| Year 10: Curriculum Intent |
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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 enthral, 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.

| Year 10 Essential Knowledge Summary | |
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| **Schemata 1: Component 1** | **Schemata 2: Component 2** |

**Schemata 1: Component 1**

**Composite Knowledge:**

For Component 1 Task A pupils will gain an in-depth understanding of media products in relation to a brief, making effective links between products, purpose and audience interpretation. For Component 1 Task B , pupils will gain an understanding of how media products create meaning and engage audiences making effective links between the combined use of genre, narrative and representation and media production techniques, informed by in-depth analysis of relevant examples.

**Foundational Knowledge: Component 1 Task A**

- Print/Publishing sector
- Audio/Moving image sector
- Interactive sector
- Demographics and Psychographics
- Socio-economic groups
- Primary and Secondary audiences
- Product purposes
- Media archetypes

**Foundational knowledge: Component 1 Task B**

- Genre
- Sub-genres and hybrid genres
- Settings and props
- Narrative theory
- Character theory
- Mise-en-scene
- Camera angles
- Lighting
- Sound

**Procedural Knowledge: Component 1 Task A**

- 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

**Procedural knowledge: Component 1 Task B**

- 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

**Upper Hierarchical Knowledge: Component 1 Task A**

- Social development and how this affects media products
- Representation across the media
- Inequality in the media

**Schemata 2: Component 2**

**Composite Knowledge:**

Pupils will gain an understanding of how to effectively apply skills and techniques to produce accurate and detailed pre-production material for a media product showing thorough understanding of pre-production processes and practices. Students will also begin to understand how to edit and combine content together to create effective and purposeful media products.

**Foundational Knowledge: Component 2 Task A**

- Mood boards
- Sketches
- Grids
- Colour theory
- Image manipulation
- Image manipulating and editing
- Writing and editing copy
- Page layouts
- Visual hierarchy
- Photography experimentation

**Procedural Knowledge: Component 2 Task A**

- Understanding of how brainstorming ideas incites creativity within a media product
- Exploring how sketches and mock-ups aid design
- Understanding the significance of grids within a media product and exploring how this affects audience response
- Evaluating the strength of images
- Analysing magazine covers and double-page spreads
- Exploring how logos create brand fidelity

**Upper Hierarchical Knowledge: Component 2 Task A**

- Exploring the impact of colour psychology on audiences
- History of Print advertising

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| ● Deception in the media<br><br>**Upper Hierarchical Knowledge: Component 1 Task B**<br><br>   ● Social class divisions<br>   ● Representation and stereotypes<br>   ● Female empowerment | |