

**CURRICULUM MAP**

Subject	Media BTEC
Head of Department	Mr D Neesham

SCHOOL INTENT**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

The school aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

We aim for our students to have an understanding of a wide variety of media products and platforms, how they have developed over time and the processes necessary to produce them. Furthermore, we encourage students to consider how media is a reflection of the values that a society holds and the symbiotic relationship that exists between the members of a society and the media they consume. We aim to imbue an awareness of how media impacts people on a global level, how it might impact more locally and how individuals may be shaped in terms of their media consumption.

We strive to examine different aspects of society and the groups that it is made up of in order to better understand the world at large; examining technological advance, representation of different groups and moral and technical standards all feed into how media students are encouraged to better know themselves and the world around them through the lens of media.

We also endeavour to develop key skills that prove an aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products. Students will learn photography, videography, sound recording and Audio-visual editing at a basic level with a chance to develop more specialist skills in one of these areas. Our intention is that students follow a process that underpins effective ways of working in media, such as responding to briefs and feedback, planning and generating ideas. We aim to help students build upon their personal management and communication skills and cultivate knowledge of processes and attitudes in the sector.



YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY KNOWLEDGE	UNIT OF WORK: INTRODUCTION TO MEDIA SECTORS AND PRODUCTS	UNIT OF WORK: EXPLORING MEDIA PRODUCTS	UNIT OF WORK: INVESTIGATING MOVING IMAGE PRODUCTS	UNIT OF WORK: INTRODUCTION TO MEDIA SKILLS AND PROCESSES	UNIT OF WORK: DEVELOPING MEDIA SKILLS AND PROCESSES: PRE-PRODUCTION	UNIT OF WORK: DEVELOPING MEDIA SKILLS AND PROCESSES: PRODUCTION AND POST-PRODUCTION
	<p>Understanding 3 media sectors: moving image, publishing and interactive</p> <p>Understanding the codes and conventions of different products that are available in each sector</p> <p>Key terminology within each sector</p>	<p>Codes and conventions of film trailers, and how these affect audiences depending on their design</p> <p>Consumption of magazines and how design choices and representation affect audiences</p> <p>The video games industry and marketing strategy</p>	<p>Products explored include</p> <ul style="list-style-type: none"> Film Trailers TV/online Adverts Television drama <p>Students will understand:</p> <ul style="list-style-type: none"> Codes and conventions Representation Audience relationships 	<ul style="list-style-type: none"> Understanding how to plan for a visual style, content and structure of a media product. This could include development of narratives and visual styles, storyboards, layouts, treatments, etc. Knowledge of creating content for media products demonstrating how to skilfully and creatively experimented with production and post production skills to combine and refine content. This could include editing, adding effects, combining content into finished published or interactive products, etc. How to create and refine pre-production materials How to use this material to create a product How to use equipment and technology e.g. camera, microphone How to use editing software 		
KEY SKILLS	<p>Gaining knowledge of fundamental concepts and associated terminology in Media</p> <p>Reading media texts for meaning (semiotics)</p> <p>Gaining knowledge of Narrative theories (Propp's characters and Todorov's 5 stages) and applying them to real life examples</p> <p>Understanding how certain media products are relatable to and represent specific groups</p> <p>ICT and presentation skills that support the understanding of key concepts</p>	<p>Developing knowledge of fundamental concepts and associated terminology in Media</p> <p>Reading media texts for meaning (semiotics) and being able to present findings in different ways</p> <p>Understanding essential technical aspects of product creation</p> <p>Analysing how certain media products are consumed and the role of the audience</p> <p>ICT and presentation skills that support the understanding of key concepts</p>	<p>Analyse the relationships between media products, their purpose and specific audiences using considered examples across all the three media sectors.</p> <p>Analyse the relationship between genre, narrative, representations and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products.</p>	<ul style="list-style-type: none"> Demonstrate development of media production skills and techniques, through creative experimental practical work This could include shooting photographs or video in different conditions with consideration of the composition and lighting, writing content for magazine and web pages, creating graphics or characters. Demonstrate application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product leading to creative outcomes. Creation of Pre-production documents to show how a product is going to be reworked, e.g. a storyboard, script or draft layout. Discussion of ideas with others and refining to create finished visual plans. Using this planning to create the content, needed, e.g. recording footage, taking photographs, creating graphics, textures or sprites. Using post-production skills and techniques to edit together content and produce a final reworked media product. 		
	<p>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</p> <p>-Drawing on skills acquired in English -Creating a portfolio of investigative work in class which directly lays foundations for creation and implementation of products and skills. -Questioning helps to secure understanding and application of new ideas/terminology</p>	<p>-Builds upon key knowledge gained in Autumn 1 -Students work more independently to analyse their own choice of products as well as in pairs and groups -Terminology review and mini assessment to check retention</p>	<p>-Real life examples and individual student choices used to develop understanding -Explore different methods of presentation to review best ways of learning -Terminology review and mini assessment to check retention</p>	<p>-Application of codes and conventions, audience, representation and media industry to a real life scenario presented as a brief. -Consistent reflection of own progress -Collaboration amongst students -Modelling of peer work</p>		



SPECIALIST VOCABULARY	<ul style="list-style-type: none"> Media sectors Codes and Convention Denotation Connotation Encode/decode Target Audience Narrative Propp's theory and associated terms Todorov's theory and associated terms Genre/Subgenre/Hybrid Names of camera angles/shot/movements Representation 	<ul style="list-style-type: none"> Consumption Active/Passive audiences Individual audiences/Group audiences Demographics Psychographics The 4C theory Hypodermic Needle Uses and Gratifications 	<ul style="list-style-type: none"> Terms used in Autumn 1 and 2 High/low key lighting Mise-en-scene Diegetic/Non-diegetic Editing terms: cut away/cut in Characterisation 	<ul style="list-style-type: none"> Pre-production, Production, Post-production Storyboard and associated terms e.g. camera angles, cut types, sound types Script and associated terms e.g. V/O, interior and exterior Equipment terms: dolly, tripod, DSLR Call sheet Editing terms e.g. chroma key, import/export 		
LINKS TO THE WORLD <small>i.e. links to careers: equality; gender, class, ethnicity, etc.; different subjects</small>	<ul style="list-style-type: none"> Drawing on skills acquired in English – interpreting authorial intent and implied meaning/effect on a reader. Careers - A look into different media industries and what is involved Examination of how race/gender/disability/age/place/time is represented in the media and how these stereotypes change according to time/place Exploration of how media is consumed depending on social and historical contexts Presentation, pitch and organisation skills required in media industries 			<p>Careers – understanding the day to day process and experience of working in a media sector</p> <p>Presentation, pitch, collaboration and organisation skills required in media industries</p>		
ASSESSMENTS Summative and Formative as applicable	ASSESSMENT: Questions, commentary on and analysis of several media products	ASSIGNMENT 1 TASK 1: A report analysing past and present media products in 3 sectors	ASSIGNMENT 1 TASK 2: A presentation and report analysing past and present media products: film trailers and television drama	ASSIGNMENT 2 TASK 1: Portfolio to include: evidence of the skills and techniques, e.g. annotated screen shots, narrated screen recordings, annotated drafts/prototypes Annotated visual log of pre-production, production and post-production processes. The finished practical work.		
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: EVALUATING DEVELOPMENT OF MEDIA SKILLS	UNIT OF WORK: RESPONDING TO A BRIEF: IDEAS LOG AND PLANNING MATERIALS	UNIT OF WORK: RESPONDING TO A BRIEF: CREATING A PRODUCT	UNIT OF WORK: RESPONDING TO A BRIEF: EXAM PREPARATION	UNIT OF WORK: EXAM	UNIT OF WORK:
	<ul style="list-style-type: none"> Key methods of reflecting on own progress and development Vocabulary used to evaluate the success of a media product How to organise and use focus groups 	<ul style="list-style-type: none"> Industry scenarios linked to the workplace and how to interpret and respond to this Application of planning for a visual style, content and structure of a media product. This could include development of narratives and visual styles, storyboards, layouts, treatments, etc. Knowledge of creating content for media products demonstrating how to skilfully and creatively apply production and post production skills to combine and refine content. This could include editing, adding effects, combining content into finished published or moving image products How to create and refine pre-production materials How to use this material to create a product 			EXAM	
KEY SKILLS	<ul style="list-style-type: none"> Evaluating the effectiveness of a reworking of an existing media product ICT skills used to screen a moving image product and present evaluations Public speaking strategies 	<ul style="list-style-type: none"> Summarising and interpreting a brief Developing imaginative and creative planning materials Time management and ICT skills required to organise generated content e.g. footage, photos, graphics Development of skills equipment and technology e.g. camera, microphone Independent use of editing software 				N/A
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Review of skills and knowledge learned in Year 10 Presentation of reflection of own strengths and weaknesses in media production Peer learning	Review of skills audit completed at the end of Spring 1 Development of areas of weakness Application of understanding across Y10 and 11 in a more independent setting				N/A



SPECIALIST VOCABULARY	<ul style="list-style-type: none"> • Focus group • Market research – primary and secondary • Skills audit 	<ul style="list-style-type: none"> • Pre-production, Production, Post-production • Storyboard and associated terms e.g. camera angles, cut types, sound types • Script and associated terms e.g. V/O, interior and exterior • Mood board • Copy • Equipment terms: dolly, tripod, DSLR • Call sheet • Risk Assessment • Editing terms e.g. chroma key, import/export 			N/A	
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p>Careers: understanding the review process</p> <p>Presentation skills</p> <p>ICT skills required for many industries</p>	<p>Careers: time management, organisation and communication skills</p> <p>ICT skills required for many industries</p> <p>Consideration of representation of groups across society in the media</p>				
ASSESSMENTS Summative and Formative as applicable	<p>Log of practical skills developed, including annotated or narrated practical work</p> <p>Skills audit to detail strengths and future improvements</p> <p>Evaluation in the form of a written report, blog or presentation with notes.</p>	Assessment: IDEAS LOG AND PLANNING MATERIALS IN RESPONSE TO A BRIEF	Assessment: CREATING GENERATED CONTENT IN RESPONSE TO A BRIEF	Assessment: CREATING A PRODUCT IN RESPONSE TO A BRIEF		
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					