

Subject: Year 10 Creative Media

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.

	Scheme 1: Component 1 Task A: Media audiences	Scheme 2: Component 1 Task B: Media production techniques	Scheme 3: COURSEWORK: Component 1 Task A	Scheme 4: COURSEWORK: Component 1 Task B	Scheme 6: Component 2 Task A: Pre-production processes
Acquire	Defining the Print, Audio/Visual and Interactive sector.	Genre archetypes, how genres change over time, e.g. development of sub-genres, hybrids,	COURSEWORK: Introduction to and exploration of Pearson assigned brief.	COURSEWORK: Recall genre, narrative, representation,	Moodboards House style, thumbnails and

	How different audiences are targeted by the media. Demographics and psychographics. Purposes of media consumption. How certain topics, products, individuals and groups are presented in the media. Primary and Secondary research. Primary and Secondary audiences.	subverting generic conventions. storytelling, narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand, point of view, characterisation, themes and setting Stereotyping and positive and negative representations Cameras work: set-up, framing, shot type/length, angle, movement Mise en scène: sets, props, lighting, costume, blocking, production design Use of sound: diegetic and non-diegetic, sound effects, voiceovers, dialogue, music, sound bridges, audio beds, aural motifs, ambient sound, silence Editing techniques: continuity, montage, flashbacks, transitions,	How the theme is presented in the Print sector, Audio/Visual sector and the Interactive sector. Recall the relationship between product, purpose and audience.	mise-en-scene, camera work, sound, lighting, editing techniques and effects.	sketches, page mock-ups Production workflow, preparing assets and experimenting with different techniques. Writing and editing copy: persuasive devices, accuracy, reliability, proofreading Taking photographs: composition, angle, lighting, depth of field Image editing: cropping, scaling and resizing images Image manipulation techniques: image adjustments, transformations, filters, effects Creating page layouts: pages and spreads, grids, text frames, linking text in columns, text wrap, aligning objects. Creating visual impact: creating a visual hierarchy,
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		synchronising, pace, rhythm, flow, tone, balance			masthead, cover lines, headlines, subheadings, pull quotes, using white space Designing print products: typography, use of colour, paragraph and character styles, object styles, effects Editing text: readability, editing to fit available space, adding suitable captions
Apply	Understand and explain how the media targets certain groups. Match media products with audience profiles. Explain how audiences may change over time. Evaluate why media products change over time. Conduct Primary and Secondary research to inform research. Make effective links between products, purpose and audience interpretation.	Using examples, explain how media products within the audio/visual sector use genre archetypes. Understand the role of settings and props in film sequences. Understand how lighting and sound create atmosphere within a film sequence. Evaluate how mise-en-scene influences audience interpretation.	In-depth consideration of media products in relation to the brief, making effective links between products, purpose and audience interpretation.	Understanding of how media products create meaning and engage audiences making effective links between the combined use of genre, narrative, representation and media production techniques, informed by in-depth relevant examples. Confident application of effective media research techniques used to identify and select focussed and	Understand the importance of pre-production processes when designing a media product. Implement media pre-production processes to plan the design of a media product. Create a Moodboard and draw sketches. Use grids to align designs. Analyse a film poster. Create a logo for a brand.

				relevant material from a variety of primary and secondary sources.	Experiment with photography.
Vocabulary	Demographics Psychographics Synergy Representation Stereotypes	Mise-en-scene Archetypes Conventions Linear and nonlinear Cyclical structure Sub-genres/hybrid genres Equilibrium Ambient sound Aural motifs Audio beds Diegetic/non-diegetic sounds	Symbolism Protagonist Antagonist Connotations	Mise-en-scene Archetypes Conventions Linear and nonlinear Cyclical structure Sub-genres/hybrid genres Equilibrium Ambient sound Aural motifs Audio beds Diegetic/non-diegetic sounds	Cohesion Aesthetic Innovation
Assessment	Milestone 1 - Investigate media products	Milestone 2 - Explore how media products are created to provide meaning and engage audiences	Investigate media products	Explore how media products are created to provide meaning and engage audiences	Develop and apply media pre-production processes, skills and techniques.

Subject: Year 11 Creative Media

Year 11 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 11 Creative Media curriculum is an understanding of how media products use production processes and practices to create, edit and refine content. Learners are then expected to apply this knowledge engaging with production processes and practices to create effective content for a media product; effectively edit and combine content for a media product and produce an effective media product that is cohesive throughout.

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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 are encouraged to represent different groups of people when designing their own media products.

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.

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	Scheme 1: COURSEWORK: Component 2 Task A	Scheme 2: COURSEWORK: Component 2 Task B	Scheme 3: COURSEWORK: Component 3	Scheme 4: COURSEWORK: Component 3 EXAM
Acquire	Content related to brief. Recall off pre-production processes. Producing content for media products. Recall of primary and secondary research techniques Recall of audience profiles (demographics and psychographics)	Production processes and practices. Reviewing and refining content.	Introduction to Comp 3. Content related to brief. How to produce detailed sketches. How to produce media content.	EXAM
Apply	How to create effective content for media products. How to edit and combine content for media products. Use Photoshop to edit images. Produce accurate and detailed pre-production material showing understanding of pre-production processes and practices.	Engage with post-production processes and practices and apply post-production skills and techniques to effectively edit and combine content for a media product. Produce an effective media product that is cohesive throughout	Generate ideas for brief. Research media products for inspiration. Compile research and content for Component 3 exam.	EXAM

	Engage with production processes and practices applying skills and techniques to create effective content for a media product.	and thoroughly addresses the purposes outlined in the brief. Create an in-depth review, making relevant links between the impact of decisions in the development process and outcomes, used effectively to refine work.		
Vocabulary	Cohesion Composition Impartial Unbiased Conventions	Primary audience Secondary audience Demographics Psychographics	Primary audience Secondary audience Demographics Psychographics Cohesion Composition	Cohesion Composition Primary audience Secondary audience Demographics Psychographics Conventions
Assessment	Develop and apply media pre-production processes, skills and techniques.	Develop and apply media production and post-production processes, skills and techniques to create a media product.	Create a media product in response to a brief.	Create a media product in response to a brief.

