

Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the ‘whole child’ so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

iMedia – KEY STAGE 4

Curriculum Overview

INTENT: Media is digital communication that is central to the modern day lives of all students. Whether it be TV, Film, animation, graphic design etc. It is essential that we understand how to use it, consume it and make it - being literate in it - will be incredibly important for the rest of our lives. Therefore, a key aim is to educate all students to be successful media professionals, and to prepare them for access to an ever-expanding industry here in the UK. To have an understanding of real working practices and research, planning and practical methods behind making a variety of media products for an intended audience when communicating creative concepts effectively. Media pupils are encouraged to be independent, confident and to take creative risks – but also to be organised, take ownership and meet deadlines. Furthermore, it is our aim for students to achieve their personal best on their GCSEs. Finally, students should also be encouraged to identify and understand the strength and influence in media in society, for example identifying stereotypes and unfair/misleading representations in the media. We will promote healthy discussion around this when appropriate and relevant.

Year 10 – Creative Media Production (BTEC)

In Year 10, Term 1 is preparation for the NEA practical unit (COMP 2). This will be a graphic design project based on a published theme from Pearson (set in September). COMP 2 is a 10hr assessment begins in January and is submitted for moderation in the June exam window. After June, lessons will cover a variety of research, planning, creating and evaluative skills with a focus on the COMP1 ‘essay’ controlled assessment – essentially an essay studying a range of media products from different sectors – based around a set theme from Pearson. In May/June the COMP 1 set assignment is released and students will be taught everything they need to know in order to achieve in COMP 1 controlled assessment. The 10-hour assessment begins in July and will be submitted in the November assessment window leaving plenty of time to moderate.

COMP 2 (planning and making a print media product) NEA Prep (with theory needed for the comp 1 essay built in)

COMP 2 (planning) NEA

COMP 2 (Production and post-production) NEA

COMP 1 (Essay on media products) Prep

<p>SUBSTANTIVE KNOWLEDGE</p>	<ul style="list-style-type: none"> • Researching and understanding key conventions of print products • Researching and understanding key audience theories and analysing media text using knowledge gained (needed for comp 1) • Developing and applying pre-production (mood boards, mind maps, visualisation diagrams) and production techniques (using digital cameras, using Photoshop to edit their products) • Creating original print media products using appropriate software • Reviewing products they have made 	<ul style="list-style-type: none"> • Successfully planning a print media product using: Mind maps, mood boards, style tiles, thumbnails, mock ups and workplans • Successfully producing a print media product using: Photographs, copy, photoshop/in-design skills 	<ul style="list-style-type: none"> • Successfully researching and exploring moving image, print and interactive media products • Developing and applying pre-production and production techniques (using digital cameras, video cameras and photoshop/video editing skills)
<p>DISCIPLINARY KNOWLEDGE</p>	<ul style="list-style-type: none"> • Being able to research effectively including citing sources, creating primary questionnaires note taking, revision techniques and creating bibliographies • Being able to analyse, evaluate, compare and contrast different media products from 3 major sectors • Applying knowledge, using media theories and technical skills in an essay style format using disciplinary literacy techniques • Continuously generate, develop, experiment and review ideas • Produce, review and refine pre/production/post ideas • Be able to test and review their own work once finished 	<ul style="list-style-type: none"> • Being able to research effectively including citing sources, creating primary questionnaires note taking, revision techniques and creating bibliographies • Applying knowledge and research, using media theories and understanding of technical skills in an essay style format using disciplinary literacy techniques 	<ul style="list-style-type: none"> • Continuously Generate, develop, experiment and review ideas • Produce, review and refine pre/production/post ideas • Be able to test and review their own work once finished

Year 11 – Creative Media Production (BTEC)

In Year 11, as soon as COMP 1 is finished. Then teaching for the COMP 3 begins (December) and exam assessment starts in March and runs for 10 hrs (no moderation needed as all work is marked and moderated externally). The exam is practical, and it is advised/expected that students produce a product from the same sector as COMP 2 as they should be building on – not learning new skills.

Comp 1 Essay NEA/ Comp 3 prep

Comp 3 prep

Comp 3 Exam

SUBSTANTIVE KNOWLEDGE					
DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> Using documentation for planning photographs and video. 	SOFTWARE: <ul style="list-style-type: none"> Using tools Saving assets Naming, saving and organising assets Organising and Preparing pre-made assets Editing assets/projects 	<ul style="list-style-type: none"> Saving digitised content in a format which is compatible with photographs and video Testing a media product effectively Evaluating and reviewing a media product effectively Understanding of creative, technical and senior job roles and how these function within the industry 	<ul style="list-style-type: none"> Know the characteristics of the types of platform and media used to deliver products to audiences The advantages and disadvantages of types of platform and media How the characteristics of platforms affect the selection of final product file formats in given scenarios Understand the various primary and secondary research types. Advantages and disadvantages and difference between qualitative and quantitative Understanding the contents and purpose for media planning documents 	<ul style="list-style-type: none"> Understanding of the legal issues including IP, classification, data protection and defamation. Understand file types and properties in context with a variety of media products