Key Stage 4 curriculum vision

Specification: Pearson BTEC Tech Award Level 1/2 in Creative Media Production

Year 10 overview

Year 10 – Component 1: A1: Media Products, Audiences and Purpose

Learning Aim A (A1): investigate contemporary and historical media products across audio/moving image, print and interactive sectors; examine research methods, purpose, context of production and audience interpretation.

Year 10 – Component 1: B1: Genre, Narrative and Representation

Learning Aim B (B1): explore how genre, narrative and representation combine to create meaning and engage audiences.

Year 10 – Component 1: B2: Media Production Techniques

Learning Aim B (B2): deconstruct how media production techniques create specific effects and communicate meaning across audio/moving image, print and interactive media.

Component 1: Learning outcome A: Investigate media products

Learning outcome A: Investigate media products

A1 Media products, audiences and purpose

Learners will develop their understanding of the relationship between media products, their audiences and purposes. Learners must explore media products from each of the three sectors: audio/moving image, print and interactive.

Researching media products and practice, to include:

- primary sources, *e.g. observations, discussions, interviews conducted by learners,* surveys
- secondary sources, *e.g. internet, film, television, magazines*

Media research techniques, to include:

- textual analysis, *e.g. denotation and connotation, encoding, anchorage, polysemy*
- personal response, *e.g. interpretation, identification*
- practical experimentation, *e.g. sketches, plans, practical skills exercises*
- recording research outcomes, *e.g. note taking, audio-visual recordings, screen recordings, research logs*

Contemporary (post-2000) and historical (pre-2000) media products, to include:

- audio/moving image products, *e.g. TV programmes, films, music videos, animations, advertisements, radio broadcasts, podcasts*
- print products, *e.g. newspapers, magazines, comics, brochures, advertisements*

- interactive media products, *e.g. websites, mobile apps, interactive magazines, mobile games, video games, online games, advertisements*

Context of production, to include:

- media producer, *e.g. media conglomerate, public service broadcaster, independent media producer, community media organisation*
- purposes of media products, *e.g. to entertain, inform, educate, persuade, inspire, challenge*
- motivations of the media producer, *e.g. generate profit, raise awareness, benefit a community, self-expression, innovation, experimentation, public service responsibilities*
- aims of the producer, *e.g. to create media products that are high quality, distinctive, accessible, diverse, inclusive, impartial*

Audience interpretation, to include:

- defining primary and secondary audiences, *e.g. gender, age, socio-economic groupings, lifestyle profiles*
- audience statistics, *e.g. box office figures, circulation, sales, hits, subscriptions, followers*
- situation, *e.g. the effect of where, when and with whom the audience engages with a media product*
- audience involvement, *e.g. using interactive features, online voting, consumer-generated content, passive audiences*
- audience responses, *e.g. preferred, negotiated and oppositional readings*
- audience uses and gratifications, *e.g. information, entertainment, escapism, personal identity, social interaction*

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

B1 Genre, narrative and representation

Learners will develop their understanding of how media products combine genre, narrative and representation to create meaning for audiences.

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 o 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*

Representation of people, places, issues and events, to include:

- audience positioning and perspective
- audience identification
- use of stereotyping
- positive and negative representations

B2 Media production techniques

Learners will deconstruct media products to examine how media production techniques are combined in media products to create specific effects and engage audiences. Learners will focus on techniques from the audio/moving image media sector.

Audio/moving image media products:

- camerawork, *e.g. set-up, framing, shot type/length, angle, movement o mise en scène, e.g. sets, props, lighting, costume, blocking, production design*
- use of sound, *e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, music, sound bridges, audio beds, aural motifs, ambient sound, silence*
- editing techniques, *e.g. continuity, montage, flashbacks, transitions, synchronising, pace, rhythm, flow, tone, balance*
- effects, *e.g. audio effects, visual effects, motion graphics*

Topic Title	Component 1: Exploring Media Products (36 GLH)
Pupils will know	• The three media sectors: audio/moving image, print and interactive media. • The relationship between media products, audiences and purposes. • Examples of contemporary (post-2000) and historical (pre-2000) media products. • Primary and secondary audiences, audience profiles, statistics, involvement, responses and uses and gratifications. • Genre, narrative, representation and media production techniques.
Pupils will know how to (procedural knowledge)	• Research media products using primary and secondary sources. • Apply textual analysis, personal response and practical experimentation. • Identify and explain genre, narrative and representation in relevant media products. • Deconstruct how production techniques create meaning and engage audiences.

	• Record research using notes, screen recordings, audio-visual evidence and research logs.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Media sectors and product types. • Purpose: entertain, inform, educate, persuade, inspire and challenge. • Audience terminology: primary/secondary audience, demographics, lifestyle profiles. • Genre characteristics, narrative structures and representation. • Core production techniques: camerawork, mise-en-scène, sound, editing, effects, layout, design, typography and image manipulation.
Prior knowledge	• KS3 experience of analysing media products. • Basic understanding of audience, purpose, genre, visual language and design principles. • Experience of presenting research and making simple media products.
Future knowledge	• Component 2: applying practical pre-production, production and post-production skills. • Component 3: using knowledge of audiences, meaning and techniques when responding to a client brief. • Further study of media analysis and production at Level 3.
Key vocabulary	• media product • audio/moving image • print • interactive • audience • purpose • primary audience • secondary audience • genre • narrative • representation • textual analysis • denotation • connotation • encoding • anchorage • polysemy • mise-en-scène • camerawork • editing • typography • layout • mode of address

Year 11 overview

Year 11 – Topic 1: Pre-production Skills and Techniques
Component 2: develop pre-production skills and techniques, including interpreting a brief, generating ideas, planning, research, creating pre-production materials and considering target audience and purpose.

Year 11 – Topic 2: Production, Post-production and Refinement
Component 2: develop practical production and post-production skills, using appropriate techniques, equipment and software to create, edit, refine and improve media content.

Year 11 – Topic 3: Create a Media Product in Response to a Brief
Component 3: Component 3 – Assessment Objectives AO1–AO4:

- **AO1: Understand how to develop ideas in response to a brief.**
- **AO2: Develop planning materials in response to a brief.**
- **AO3: Apply media production skills and techniques to the creation of a media product.**
- **AO4: Create and refine a media product to meet the requirements of a brief.**

Apply creative media knowledge and production skills to independently plan, create and refine a media product in response to an externally set brief, demonstrating appropriate technical skills and responding to the target audience and purpose.

Components are interrelated. ***Component 3*** *is the external synoptic assessment and builds directly on knowledge and skills developed in* ***Components 1 and 2.***

Component 2: Developing Digital Media Production Skills

Learning outcome A: Develop and apply media pre-production processes, skills and techniques

Learners will participate in workshops and classes to develop media planning and pre-production skills and techniques appropriate to one of the following media sectors: audio/moving image, print or interactive media. Learners will apply pre-production processes, practices, skills and techniques in response to a creative brief.

A1 Media pre-production processes and practices

Learners will develop techniques for generating and developing ideas in response to a creative brief.

- Research, discover and evaluate
- Generate ideas
    - creative techniques, *e.g. brainstorming, mind-mapping, visualisation, making new connections*
    - developing ideas, *e.g. narratives and storylines, synopsis, dialogue, visual appearance, content outline, rules, scoring systems, controls, interactivity, levels*
- Practical experimentation
- Review ideas, *e.g. expand, reject and refine ideas*

A2 Media pre-production skills and techniques

Learners will develop and apply media pre-production skills and techniques to shape their ideas into pre-production material relevant to the media sector.

- Produce, review and refine material for the audio/moving image sector relevant to the production, such as:
    - storyboards
    - audio scripts
    - screenplays
    - shot lists.

- Produce, review and refine material for the print sector relevant to the production, such as:
    - mood boards
    - a house style
    - thumbnails and sketches
    - page mock-ups.

- Produce, review and refine material for the interactive sector relevant to the production, such as:
    - wireframes
    - sketches and storyboards
    - structure charts
    - a games design document.

Learning outcome B: Develop and apply media production and postproduction processes, skills and techniques to create a media product

Learners will participate in workshops and classes to develop media production and post-production skills and techniques appropriate to **one** of the following media sectors: audio/moving image, print or interactive media. Learners will apply production and postproduction processes, practices, skills and techniques to create a media product in response to a creative brief.

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.

- Production and post-production processes and practices, such as:
    - production workflow, *e.g. identifying and ordering tasks, setting deadlines, monitoring progress, managing resources*
    - preparing assets, *e.g. create, select, review, re-create*
    - managing assets, *e.g. setting up folder structures, selecting file formats, using appropriate file names*
    - experimenting with different techniques, *e.g. design iterations, rough edits, mock ups, prototyping*

    - exporting for digital distribution, *e.g. applying compression techniques, export settings, file formats*

B2 Media production skills and techniques

Learners will develop practical skills and techniques for creating content relevant to the media sector.

- Skills for the audio/moving image sector relevant to the production, such as:
    - shooting video in different locations, *e.g. interior, exterior, transport*
    - shot composition, *e.g. shot type, framing, angle, focus*
    - camera movement techniques, *e.g. slow pan, whip pan, tilt, zoom, dolly, crane, steadicam, handheld, combining camera movements*
    - lighting techniques, *e.g. three-point lighting, soft lighting, hard lighting, natural lighting*
    - production design, *e.g. set, props, colour, costume, blocking*
    - recording audio in a studio and on location, *e.g. acoustics, noise reduction techniques, adjusting and monitoring recording levels*
    - setting up microphones, *e.g. microphone type, placement*
    - creating audio, *e.g. ambient, foley sound, sound effects, voiceover*

B3 Media post-production skills and techniques

Learners will develop practical skills and techniques for editing, combing and refining content relevant to the media sector.

- Skills for the audio/moving image sector relevant to the production, such as:
    - editing audio, *e.g. importing audio, multitrack editing, match volume, playback levels, volume, pan and balance, normalisation*
    - editing video, *e.g. importing assets, editing sequences, rough cuts, synchronising audio and video, rendering and previewing, cutaways, shot reverse shot, eyeline match.*
    - motion graphics, *e.g. graphics, titles, animation and keyframes*
    - adding audio and video transitions, *e.g. fade, crossfade, dissolve, wipe*
    - audio effects, *e.g. fade and gain, compression, amplitude, modulation, delay, equalisation, reverb, noise reduction*
    - visual effects, *e.g. colour correction, distortion, adjustments, masking, keying, time effects, transform effects*

B4 Review of progress and development

Learners will develop techniques to monitor and improve skills and outcomes throughout the production process.

- Reviewing content, *e.g. the amount, quality, relevance, accuracy*
- Testing and reviewing practical outcomes, *e.g. functionality, consistency, continuity, communication, accessibility*
- On-going review used to inform decisions and refine work:

- application of skills and techniques
- respond to audience/user feedback
- identify strengths and areas for development

Topic Title	Component 2: Developing Digital Media Production Skills
Pupils will know	• How to apply appropriate pre-production, production and post-production skills and techniques to develop, create and refine a media product. • How to develop, review, test and refine a media product to improve its quality, effectiveness and suitability for the intended audience and purpose.
Pupils will know how to (procedural knowledge)	• Generate, develop, select and refine ideas in response to a creative brief. • Produce sector-specific pre-production materials such as mood boards, thumbnails, mock-ups, storyboards, scripts or wireframes. • Plan and manage production using schedules, deadlines, resources, copyright, permissions and contingency planning. • Create and manipulate assets using appropriate equipment and software; edit, combine, test and export content. • Review progress and outcomes, respond to feedback and refine work to improve effectiveness.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Component 2 A1/A2: research, idea generation, practical experimentation and pre-production materials. • Component 2 B1-B4: workflow, asset management, production/post-production skills, testing and review.
Prior knowledge	• Component 1 knowledge of media products, audiences, purpose, genre, narrative, representation and production techniques. • KS3/Component 1 practical experience with Adobe or other digital media software and basic design principles. • Existing understanding of research, planning, visual communication and audience.
Future knowledge	• Level 3 vocational or academic media study. • Specialist pathways such as moving image, graphic design, publishing, games, web or interactive media. • Transferable skills including time management, communication, teamwork, problem solving and responding to feedback.
Key vocabulary	• creative brief • pre-production • production • post-production • research • mind mapping • storyboard • script

	• shot list • mood board • house style • thumbnail • mock-up • wireframe • workflow • asset • file format • copyright • Creative Commons • permissions • editing • visual hierarchy • interactivity • usability testing • exporting • compression • technical record • refinement

Component 3: Create a Media Product in Response to a Brief

Assessment objectives

AO1 Understand how to develop ideas in response to a brief

AO2 Develop planning materials in response to a brief

AO3 Apply media production skills and techniques to the creation of a media product

AO4 Create and refine a media product to meet the requirements of a brief

A Understand how to develop ideas in response to a brief

A1 Responding to a brief

- Establishing the requirements of the brief, such as:
    - the client, *e.g. the type of company or organisation that has set the brief, their market or field, and their competitors*
    - the aim or purpose of the brief
    - technical requirements, *e.g. product type, size, duration, format.*
- Defining the target audience, such as:
    - age, gender, location, income level
    - lifestyle, attitude, values, interests, behaviour, personality
- Researching similar existing products to understand the marketplace/competition, such as:
    - products, *e.g. mainstream, niche, alternative, generic, unconventional*
    - textual analysis of the technical and stylistic codes
    - content analysis to establish the contents, order and sequencing
- Exploring the chosen media sector to support the generation of ideas, such as:

    - audience responses to media products aimed at the same target audience
    - current trends in the chosen media sector
- Theme of the brief:
    - secondary research into the topic or theme of the brief

A2 Generating ideas

Learners will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal.

- Product, such as:
    - audio/moving image, *e.g. podcast, radio broadcast, audio guide, news or feature package, advertisement, trailer, viral video, promotional video, short film, animation*
    - print, *e.g. magazine, brochure, marketing material, newspaper, advertorial, leaflet*
    - interactive, *e.g. game demo, website, app, interactive magazine, HTML newsletter*
- Content, such as:
    - structure, *e.g. storyline, narrative, running order, pages, screens, levels*
    - breakdown, *e.g. characters, articles, features, rules*
- Style and design, such as:
    - style, *e.g. mise en scène, tone, mode of address, house style*
    - design, *e.g. locations, atmospheric and ambient sound, game environment*
- Idea selection:
    - retain, reject, combine and refine ideas to form a chosen idea for a media product

B Develop planning materials in response to a brief

B1 Planning materials

Learners need to produce sector-specific planning materials that are sufficiently detailed to enable the client to visualise the proposed product.

- Storyboarding for moving image, such as:
    - conventions, *e.g. types of shot, shot composition, framing, camera movement, transitions, shot duration, dialogue, soundtrack*
    - storytelling, *e.g. staging, continuity, direction notes*
- Writing a script for audio/moving image, such as:
    - conventions, *e.g. title page, description of action, dialogue, timings, script outline*
    - audio elements, *e.g. music, sound effects, jingles, interviews, vox pop, music bed, speech*
    - storytelling, *e.g. sequences, scenes, use of language, directions, narration*
- Page layout and design for print, such as:
    - conventions, *e.g. thumbnails, sketches*
    - positioning, *e.g. assets, features, content, columns, white space*
    - design, *e.g. consistency, colours, fonts, styles, effects*
- Layout and design for interactive, such as: o conventions, e.g. storyboards, wireframes, sketches
    - positioning, *e.g. text, images, assets, white space*
    - flow, *e.g. interactivity, navigation, movement, sound, rules*

B2 Managing the production process

Learners will need to manage the following aspects of the production process.

- Time management, such as:
    - schedules, *e.g. maintain production schedules of tasks and deadlines*
    - contingency planning.
- Copyright, clearances and permissions, such as:
    - checking copyright status of 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*
    - clearances to use locations, participants for public screening/viewing.

C Apply media production skills and techniques to the creation of a media product

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. C1 Monitor and review the outcomes of the production process Learners will need to continually reflect on the progress of their media product as they engage in the different stages of the production process.

- Monitoring outcomes to identify strengths and potential areas for improvement.
- Making refinements to the media product to improve the outcome.

C2 Production skills and techniques

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.

- Capturing footage and audio, such as:
    - equipment, *e.g. cameras, tripods, lights, microphones, portable audio digital recorders, microphone stands, pop filters, headphones*
    - techniques, *e.g. camerawork, framing, shot type and length, angle, movement, checking sound levels, sound capture*
- Creating images and assets, such as:
    - equipment and software, *e.g. digital cameras, vector drawing tools and packages, image editing and manipulation tools and packages, game authoring software*
    - techniques, *e.g. composition, cropping, resizing, image adjustments, image manipulation, image quality, preparing assets*
- Creating copy, such as:
    - equipment and software: word processing
    - techniques, *e.g. speak to the reader, use facts and statistics, check sources, organisation of content and ideas, short paragraphs, repetition, proofreading*
- Sourcing content from secondary sources, such as:
    - compatibility, *e.g. file size, and file format*
    - assessing quality, suitability and fitness for purpose.

C3 Combining and refining content

Learners will need to edit their content together to create a finished product for presentation to the client.

- Editing audio and moving image, such as:
    - software, *e.g. digital video editing, digital audio editing*

    - techniques, *e.g. continuity editing, non-continuity editing, transitions, audio mixing, audio and visual effects, titles and credits, sound beds*
    - stylistic codes, *e.g. camera framing, angle, movement, mise en scène, lighting, editing and sound*
- Combining assets for the page and screen, such as:
    - software, *e.g. graphics or image manipulation, desktop publishing*
    - techniques, *e.g. alignment, formatting text and images, use of colour*
    - stylistic codes, *e.g. layout and design principles, typography, image editing*
- Adding interactivity, such as:
    - software, *e.g. web design, games authoring, app development*
    - techniques, *e.g. incorporating interactive objects and features, navigation, controls*
    - stylistic codes, *e.g. interactivity, user interface, usability/playability, mise en scène, gaming environments, lighting and sound*

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.

- Testing: usability testing, functionality testing
- Compressing: rendering audio and video, file optimisation
- Exporting in appropriate file formats for the chosen distribution platform

C5 Technical records

Learners will need to produce technical records that outlines how they have created key aspects of their work.

- Use of software and equipment
- Creation and manipulation of assets
- Construction of work and outcomes

Component 3: apply knowledge and practical skills from **Components 1 and 2** to interpret a client brief, generate ideas, plan, produce, refine, test and export a media product under supervised conditions.

Topic Title	Component 3: Create a Media Product in Response to a Brief
Pupils will know	• How to respond to a client brief, generating ideas, planning, producing and refining a media product. • How to develop ideas, planning materials, apply production skills, and create/refine a media product to meet a brief. • How to select and apply appropriate Adobe software skills and techniques when creating a media product.
Pupils will know how to (procedural knowledge)	• Generate, develop, select and refine ideas in response to a creative brief. • Produce sector-specific pre-production materials *such as mood boards, thumbnails, mock-ups, storyboards, scripts or wireframes.*

	• Plan and manage production using schedules, deadlines, resources, copyright, permissions and contingency planning. • Create and manipulate assets using appropriate equipment and software; edit, combine, test and export content. • Review progress and outcomes, respond to feedback and refine work to improve effectiveness.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Component 3 A1/A2: interpreting a brief, defining the audience, researching competition/trends and generating ideas. • Component 3 B1/B2: planning materials, time management, copyright, clearances and permissions. • Component 3 C1-C5: monitoring, production, combining/refining content, testing/exporting and technical records.
Prior knowledge	• Component 1 knowledge of media products, audiences, purpose, genre, narrative, representation and production techniques. • KS3/Component 1 practical experience with Adobe or other digital media software and basic design principles. • Existing understanding of research, planning, visual communication and audience. • Component 2 knowledge and practical experience of pre-production, production and post-production processes, including researching, developing ideas, planning, creating and refining media products. • Existing experience of using digital media software and applying production techniques to create content for a specific purpose and target audience. • Understanding of how to respond to a creative brief and develop ideas through planning, production, evaluation and refinement.
Future knowledge	• Level 3 vocational or academic media study. • Specialist pathways such as moving image, graphic design, publishing, games, web or interactive media. • Transferable skills including time management, communication, teamwork, problem solving and responding to feedback.
Key vocabulary	• creative brief • pre-production • production • post-production • research • mind mapping • storyboard • script • shot list • mood board • house style • thumbnail

	• mock-up • wireframe • workflow • asset • file format • copyright • Creative Commons • permissions • editing • visual hierarchy • interactivity • usability testing • exporting • compression • technical record • refinement