

Curriculum Map Creative Media 2020 - 2021

| Year 9   |  |   |   |   |   |
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| Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
| <p>Topic:<br/>Knowledge and skills covered:<br/>Component 1: Exploring Media Products</p> <p><b>SOL Intent:</b><br/>A Investigate media products B Explore how media products are created to provide meaning and engage audiences.</p> <p>Learning aim A: Investigate media products<br/>A1: Media products, audiences and purpose<br/>Media products, to include: o audio/moving image products, e.g. TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts o publishing products, e.g. newspapers, magazines, comics, brochures, advertisements o interactive media products, e.g. websites, mobile apps, emagazines, mobile games, video games, online games, advertisements.</p> | <p>Topic:<br/>Knowledge and skills covered:<br/>Component 1: Exploring Media Products</p> <p><b>SOL Intent:</b><br/>A Investigate media products B Explore how media products are created to provide meaning and engage audiences.</p> <p>Learning aim B: Explore how media products are created to provide meaning and engage audiences</p> <p>B1: Genre, narrative, representation and audience interpretation B2: Media production techniques<br/>Publishing media products: o layout and design, e.g. alignment, balance, contrast, proximity, repetition, white space o typography, e.g. serif and sans serif typefaces, fonts and font size, continuity, letter spacing and line height, readability o photographic techniques, e.g. composition, image quality, lighting effects, depth of field, aesthetic o image editing techniques, e.g. adding filters, colour and contrast, layering images, distorting images.</p> | <p>Topic:<br/>Knowledge and skills covered:<br/>Component 2: Developing Digital Media Production Skills</p> <p><b>SOL Intent:</b><br/>A Develop media production skills and techniques<br/>B Apply media production skills and techniques</p> <p>A1: Practical skills and techniques<br/>Planning skills relevant to the media sector, such as: o audio/moving image, e.g. developing narratives and storylines, synopsis, treatment, dialogue and sound scripts, screenplays, storyboards, shot lists o publishing, e.g. mood boards, house style, thumbnails, sketches, flat plans, design comps (comprehensive layout), mock-ups o interactive, e.g. wireframes, storyboards, game outline, rules, scoring systems, controls, interactivity, structure charts, levels.<br/>B1: Pre-production processes and practices<br/>Publishing pre-production processes and practices, such as producing: o thumbnails o sketches of page layouts o design comps (comprehensive layout) o page mock-ups.</p> | <p>Topic:<br/>Knowledge and skills covered:<br/>Component 2: Developing Digital Media Production Skills</p> <p><b>SOL Intent:</b><br/>A Develop media production skills and techniques<br/>B Apply media production skills and techniques<br/>C Review own progress and development of skills and practices.</p> <p>C1: Review of progress and development<br/>The review can include audiovisual commentaries (such as screen recordings), annotated practical work and/or written content, with reference to the following: • development of skills and techniques<br/>• responding to audience/user feedback<br/>• identifying strengths and areas for development<br/>• actions and targets for future production work<br/>• reference to professional working practices • use of terminology appropriate to the media field.</p> | <p>Topic:<br/>Knowledge and skills covered:<br/>Component 3: Create a Media Product in Response to a Brief</p> <p><b>SOL Intent:</b><br/>AO1 Understand how to develop ideas in response to a brief<br/>A1 Responding to a brief</p> <p>Establishing the requirements of the brief: The client<br/>The aim or purpose of the brief<br/>Defining the target audience<br/>Researching similar existing products to understand the marketplace/competition<br/>Exploring the chosen media sector to support the generation of ideas<br/>Theme of the brief<br/>A2 Generating ideas<br/>Product<br/>Content<br/>Style and design<br/>Idea selection<br/>B1 Planning materials<br/>Page layout and design B2 Managing the production process<br/>Time management<br/>Copyright, clearances and permissions</p> | <p>Topic:<br/>Knowledge and skills covered:<br/>Component 3: Create a Media Product in Response to a Brief</p> <p><b>SOL Intent:</b><br/>C Apply media production skills and techniques to the creation of a media product<br/>C1 Monitor and review the outcomes of the production process</p> <p>C2 Production skills and techniques<br/>Creating images and assets<br/>Creating copy<br/>Sourcing content from secondary sources</p> <p>C3 Combining and refining content<br/>Combining assets for the page and screen</p> <p>C4 Testing and exporting for distribution<br/>Testing: usability testing, functionality testing<br/>Exporting in appropriate file formats for the chosen distribution platform</p> |

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| <p>Milestones/outcomes:<br/>HPA:<br/><u>To know</u> the relationships between media products, their purpose and specific audiences, using considered examples across all three media sectors.</p> <p><u>To be able</u> to discuss the relationships between media products, their purpose and specific audiences, using appropriate examples across all three media sectors.</p> <p>MPA:<br/><u>To know</u> and identify their media products, their purpose and audiences.</p> <p><u>To be able to</u> reference the relevant examples across all three media sectors.</p> <p>Transition:<br/><u>To know</u> outline media products, their purpose and audience, using basic examples from one or more sectors.</p> <p><u>To be able</u> Identify media products, their purpose and audience, using limited examples from one or more sectors.</p> | <p>Milestones/outcomes:<br/>HPA: <u>To know</u> the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences.</p> <p><u>To be able to</u> explain in detail considered examples of media products.</p> <p>MPA: <u>To know</u> the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences.</p> <p><u>To be able</u> list appropriate examples of media products.</p> <p>Transition:<br/><u>To know</u> how genre, narrative and representation are used to engage audiences, with reference to basic examples of media products.</p> <p><u>To be able to</u> Identify how genre, narrative and representation are used to engage audiences, with reference to limited examples of media products.</p> | <p>Milestones/outcomes:<br/>HPA:<br/><u>To know</u> Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work.</p> <p><u>To be able</u> Demonstrate effective development of media production skills and techniques through focused experimental practical work.</p> <p>MPA:<br/><u>To know</u> Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work.</p> <p><u>To be able to</u> Demonstrate basic development of media production skills and techniques through some experimental practical work.</p> <p>Transition:<br/><u>To know</u> Demonstrate limited development of media production skills and techniques from the 3 sectors.<br/><u>To be able</u> Demonstrate limited development of media production skills and</p> | <p>Milestones/outcomes:<br/>HPA:<br/><u>To know</u> Analyse own development and application of skills and techniques, using considered examples to identify strengths.</p> <p><u>To be able to</u> Identify and set targets for improvement.</p> <p>MPA:<br/><u>To know</u> Describe the production techniques used in the creation of media products.</p> <p><u>To be able</u> Reference their relevant examples.</p> <p>Transition: <u>To know</u> Outline the production techniques used in the creation of media products, with reference to limited examples.</p> <p><u>To be able to</u> Identify the production techniques used in the creation of media products, with reference to limited examples.</p> | <p>Milestones/outcomes:<br/>HPA:<br/><u>To know</u> Learners will respond effectively to the requirements of the brief. They will generate and explain a highly effective idea for a media product. They will produce highly detailed and relevant pre-production materials, which will be complete in all aspects and suitable for use as working documents and will reveal a clear understanding of the production process.</p> <p>MPA:<br/><u>To know</u> Learners will respond competently to the requirements of the brief. They will generate and describe an appropriate idea for a media product. They will produce relevant planning materials, most of which will be complete and workable and will reveal understanding of the production process.</p> <p>Transition:<br/><u>To know</u> Learners will identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product, but this will be obvious and often incomplete. They will attempt to produce the relevant planning materials, however this is likely to be only partially</p> | <p>Milestones/outcomes:<br/>HPA:<br/><u>To know</u> Learners will be adept at using skills and techniques to carry out practical tasks and will be able to gather effective content for their production. Key areas for improvement will be identified and acted upon effectively. The final product will be imaginative and technically efficient in order to meet all of the client's needs and appeal to the target audience.</p> <p>MPA:<br/><u>To know</u> Learners will use skills and techniques to carry out practical tasks and will be able to gather appropriate content for their product. Several areas for improvement will be identified and acted upon appropriately. The final product will contain suitable content which should be suitable to meet the client's needs and appeal to the target audience. However, there may be some footage/content that is lacking in terms of quality or relevance.</p> <p>Transition:<br/>Learners will use basic skills and techniques to carry out practical tasks but will lack confidence. Some areas for improvement will be identified and acted</p> |
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|  |  | techniques from the one sector. |  | completed and will reveal a limited understanding of the production process. | upon. The final product will be limited in terms of content and technical competence and will only be partially relevant to the client's needs or those of the target audience. They are likely to be missing footage/content and lack synchronicity. |
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| Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
| <p>Topic:<br/>Knowledge and skills covered:</p> <p><b>SOL Intent:</b><br/>Component 1 A: Investigate media products</p> <p>Learners investigate Media products, to include:<br/>audio/moving image products, e.g. TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts</p> <p>publishing products, e.g. newspapers, magazines, comics, brochures, advertisements</p> <p>interactive media products, e.g. websites, mobile apps, emagazines, mobile games, video games, online games, advertisements.</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p><b>SOL Intent:</b><br/>Component 1 A: Investigate media products</p> <p>Audience definition, to include:<br/>Gender<br/>Age<br/>Socio-economic groupings<br/>Lifestyle profiles<br/>Primary target audience<br/>Secondary audience (wider context of potential viewers/consumers/users).</p> <p>Purpose, to include:<br/>information entertainment escapism<br/>profit<br/>community benefit<br/>raising awareness<br/>critical acclaim<br/>inspiration<br/>innovation<br/>experimentation.</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p><b>SOL Intent:</b><br/>Component 1 B: Explore how media products are created to provide meaning and engage audiences</p> <p>B1: Genre, narrative, representation and audience interpretation</p> <p>Genre, to include: identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page</p> <p>Narrative, to include:<br/>storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app</p> <p>Representation of people, places, issues and events</p> <p>Audience interpretation</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p><b>SOL Intent:</b><br/>Component 1 B: Explore how media products are created to provide meaning and engage audiences</p> <p>B2: Media production techniques</p> <p>Audio/moving image media products:<br/>Camerawork, e.g. set-up, framing, shot type/length, angle, movement<br/>Mise en scène, e.g. use of costume, hair, makeup, props, setting and figure expression</p> <p>Publishing media products: layout and design typography image editing techniques photographic techniques</p> <p>Interactive media products: interactive features, e.g. image galleries, option menus, navigation screens, levels user interface, e.g. screen, interaction, graphics, buttons, layout, colour</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p><b>SOL Intent:</b><br/>Component 3: Create a Media Product in Response to a Brief<br/>AO1 Understand how to develop ideas in response to a brief<br/>A1 Responding to a brief</p> <p>Establishing the requirements of the brief: The client<br/>The aim or purpose of the brief<br/>Defining the target audience<br/>Researching similar existing products to understand the marketplace/competition<br/>Exploring the chosen media sector to support the generation of ideas<br/>Theme of the brief<br/>A2 Generating ideas<br/>Product<br/>Content<br/>Style and design<br/>Idea selection<br/>B1 Planning materials<br/>Page layout and design B2<br/>Managing the production process<br/>Time management<br/>Copyright, clearances and permissions</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p><b>SOL Intent:</b><br/>Component 3: Create a Media Product in Response to a Brief</p> <p>C Apply media production skills and techniques to the creation of a media product<br/>C1 Monitor and review the outcomes of the production process</p> <p>C2 Production skills and techniques<br/>Creating images and assets<br/>Creating copy<br/>Sourcing content from secondary sources</p> <p>C3 Combining and refining content<br/>Combining assets for the page and screen</p> <p>C4 Testing and exporting for distribution<br/>Testing: usability testing, functionality testing<br/>Exporting in appropriate file formats for the chosen distribution platform</p> |

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| <p>Milestones/outcomes:</p> <p>HPA: <u>To know</u> the relationships between media products, their purpose and specific audiences, using considered examples across all three media sectors.</p> <p><u>To be able</u> to discuss the relationships between media products, their purpose and specific audiences, using appropriate examples across all three media sectors.</p> <p>MPA:<br/><u>To know</u> and identify their media products, their purpose and audiences.</p> <p><u>To be able to</u> reference the relevant examples across all three media sectors.</p> <p>Transition:<br/><u>To know</u> outline media products, their purpose and audience, using basic examples from one or more sectors.</p> <p><u>To be able</u> Identify media products, their purpose and audience, using limited examples from one or more sectors.</p> | <p>Milestones/outcomes:</p> <p>HPA: <u>To know</u> the relationships between media products, their purpose and specific audiences, using considered examples across all three media sectors.</p> <p><u>To be able</u> to discuss the relationships between media products, their purpose and specific audiences, using appropriate examples across all three media sectors.</p> <p>MPA:<br/><u>To know</u> and identify their media products, their purpose and audiences.</p> <p><u>To be able to</u> reference the relevant examples across all three media sectors.</p> <p>Transition:<br/><u>To know</u> outline media products, their purpose and audience, using basic examples from one or more sectors.</p> <p><u>To be able</u> Identify media products, their purpose and audience, using limited examples from one or more sectors.</p> | <p>Milestones/outcomes:</p> <p>HPA: <u>To know</u> the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences.</p> <p><u>To be able to</u> explain in detail considered examples of media products.</p> <p>MPA: <u>To know</u> the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences.</p> <p><u>To be able</u> list appropriate examples of media products.</p> <p>Transition:<br/><u>To know</u> how genre, narrative and representation are used to engage audiences, with reference to basic examples of media products.</p> <p><u>To be able to</u> Identify how genre, narrative and representation are used to engage audiences, with reference to limited</p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Analyse the production techniques that are used to effectively create meaning and engage selected audiences.</p> <p><u>To be able to</u><br/>Reference their considered examples of media products.</p> <p>MPA:<br/><u>To know</u> Describe the production techniques used in the creation of media products.</p> <p><u>To be able</u><br/>Reference their relevant examples.</p> <p>Transition: <u>To know</u><br/>Outline the production techniques used in the creation of media products, with reference to limited examples.</p> <p><u>To be able to</u> Identify the production techniques used in the creation of media products, with reference to limited examples.</p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Learners will respond effectively to the requirements of the brief. They will generate and explain a highly effective idea for a media product. They will produce highly detailed and relevant pre-production materials, which will be complete in all aspects and suitable for use as working documents and will reveal a clear understanding of the production process.</p> <p>MPA:<br/><u>To know</u><br/>Learners will respond competently to the requirements of the brief. They will generate and describe an appropriate idea for a media product. They will produce relevant planning materials, most of which will be complete and workable and will reveal understanding of the production process.</p> <p>Transition:<br/><u>To know</u><br/>Learners will identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product, but this will be obvious and often incomplete.</p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Learners will be adept at using skills and techniques to carry out practical tasks and will be able to gather effective content for their production. Key areas for improvement will be identified and acted upon effectively. The final product will be imaginative and technically efficient in order to meet all of the client's needs and appeal to the target audience.</p> <p>MPA:<br/><u>To know</u><br/>Learners will use skills and techniques to carry out practical tasks and will be able to gather appropriate content for their product. Several areas for improvement will be identified and acted upon appropriately. The final product will contain suitable content which should be suitable to meet the client's needs and appeal to the target audience. However, there may be some footage/content that is lacking in terms of quality or relevance.</p> <p>Transition:<br/>Learners will use basic skills and techniques to carry out practical tasks but will lack confidence.</p> |
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|  |  | examples of media products. |  | They will attempt to produce the relevant planning materials, however this is likely to be only |   |
|  |  |                             |  | partially completed and will reveal a limited understanding of the production process.          | Some areas for improvement will be identified and acted upon. The final product will be limited in terms of content and technical competence and will only be partially relevant to the client's needs or those of the target audience. They are likely to be missing footage/content and lack synchronicity. |

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| Year 11  |          |          |          |          |          |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Topic:<br/>Knowledge and skills covered:</p> <p>Component 2: Developing Digital Media Production Skills <b>SOL Intent:</b></p> <p>Component 2 A: Develop media production skills and techniques</p> <p>A1: Practical skills and techniques<br/>Learners will participate in workshops and classes to develop media production skills and techniques appropriate to one, or all, of the following media sectors: audio/moving image, publishing and interactive media</p> <p>Planning skills relevant to the media sector publishing, e.g. mood boards, house style, thumbnails, sketches, flat plans, design comps (comprehensive layout), mock-ups<br/>Skills and techniques for creating content relevant to the media sector</p> <p>publishing, e.g. writing and editing copy, taking photographs, cropping, scaling, and resizing images, image manipulation techniques, creating graphics</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p>Component 2: Developing Digital Media Production Skills <b>SOL Intent:</b></p> <p>Component 2 B: Apply media production skills and techniques</p> <p>B1: Pre-production processes and practices<br/>Publishing pre-production processes and practices, such as producing: o thumbnails o sketches of page layouts o design comps (comprehensive layout) o page mock-ups.</p> <p>B2: Production processes and practices<br/>Publishing production processes and practices, such as: o preparing copy o taking photographs o image manipulation o creating graphics<br/>o saving images in appropriate file formats</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p>Component 2: Developing Digital Media Production Skills <b>SOL Intent:</b></p> <p>Component 2 B: Apply media production skills and techniques</p> <p>B3: Post-production processes and practices<br/>Publishing post-production processes and practices, such as: o 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 o exporting files for digital publication.</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p>Component 2: Developing Digital Media Production Skills <b>SOL Intent:</b></p> <p>Component 2 C: Review own progress and development of skills and practices.<br/>Learners must track their progress during this component, reflecting on their development of skills and techniques in workshops through to the application of pre-production, production and post-production processes and practices.<br/>Learners will use a skills audit to highlight strengths and areas for improvement, which should be used to set future targets.</p> <p>The review can include audiovisual commentaries (such as screen recordings), annotated practical work and/or written content, with reference to the following:</p> <ul style="list-style-type: none"> <li>development of skills and techniques</li> <li>responding to audience/user feedback</li> <li>identifying strengths and areas for development</li> <li>actions and targets for future production work</li> </ul> | <p>Topic:<br/>Knowledge and skills covered:</p> <p>Component 3: Create a Media Product in Response to a Brief <b>SOL Intent:</b></p> <p>AO1 Understand how to develop ideas in response to a brief<br/>A1 Responding to a brief</p> <p>Establishing the requirements of the brief: The client<br/>The aim or purpose of the brief<br/>Defining the target audience<br/>Researching similar existing products to understand the marketplace/competition<br/>Exploring the chosen media sector to support the generation of ideas<br/>Theme of the brief<br/>A2 Generating ideas<br/>Product<br/>Content<br/>Style and design<br/>Idea selection<br/>B1 Planning materials<br/>Page layout and design B2<br/>Managing the production process<br/>Time management<br/>Copyright, clearances and permissions</p> | <p>Topic:<br/>Knowledge and skills covered:</p> <p>Component 3: Create a Media Product in Response to a Brief <b>SOL Intent:</b></p> <p>C Apply media production skills and techniques to the creation of a media product<br/>C1 Monitor and review the outcomes of the production process</p> <p>C2 Production skills and techniques<br/>Creating images and assets<br/>Creating copy<br/>Sourcing content from secondary sources</p> <p>C3 Combining and refining content<br/>Combining assets for the page and screen</p> <p>C4 Testing and exporting for distribution<br/>Testing: usability testing, functionality testing<br/>Exporting in appropriate file formats for the chosen distribution platform</p> |
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|  |  |  | <ul style="list-style-type: none"><li>• reference to professional working practices</li><li>• use of terminology appropriate to the media field.</li></ul> |  |  |
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| <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work.</p> <p><u>To be able</u> Demonstrate effective development of media production skills and techniques through focused experimental practical work.</p> <p>MPA:<br/><u>To know</u> Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work.</p> <p><u>To be able to</u><br/>Demonstrate basic development of media production skills and techniques through some experimental practical work.</p> <p>Transition:<br/><u>To know</u><br/>Demonstrate limited development of media production skills and techniques from the 3 sectors.<br/><u>To be able</u></p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Demonstrate imaginative application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to creative outcomes.</p> <p><u>To be able</u><br/>Demonstrate effective application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to effective outcomes.</p> <p>MPA:<br/><u>To know</u><br/>Demonstrate relevant application of pre-production skills and techniques when reworking aspects of an existing media product, leading to appropriate outcomes.</p> <p><u>To be able to</u><br/>Demonstrate basic application of pre-production skills and techniques</p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Demonstrate relevant application of production and post-production skills and techniques when reworking aspects of an existing media product, leading to outstanding outcomes.</p> <p><u>To be able to</u> explain in detail considered examples of media products.</p> <p>MPA:<br/><u>To know</u><br/>Demonstrate relevant application of production and post-production skills and techniques when reworking aspects of an existing media product, leading to appropriate outcomes.</p> <p><u>To be able</u> list appropriate skills used to create media products.</p> <p>Transition:<br/><u>To know</u><br/>Demonstrate basic application of production and post-production skills and techniques when reworking aspects of an existing media product.</p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u> Analyse own development and application of skills and techniques, using considered examples to identify strengths.</p> <p><u>To be able to</u><br/>Identify and set targets for improvement.</p> <p>MPA:<br/><u>To know</u> Describe the production techniques used in the creation of media products.</p> <p><u>To be able</u><br/>Reference their relevant examples.</p> <p>Transition: <u>To know</u><br/>Outline the production techniques used in the creation of media products, with reference to limited examples.</p> <p><u>To be able to</u> Identify the production techniques used in the creation of media products, with</p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Learners will respond effectively to the requirements of the brief. They will generate and explain a highly effective idea for a media product. They will produce highly detailed and relevant pre-production materials, which will be complete in all aspects and suitable for use as working documents and will reveal a clear understanding of the production process.</p> <p>MPA:<br/><u>To know</u><br/>Learners will respond competently to the requirements of the brief. They will generate and describe an appropriate idea for a media product. They will produce relevant planning materials, most of which will be complete and workable and will reveal understanding of the production process.</p> <p>Transition:<br/><u>To know</u><br/>Learners will identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product, but this will be obvious and often incomplete. They will</p> | <p>Milestones/outcomes:</p> <p>HPA:<br/><u>To know</u><br/>Learners will be adept at using skills and techniques to carry out practical tasks and will be able to gather effective content for their production. Key areas for improvement will be identified and acted upon effectively. The final product will be imaginative and technically efficient in order to meet all of the client's needs and appeal to the target audience.</p> <p>MPA:<br/><u>To know</u><br/>Learners will use skills and techniques to carry out practical tasks and will be able to gather appropriate content for their product. Several areas for improvement will be identified and acted upon appropriately. The final product will contain suitable content which should be suitable to meet the client's needs and appeal to the target audience. However, there may be some footage/content that is lacking in terms of quality or relevance.</p> <p>Transition:<br/>Learners will use basic skills and techniques to carry out practical tasks but will lack confidence. Some areas for improvement will be identified and acted</p> |
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| <p>Demonstrate limited development of media production skills and techniques from the one sector.</p> | <p>when reworking aspects of an existing media product.<br/>           Transition:<br/> <u>To know</u><br/>           Demonstrate limited application of pre-production skills and techniques when reworking aspects of an existing media product.<br/> <u>To be able</u> Identify media products, their purpose and audience, using limited examples from one or more sectors.</p> | <p><u>To be able to</u><br/>           Demonstrate limited application of production and post-production skills and techniques when reworking aspects of an existing media product.</p> | <p>reference to limited examples.</p> | <p>attempt to produce the relevant planning materials, however this is likely to be only partially completed and will reveal a limited understanding of the production process. completed and will reveal a limited understanding of the production process.</p> | <p>upon. The final product will be limited in terms of content and technical competence and will only be partially relevant to the client's needs or those of the target audience. They are likely to be missing footage/content and lack synchronicity.</p> |
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