

Creative Media Milestone Tracker

Year 10: Curriculum Intent	
Year 10 Curriculum Intent: The study of Creative Media is important in allowing students to understand and explore the ways the media creates meaning in our lives and shapes the way we think about the world. The impact of the Creative Sector can be observed throughout society. In this evolving digital climate, the study of how media products are carefully designed to shape public opinion and interest, and the effect this has on society as a result, is of critical importance. Media products, such as films, TV shows, documentaries, advertisements and magazines have the power to enthrall, intrigue and influence audiences. The foundations of Creative Media are built on a fundamental understanding that all media products are created for specific purposes targeted at specific audiences with the aim of influencing societal opinions. The core knowledge that learners are expected to acquire in the Year 10 Creative Media curriculum is an understanding of: genre, narrative, representation, audience profiles, media techniques and media production. Learners are then expected to apply this knowledge by analysing how media products engage and target audiences to create specific meanings. Our Creative Media curriculum is aspirational because students are encouraged to consider wider social issues in the world and how this impacts the media. The Creative Media curriculum supports our young people to deepen their understanding of the world around them by understanding that media production themes, stereotypes and design often correlate with wider societal issues or focusses. We nurture learners’ curiosity through the exploration of how media products are designed to create certain messages and target specific groups of people and how students can design their own products to do the same. In addition to this, pupils are given opportunities for rich discussion around topics such as the representation of race, gender and sexuality in the media and how media products conform to or subvert problematic stereotypes. The Creative Media curriculum is inclusive and celebrates differences as students explore problematic media products of the past, evaluating how these products perpetuated damaging stereotypes and contributed to unfair and biased ideas about society. Students then analyse modern media products, exploring how these media products are more representative of gender, race and sexuality. We support pupils to be compassionate and keep each other safe by fostering an open and non-judgmental learning environment where students can freely and creatively express themselves. Fundamentally, the study of Creative Media at The Kingsway School will enable our young people to positively contribute to society because they will be equipped with powerful knowledge and creativity that will inspire and empower them in their futures. Creative Media 6 Concepts: 1. Power 2. Relationships 3. Identity 4. Systems 5. Influence 6. Communication	
Year 10 Essential Knowledge Summary	
Schemata 1:	Schemata 2:
<u>Composite Knowledge:</u> Students will investigate media products and gain an understanding of the relationship between product, purpose and audience. <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> ● Print/Publishing sector ● Audio/Moving image sector ● Interactive sector ● Demographics and Psychographics ● Socio-economic groups ● Primary and Secondary audiences ● Product purposes ● Media archetypes <i>Procedural Knowledge:</i> • Understanding how the media sector has developed over time • Exploring the relationship between product, audience and purpose • Understanding how the media targets certain audience profiles • Identifying how media products use all the three media sectors to promote products <i>Upper Hierarchical Knowledge:</i> ● Students will understand how media products use communication systems, including visual codes, language, sound and design conventions, to construct meaning and ensure messages are effectively conveyed to target audiences. ● Students will explore how media producers use their power to shape representations, control narratives and influence how audiences understand people, places, events and ideas. ● Students will recognise that media products can reinforce, challenge or reshape identity by representing individuals, groups and communities in particular ways, influencing how audiences perceive themselves and others.	<u>Composite Knowledge:</u> Students will gain an understanding of how the use of genre, narrative and representations combined with media production techniques create meanings and engage audiences. <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> ● Genre ● Sub-genres and hybrid genres ● Settings and props ● Narrative theory ● Character theory ● Mise-en-scene ● Camera angles ● Lighting ● Sound <i>Procedural Knowledge:</i> ● Identifying genre conventions and how this creates meanings for audiences ● Understanding that media products can combine genres creating sub-genres and hybrid genres ● Exploring how settings and props are used to create meanings for audiences ● Understanding different types of narrative within media products ● Identifying character archetypes ● Evaluating how mise-en-scene is used to create ideas for audiences ● Evaluating the combined impact of camera angles, sound and lighting on audience interpretation <i>Upper Hierarchical Knowledge:</i> ● Students will understand how genre, representations and narrative operate as a system of conventions and codes that helps producers communicate meaning, meet audience expectations and create recognisable media products. ● Students will understand how producers use their power to shape representations, communicate viewpoints and influence audience perceptions. ● Students will explore how media products construct identity through characterisation, visual codes and narrative choices. ● Students will understand the relationships between genre, narrative, representation and production techniques, recognising that meaning is created through the combination of media elements. ● Students will understand how media language and production techniques (such as cinematography, editing, sound and mise-en-scène) are used to communicate meaning and engage audiences. ● Students will recognise how media industries use systems of conventions and production processes to create products that appeal to target audiences.

Creative Media Milestone Tracker

	Students will understand how creative decisions are used to influence audience responses by shaping emotions, opinions and interpretations.
Schemata 3:	Schemata 4:
<u>Composite Knowledge:</u> Students will recall the codes and conventions of media products from each sector and how genre, narrative and representations combine with media production techniques to create meanings and engage audiences. <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> - Audio/Moving image sector - Interactive sector - Demographics and Psychographics - Socio-economic groups - Primary and Secondary audiences - Product purposes - Media archetypes - Genre - Sub-genres and hybrid genres - Settings and props - Narrative theory - Character theory - Mise-en-scene - Camera angles - Lighting - Sound <i>Procedural Knowledge:</i> - Understanding how the media sector has developed over time - Exploring the relationship between product, audience and purpose - Understanding how the media targets certain audience profiles - Identifying how media products use all the three media sectors to promote products - Identifying genre conventions and how this creates meanings for audiences - Understanding that media products can combine genres creating sub-genres and hybrid genres - Exploring how settings and props are used to create meanings for audiences - Understanding different types of narrative within media products - Identifying character archetypes - Evaluating how mise-en-scene is used to create ideas for audiences - Evaluating the combined impact of camera angles, sound and lighting on audience interpretation <i>Upper Hierarchical Knowledge:</i> - Will add once set brief is released	<u>Composite Knowledge:</u> Students will understand the purpose of pre-production within the print sector and the stages of pre-production. <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> - Purposes of pre-production - Stages of pre-production processes - Purposes of print media products - Know how visual elements communicate meaning - Purpose of house-styles and branding - Know the conventions of different forms of print media <i>Procedural Knowledge:</i> - Interpret a client brief and identify the requirements of a print media product. - Apply the conventions of the chosen print media product appropriately. - Select and combine visual elements to communicate a specific message or brand identity. - Create and maintain a consistent house style across multiple print products. - Design products that meet the needs, interests and expectations of a specific target audience. <i>Upper Hierarchical Knowledge:</i> - Understand and apply the media systems needed to create a media product - Use visual elements to communicate meaning to audiences - Understand how audiences are influenced through the media - Appeal to certain identities using media production techniques
<u>Year 10 Final Composite Knowledge End Point</u>	
By the end of this unit, students will have developed a broad understanding of how media products are created to fulfil a specific purpose, appeal to target audiences and communicate meaning across different sectors, including print, interactive and audio/moving image. Students will understand how producers make deliberate creative choices based on product requirements, audience expectations and industry conventions. Through exploring the audio/moving image sector, students will develop knowledge of how genre, narrative structures and representations work alongside media production techniques, such as cinematography, editing, sound and mise-en-scène, to construct meaning and shape audience responses. Students will be able to analyse how media products use codes and conventions to engage audiences, reinforce or challenge representations, and communicate ideas, themes and messages. This knowledge will provide the foundation for students to make informed creative decisions when planning and producing their own media products.	

Creative Media Milestone Tracker

Year 11: Curriculum Intent	
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Year 11 Essential Knowledge Summary	
Schemata 1: Component 2 Task A	Schemata 2: Component 2 Task B
<u>Composite Knowledge:</u> Students will gain an understanding of how to manage pre-production processes. <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> - Purposes of pre-production - Stages of pre-production processes - Purposes of print media products - Know how visual elements communicate meaning - Purpose of house-styles and branding - Know the conventions of different forms of print media <i>Procedural Knowledge:</i> - Interpret a client brief and identify the requirements of a print media product. - Apply the conventions of the chosen print media product appropriately. - Select and combine visual elements to communicate a specific message or brand identity. - Create and maintain a consistent house style across multiple print products. - Design products that meet the needs, interests and expectations of a specific target audience. <i>Upper Hierarchical Knowledge:</i> - Understand and apply the media systems needed to create a media product - Use visual elements to communicate meaning to audiences - Understand how audiences are influenced through the media - Appeal to certain identities using media production techniques	<u>Composite Knowledge:</u> Students will design a media product use media production processes <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> - Know the principles of graphic design (contrast, alignment, repetition, proximity, hierarchy, balance). - Know common image-editing techniques - Know the purpose of review and refinement <i>Procedural Knowledge:</i> - Apply design principles to create visually effective layouts. - Edit images using appropriate techniques to achieve the intended visual outcome. - Use review and refinement to evaluate media product and improve outcomes <i>Upper Hierarchical Knowledge:</i> - Use creative systems to communicate meanings to audiences - Students will construct a clear brand or product identity through consistent visual choices, while also considering how representations of people, places or ideas contribute to the audience's understanding of identity. - Students will make purposeful design choices that persuade, inform or engage their target audience, evaluating how colour, imagery, language and layout can influence attitudes and behaviours.
Schemata 3: Component 3 Activity 1	Schemata 4: Component 3 Activity 2
<u>Composite Knowledge:</u> Students will plan a media product design in response to a set brief. <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> - The purpose and requirements of a client brief. - The importance of identifying and meeting the needs of a target audience. - The meaning of demographic and psychographic audience profiles. - How audience needs, wants and expectations influence planning decisions. - The purpose of primary and secondary research when planning a media product. - How existing media products can be analysed to inform planning and design choices. - The purpose of planning documents such as mood boards, mind maps, flat plans and design proposals. - How annotations justify planning decisions by linking ideas to the brief and target audience.	<u>Composite Knowledge:</u> Students will design and evaluate the impact of a media product in response to a set brief. <u>Component Knowledge:</u> Foundational Knowledge: <i>Declarative Knowledge:</i> - The different types of print media products and their conventions (e.g. magazine covers, double-page spreads, film posters and advertisements). - The conventions of effective page layout and composition. - The function of typography and how different fonts communicate meaning. - The principles of colour theory and colour psychology in media design. - The role of imagery, iconography and symbolism in communicating messages. - The purpose of branding and how a consistent visual identity is created. - How visual hierarchy directs the audience's attention. - The importance of maintaining a consistent house style across a product. - How media language (images, text, layout and colour) creates meaning.

Creative Media Milestone Tracker

• The importance of evaluating ideas against the requirements of the brief before production. • The success criteria used to judge whether a print media product has met its intended purpose. <i>Procedural Knowledge:</i> • Interpret the requirements of a client brief. • Identify the purpose, target audience and intended message of a media product. • Conduct primary and secondary research to inform design decisions. • Analyse existing print media products to identify effective conventions and techniques. • Create audience profiles using demographic and psychographic information. • Generate and refine ideas that respond directly to the brief. • Produce planning documents, including mood boards, mind maps and flat plans. • Annotate planning documents to justify design choices with reference to the brief and target audience. • Select the most appropriate idea by evaluating it against the requirements of the brief. • Develop a clear design proposal that can be followed during production. <i>Upper Hierarchical Knowledge:</i> • Understand and apply the media systems needed to create a media product • Use visual elements to communicate meaning to audiences • Understand how audiences are influenced through the media • Appeal to certain identities using media production techniques	<i>Procedural Knowledge:</i> • Apply print media conventions appropriate to the chosen product. • Create effective page layouts using design principles such as alignment, proximity, balance and visual hierarchy. • Select and apply appropriate typography to communicate meaning and appeal to the target audience. • Use colour purposefully to create mood, communicate messages and establish brand identity. • Source, create and manipulate images suitable for the product and audience. • Combine text and imagery to communicate a clear and effective message. • Establish a consistent house style across the product. • Apply branding elements, including logos, colour palettes and typography, consistently. • Use industry-standard design software to produce a print media product. • Review and refine design decisions throughout production to ensure they continue to meet the requirements of the brief. • Evaluate the finished product against the client brief, target audience and intended purpose, identifying strengths and areas for improvement. <i>Upper Hierarchical Knowledge:</i> • Use creative systems to communicate meanings to audiences • Students will construct a clear brand or product identity through consistent visual choices, while also considering how representations of people, places or ideas contribute to the audience's understanding of identity. • Students will make purposeful design choices that persuade, inform or engage their target audience, evaluating how colour, imagery, language and layout can influence attitudes and behaviours.
<u>Year 11 Final Composite Knowledge End Point</u>	
By the end of this unit, students will be able to independently interpret a client brief and plan, design and produce a professional-quality print media product that meets its requirements. They will combine their understanding of audience, media conventions, design principles and visual communication to make purposeful creative decisions throughout the planning and production process. Students will draw upon research, planning documents and industry-standard production techniques to create a coherent product that demonstrates effective use of layout, typography, colour, imagery and branding. They will justify and evaluate their design decisions with reference to the brief, target audience and intended purpose, demonstrating both technical proficiency and an understanding of how print media products communicate meaning and influence audiences.	