

Year 10	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics Studied in Edexcel BTEC Tech Creative Media Production</b>	<b>Component 1: Learning Aim A (A1) - Investigate media products, audiences and purpose</b> Students will understand Audio/moving image media products: e.g., TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts	<b>Component 1: Learning Aim A (A1) - Investigate media products, audiences and purpose</b> Students continue with the contents from Autumn 1	<b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b> Students understand how individuals in the digital sector plan solutions and communicate meaning and intention	<b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b> Students continue with the contents from Spring 1	<b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b> Students continue with the contents from Spring 1-2	<b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b> Students continue with the contents from Spring 1-Summer 1
<b>Skills and Key Knowledge Taught</b>	<ul style="list-style-type: none"> <li>-Media products audio/moving image products</li> <li>-Publishing products,</li> <li>-Interactive media</li> </ul> <p>The concept of an audience, studying:</p> <ul style="list-style-type: none"> <li>-gender</li> <li>-age</li> <li>-socio-economic groupings</li> <li>-lifestyle profiles</li> <li>-primary target audience</li> </ul>	<ul style="list-style-type: none"> <li>-Media products audio/moving image products</li> <li>-Publishing products,</li> <li>-Interactive media</li> </ul> <p>The concept of an audience, studying:</p> <ul style="list-style-type: none"> <li>-gender</li> <li>-age</li> <li>-socio-economic groupings</li> <li>-lifestyle profiles</li> <li>-primary target audience</li> </ul>	Audio/moving image media products: <ul style="list-style-type: none"> <li>-Camerawork (set-up, framing, shot type/length, angle, movement)</li> <li>-Mise en scène (use of costume, hair, makeup, props, setting and figure expression)</li> <li>-Lighting set-up (under, overhead, side, fill, high key, low key, shadows)</li> <li>-Use of sound (diegetic and non-diegetic, sound effects, voiceovers,</li> </ul>	Publishing media products: <ul style="list-style-type: none"> <li>-Layout and design (alignment, balance, contrast, proximity, repetition, white space)</li> <li>-Typography (serif and sans serif typefaces, fonts and font size, continuity, letter spacing and line height, readability)</li> <li>-Photographic techniques (composition, image quality, lighting</li> </ul>	Combination of Spring content and key ideas	Combination of Spring content and key ideas

	-secondary audience (wider context of potential viewers/ consumers/users)	-secondary audience (wider context of potential viewers/ consumers/users)	dialogue, incidental music, bridges, sound mixing) -Editing techniques, (continuity, montage, flashbacks, transitions, pace, rhythm)	effects, depth of field, aesthetic) -Image editing techniques (adding filters, colour and contrast, layering images, distorting images)		
<b>Links for Support/ Help at Home</b>	<p>Use of student resources located within WHS SharePoint for students</p> <p>Complete Digital Safety and Digital Literacy courses for free online to ensure students understand E-Safety</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Participation in enrichment opportunities and/or extra-curricular activities</p> <p>Teacher discussions following assessments and/or reports</p> <p>Facilities at home to use and practice programs on (after school clubs available to enable this)</p> <p>Youtube tutorials and guidance on using programs covered within our schemes of learning</p> <p>Researching key figures in the progression of computers to act as role models</p> <p>Accessing STEM resources (<a href="http://www.stem.org.uk">www.stem.org.uk</a>) for free learning at home for secondary computing and progression</p> <p>Careers research: researching careers within Computing or STEM</p> <p>Attending fairs, workshops or IT events</p>					

Year 11	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics Studied in Edexcel BTEC Tech Creative Media Production</b>	<b>Component 2 – Learning Aim A</b> Students develop media production skills and techniques. Students understand practical skills and techniques relevant to the publishing media sector	<b>Component 2 – Learning Aim B</b> Students apply media production skills and techniques, developing their understanding of post-production processes and practices within the publishing media sector	<b>Component 2 – Learning Aim B</b> Students continue their studies from Autumn 2	<b>Component 2 – Learning Aim C</b> Students review their own progress and development of skills and practices	<b>Component 3 External Assessment</b> Students will understand how to develop ideas in response to a brief	<b>Summer Exams Undertaken</b>

<b>Skills and Key Knowledge Taught</b>	Planning skills for - Publishing: -Mood boards -House style -Thumbnails -Sketches -Flat plans	Skills for Publishing: -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	Continuation of Autumn 2 content	The review includes: -Audio-visual commentaries -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	Applying taught skills and content to a brief issued by the exam board	
<b>Links for Support/ Help at Home</b>	Use of student resources located within WHS SharePoint for students Complete Digital Safety and Digital Literacy courses for free online to ensure students understand E-Safety Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy Participation in enrichment opportunities and/or extra-curricular activities Teacher discussions following assessments and/or reports Completions of resources on <a href="https://www.photopea.com/">https://www.photopea.com/</a> Facilities at home to use and practice programs on (after school clubs available to enable this) Youtube tutorials and guidance on using programs covered within our schemes of learning (search 'Farrimond Tutorials') Researching key figures in the progression of computers to act as role models Accessing STEM resources ( <a href="http://www.stem.org.uk">www.stem.org.uk</a> ) for free learning at home for secondary computing and progression Careers research: researching careers within Computing or STEM Attending fairs, workshops or IT events					