objects
  - importing and applying textures.

B3: Post-production processes and practices

- Audio/moving image post-production processes and practices, such as:
  - editing audio
  - editing audio and video footage together into a finished extract
  - rendering audio and video.

- Publishing post-production processes and practices, such as:
  - combining assets into a page layout and design that makes effective use of colour and the design concepts of balance, proximity, alignment, repetition, contrast and space
  - exporting files for digital publication.

- Interactive post-production processes and practices, such as:
  - testing and refining a prototype or game demo to ensure consistency, accessibility and playability for a computer game
  - exporting files for distribution.

	● Representation of people, places, issues and events, to include:
	    ○ audience positioning and perspective
	    ○ audience identification
	    ○ use of stereotyping
	    ○ positive and negative representations.
	
	● Audience interpretation, to include:
	    ○ passive audiences, e.g. accepting the message without questioning
	    ○ preferred readings, e.g. identifying the message the media producer wants the audience to receive
	    ○ active audiences, e.g. negotiating and questioning the message, using interactive features such as red button, online voting and consumer-generated content.	

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	B2: Media production techniques Learners will deconstruct media products to examine how media production techniques combine to create meaning for audiences.
	
	Learners will develop their understanding of how different production techniques combine to create meaning through analysis, note taking, lectures and practical workshops.
	
	● Audio/moving image media products:
	    ○ camerawork, e.g. set-up, framing, shot type/length, angle, movement
	    ○ mise en scène, e.g. use of costume, hair, makeup, props, setting and figure expression
	    ○ lighting set-up, e.g. under, overhead, side, fill, high key, low key, shadows
	    ○ use of sound, e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, incidental music, bridges, sound mixing
	    ○ editing techniques, e.g. continuity, montage, flashbacks, transitions, pace, rhythm.
	
	● Publishing media products:
	    ○ layout and design, e.g. alignment, balance, contrast, proximity, repetition, white space	

	○ typography, e.g. serif and sans serif typefaces, fonts and font size, continuity, letter spacing and line height, readability ○ photographic techniques, e.g. composition, image quality, lighting effects, depth of field, aesthetic ○ image editing techniques, e.g. adding filters, colour and contrast, layering images, distorting images. ● Interactive media products: 　○ interactive features, e.g. image galleries, option menus, navigation screens, levels 　○ user interface, e.g. screen, interaction, graphics, buttons, layout, colour 　○ usability/playability, e.g. accessibility, navigation, controls, rules, challenge 　○ mise en scène and lighting, e.g. graphics, sprites, character models, 3D environments, interactive objects, textures, lighting schemes 　○ sound design, e.g. soundtracks, sound effects, sounds triggered by game events.	
Spring 2	## Component 2: Developing Digital Media Production Skills ### Learning aim A: Develop media production skills and techniques **A1:** Practical skills and techniques Learners will participate in workshops and classes to develop media production skills and techniques appropriate to one, or all, of the following media sectors: audio/moving image, publishing and interactive media. ● Planning skills relevant to the media sector, such as: 　○ audio/moving image, e.g. developing narratives and storylines, synopsis, treatment, dialogue and sound scripts, screenplays, storyboards, shot lists 　○ publishing, e.g. mood boards, house style, thumbnails, sketches, flat plans, design comps (comprehensive layout), mock-ups 　○ interactive, e.g. wireframes, storyboards, game outline, rules, scoring systems, controls, interactivity, structure charts, levels.	### Learning aim C: Review own progress and development of skills and practices Learners must track their progress during this component, reflecting on their development of skills and techniques in workshops through to the application of pre-production, production and post-production processes and practices. Learners will use a skills audit to highlight strengths and areas for improvement, which should be used to set future targets. **C1:** Review of progress and development The review can include audio-visual commentaries (such as screen recordings), annotated practical work and/or written content, with reference to the following: ● development of skills and techniques ● responding to audience/user feedback ● identifying strengths and areas for development ● actions and targets for future production work ● reference to professional working practices

	● Skills and techniques for creating content relevant to the media sector, such as:	● use of terminology appropriate to the media field.
S u m m e r 1	○ audio/moving image, e.g. shooting video in different locations, shot composition, framing, angle, camera movement, recording audio in a studio and on location, acoustics, microphones, ambient sound, recording levels ○ publishing, e.g. writing and editing copy, taking photographs, cropping, scaling, and resizing images, image manipulation techniques, creating graphics ○ interactive, e.g. creating buttons, graphics, icons, sprites, 3D models, objects, taking photographs, cropping, scaling and resizing images, image manipulation techniques.	**Component 3: Create a Media Product in Response to a Brief** **Exam preparation and completion** Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.
S u m m e r 2	● Skills and techniques for combining, shaping and refining content relevant to the media sector, such as: ○ audio/moving image, e.g. editing audio, editing video, mixing sound, transitions, audio effects, visual effects ○ publishing, e.g. page layout and design – typography, use of colour, paragraph and character styles, text wrap, columns, creating a visual hierarchy, using white space ○ interactive, e.g. structure and design of screens/pages, adding interactive features, developing backgrounds and scenery, sound, lighting.	This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their practical skills to the creation of a media product in response to a brief. Learners will submit their ideas, pre-production planning and final media product in a portfolio of evidence. The task is worth 60 marks and will be completed under supervised conditions. The supervised assessment period is a maximum of nine hours.