Two-year course planner

This course planner provides a possible two-year course model. The planner covers the 120 recommended Guided Learning Hours and includes time spent preparing for and completing assessments but does not include students’ unsupervised study time.

These are suggestions only and there are a number of valid ways of structuring courses.

The example course planner below is based on the following assumptions.

* There are 39 weeks per academic year.
* There are three terms per academic year, split into 14 weeks, 12 weeks and 13 weeks.
* There are two hours of lesson time per week.
* Some time will be lost due to, for example, visits out and other enhancement activities, so the last three weeks of Year 1 are left blank to allow some leeway.
* Each component will be taught in order; however, this planner can be adapted depending on the number of teachers delivering the course and access to resources.
* Part of Term 3 of Year 2 are to be used for preparation and completion of the externally set task (a 12-week assessment period, including 9 hours of supervised assessment, which are included in the guided learning hours).

Year 1

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| Week | Component | Teaching/Essential content | Teaching content or assignment work |
| Term 1 | | | |
| 1 | 1: Exploring Media Products | A: Investigate media products  A1 Media products, audiences and purpose | Teacher-led introduction to the range of media products that are created within the following media sectors: audio/moving image, publishing, interactive.  Focus on defining target audiences for media products.  Students explore how audiences are categorised by:   * demographics – gender, age and ethnicity * socio-economic groupings * lifestyle profiles. |
| 2 | 1: Exploring Media Products | A: Investigate media products  A1 Media products, audiences and purpose | Focus on the different purposes of media products.  Students consider the extent to which the following purposes overlap within different examples of media products.   * Information, education, entertainment, escapism. * Profit, community benefit, raising awareness. * Critical acclaim, inspiration, innovation, experimentation. |
| 3 | 1: Exploring Media Products | A: Investigate media products  A1 Media products, audiences and purpose | Introduce students to the concept of primary and secondary target audiences.  Students investigate examples of past and present media products from each of the three media sectors, to determine:   * the primary and secondary audiences of each media product * the different purposes of each media product * how context helps to determine the audience and purpose for a media product. |
| 4 | 1: Exploring Media Products | A: Investigate media products  A1 Media products, audiences and purpose | Focus on the relationship between specific media products, their audiences and purpose.  Students work in pairs to investigate how:   * different media products that share the same purpose are aimed at different target audiences * different media products that share the same target audience can have different purposes * how past examples of a media product differ in audience and purpose to present examples of the same type of media product, e.g. a film remake. |
| 5 | 1: Exploring Media Products | A: Investigate media products  A1 Media products, audiences and purpose | Focus on the selection of examples for Component 1, Learning aim A assignment.  To prepare for this assignment, students must explore examples of media products from each of the three media sectors (audio/moving image, publishing, interactive).  Explain that examples of media products could include:   * past and present examples of media products * media products that share the same target audience or purpose * media products that share the same content or theme.   Students will need to analyse how media products from each media sector are created to engage audiences for a specific purpose. |
| 6 | 1: Exploring Media Products | A: Investigate media products  A1 Media products, audiences and purpose | Component 1, Learning aim A assignment drafting and submission. |
| 7 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation | Students focus on one of the following media sectors: audio/moving image, publishing, interactive, and use research to:   * define the term ‘genre’ * identify different genres within their chosen media sector * identify the generic characteristics within a specific genre. |
| 8 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation | Introduce students to Steve Neale’s theory of repetition and difference.  Students explore how media products must conform to (repeat) enough of the conventions of a specific genre to be considered part of that genre but must also alter these conventions (difference) to be considered a unique product.  Students explore how genres are not static but change over time, by analysing:   * how media products subvert existing generic conventions * how specific sub-genres use the established conventions of a genre * how specific hybrid genres have combined generic conventions to create something different. |
| 9 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation | Focus on how repeated settings and themes are used to establish genre and narrative.  Students explore narrative storytelling devices for their chosen media sector.  Using common settings and themes, students write an outline narrative for a media product using the established storytelling devices of that specific media product and/or genre/sub-genre.  Students explore examples of:   * linear * non-linear * circular * interactive * open/closed * single and multi-strand narratives.   Students refine their narrative outline for a media product using different narrative structures. |

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| 10 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation | Focus on how mode of address is used in the narrative of media products.  Students explore typical modes of address in their chosen media sector.  Students write an extract from a media product using different modes of address and discuss how the different modes of address affect meaning. |
| 11 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation | Focus on characterisation and point of view (POV).  Introduce students to:   * direct and indirect characterisation * character types * representation * point of view.   Students analyse how the characters from a specific media product(s) create meaning. |
| 12 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation | Focus on representation.  Introduce students to the concept of representation: that everything we see in the media is constructed and the people, places, issues and events we see are only a representation of reality.  Teacher-led activities to explore how representations are constructed through:   * audience positioning and perspective * audience identification * stereotyping * positive and negative representations. |
| 13 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation | Focus on representation and audience interpretation.  Introduce students to:   * preferred readings and passive audiences * negotiated and oppositional readings * active audiences.   Students analyse the representations in a specific media product(s). |

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| 14 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B2 Media production techniques | Focus on *mise-en-scène* and lighting.  Introduce students to the use of *mise-en-scène* in their chosen media sector.  Teacher-led practical workshop to introduce students to lighting techniques in their chosen media sector.  Students analyse examples of how media products create meaning through *mise-en-scène* and lighting. |
| **Term 2** | | | |
| 1 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B2 Media production techniques | Focus on deconstructing media products to examine how media production techniques have been used to create meaning for audiences.  For the audio/moving image sector, students explore:   * camerawork – set-up, framing, height, angle, movement * use of sound – diegetic and non-diegetic, sound effects, voiceovers, dialogue, incidental music, bridges, sound mixing.   For the publishing sector, students explore:   * layout and design – alignment, balance, contrast, proximity, repetition, white space * typography – serif and sans-serif typefaces, fonts and font sizes, continuity, letter spacing and line height, readability * photographic techniques – composition, image quality, depth of field, aesthetic.   For the interactive sector, students explore:   * user interface – screen, interaction, graphics, buttons, layout, colour * usability/playability – accessibility, navigation, controls, rules, challenge * sound design – soundtracks, sound effects, sounds triggered by game events.   Students analyse examples of how media products create meaning through these production techniques. |
| 2 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B2 Media production techniques | Focus on how editing techniques/interactive features have been used to create meaning for audiences.   * For the audio/moving image sector, students explore: continuity, montage, flashbacks, transitions, pace, rhythm. * For the publishing sector, students explore: adding filters, colour and contrast, layering images, distorting images. * For the interactive sector, students explore: image galleries, option menus, navigation screens, levels.   Students deconstruct examples of media products to analyse how the production techniques have been combined together to generate meaning for the audience. |
| 3 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation  B2 Media production techniques | Component 1, Learning aim B assignment.  Students will need to demonstrate their understanding of how media products create meaning for their audiences. |
| 4 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation  B2 Media production techniques | Component 1, Learning aim B assignment drafting and submission. |
| 5 | 1: Exploring Media Products | B: Explore how media products are created to provide meaning and engage audiences  B1 Genre, narrative, representation and audience interpretation  B2 Media production techniques | Component 1, Learning aim B assignment drafting and submission. |
| 6 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Introduce students to Component 2 and the experimental nature of the practical work they will be engaged with to develop practical skills and techniques in their chosen media sector.  Focus on planning skills relevant to students’ chosen media sector.  For the audio/moving image sector, students write a treatment for an audio or moving image interpretation of a children’s fairytale, including:   * a short synopsis * a narrative structure/storyline.   For the publishing sector, students create a mood board for a magazine of their choice, including ideas for images, fonts, page layout and colour scheme.  For the interactive sector, students generate ideas for a website, e-magazine or digital game, e.g. content ideas or game outline, rules, scoring system and levels. |
| 7 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Focus on planning skills relevant to students’ chosen media sector.  For the audio/moving image sector, students are introduced to the conventions of:   * storyboards for moving image media products * screenplays for moving image media products * dialogue and sound scripts for audio media products.   Students create a storyboard, screenplay or audio script for their children’s fairytale.  For the publishing sector, students are introduced to:   * house style * thumbnails and sketches of page layouts * flat plans * design comps (comprehensive layout) * mock ups.   Students create thumbnails, sketches and a design competition for a double page spread (DPS) for their magazine.  For the interactive sector, students are introduced to the conventions of:   * wireframing * storyboards for interactive media products.   Students create a wireframe or storyboard for their website, e-magazine or digital game. |
| 8 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Focus on skills and techniques for creating content relevant to students’ chosen media sector.  For the audio/moving image sector, teacher-led workshops on:   * shooting footage in a studio, including use of a tripod, capturing the scene from multiple perspectives, shot composition, framing and angle * recording audio in a studio, including microphones and checking recording levels.   For the publishing sector, teacher-led workshops on:   * writing and editing copy for a 250-word magazine article.   For the interactive sector, teacher-led workshops on:   * creating graphics, such as buttons, icons, image sprites and game objects * creating 3D models. |
| 9 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Focus on skills and techniques for creating content relevant to students’ chosen media sector.  For the audio/moving image sector, teacher-led workshops on:   * shooting footage in a studio, including studio lighting and camera movement * recording audio in a studio, including acoustics and ambient sound.   For the publishing sector, teacher-led workshops on:   * taking photographs and basic image editing techniques, such as cropping, scaling, resizing.   For the interactive sector, teacher-led workshops on:   * creating graphics, such as buttons, icons, image sprites and game objects * creating 3D models. |
| 10 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Focus on skills and techniques for creating content relevant to students’ chosen media sector.  For the audio/moving image sector, teacher-led workshops on:   * shooting footage and recording audio on location.   For the publishing sector, teacher-led workshops on:   * image manipulation techniques, such as adjusting brightness and contrast * creating graphics.   For the interactive sector, teacher-led workshops on:   * taking photographs and basic image editing techniques, such as cropping, scaling, resizing and image manipulation techniques, such as adjusting brightness and contrast. |

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| 11 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Focus on combining, shaping and refining content relevant to students’ chosen media sector.  For the audio/moving image sector, teacher-led workshops on:   * basic editing techniques, including editing video and adding transitions for moving image products * basic editing techniques, including mixing sound and adding transitions for audio products.   For the publishing sector, teacher-led workshops on:   * page layout and design techniques, including typographic techniques, use of colour, paragraph and character styles and creating a visual hierarchy.   For the interactive sector, teacher-led workshops on:   * screen/page layout and design techniques, including structure and design of screens/pages. |
| 12 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Focus on combining, shaping and refining content relevant to the student’s chosen media sector.  For the audio/moving image sector, teacher-led workshops on:   * editing techniques, including visual effects for moving image products * editing techniques, including audio effects for audio products.   For the publishing sector, teacher-led workshops on:   * page layout and design techniques, including threading text through columns, text wrap and using white space.   For the interactive sector, teacher-led workshops on:   * screen/page layout and design techniques, including adding interactive features, developing the game environment backgrounds and scenery, adding sound and lighting in game engines. |

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| **Term 3** | | | |
| 1 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Component 2, Learning aim A assignment.  Students will need to provide evidence of their development of media production skills and techniques.  Students may work independently or as part of a team to practise and refine their skills and techniques through practical experimentation.  Students could complete a series of planning challenges relevant to their chosen media sector. |
| 2 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Component 2, Learning aim A assignment.  Students will need to provide evidence of their development of media production skills and techniques.  Students may work independently or as part of a team to practise and refine their skills and techniques through practical experimentation.  Students could participate in workshops to develop skills in creating content relevant to their chosen media sector. |
| 3 | 2: Developing Digital Media Production Skills | A: Develop media production skills and techniques  A1 Practical skills and techniques | Component 2, Learning aim A assignment.  Students will need to provide evidence of their development of media production skills and techniques.  Students may work independently or as part of a team to practise and refine their skills and techniques through practical experimentation.  Students could experiment with skills and techniques for combining, shaping and refining content relevant to their chosen media sector. |
| 4 | 2: Developing Digital Media Production Skills | B: Apply media production skills and techniques  B1 Pre-production processes and practices | Focus on applying relevant media pre-production processes and techniques.  Students will rework an extract from an existing media product.  For the audio/moving image sector, students create a storyboard, shooting script or sound script for their chosen extract from a media product, e.g. a scene from a music video, titles from a police drama, radio news package.  For the publishing sector, students create thumbnails and sketches of page layouts, design comps or page mock-ups for their chosen extract from a media product, e.g. a newspaper front page, magazine double page spread, print advertisement.  For the interactive sector, students create sketches of screen/page layouts, a wireframe or storyboard for their chosen extract from a media product, e.g. a home page from a website, page from an e-magazine or level from a digital game. |
| 5 | 2: Developing Digital Media Production Skills | B: Apply media production skills and techniques  B2 Production processes and practices | Focus on applying relevant media production processes and techniques.  Students will rework an extract from an existing media product.  For the audio/moving image sector, students record audio and shoot footage for their chosen extract from a media product.  For the publishing sector, students prepare copy, take photographs and create graphics for their chosen extract from a media product.  For the interactive sector, students create and prepare assets for their chosen extract from a media product. |
| 6 | 2: Developing Digital Media Production Skills | B: Apply media production skills and techniques  B3 Post-production processes and practices | Focus on applying relevant media post-production processes and techniques.  Students will rework an extract from an existing media product.  For the audio/moving image sector, students are shown how to render audio and video. Students edit audio and/or video together into a sequence.  For the publishing sector, students investigate:   * design principles, including use of colour, balance, proximity, alignment, repetition, contrast and space * exporting files for digital publications.   Students to combine their assets/content into a page layout and design.  For the interactive sector, students are shown how to test interactive media products and export files for digital distribution. Students combine their assets/content into a web page, e-magazine page or prototype for a digital game. |
| 7 | 2: Developing Digital Media Production Skills | B: Apply media production skills and techniques  B1 Pre-production processes and practices  B2 Production processes and practices  B3 Post-production processes and practices | Component 2, Learning aim B assignment.  Students will need to apply appropriate pre-production, production and post-production skills and techniques when reworking an extract from a media product.  Students must select an aspect of a media product to rework and:   * create pre-production documents to communicate how they are going to rework aspects of the media product * create the content required to implement their plans * experiment with post-production skills and techniques, including testing, optimisation and compression techniques. |
| 8 | 2: Developing Digital Media Production Skills | B: Apply media production skills and techniques  B1 Pre-production processes and practices  B2 Production processes and practices  B3 Post-production processes and practices | Component 2, Learning aim B assignment drafting and submission. |
| 9 | 2: Developing Digital Media Production Skills | B: Apply media production skills and techniques  B1 Pre-production processes and practices  B2 Production processes and practices  B3 Post-production processes and practices | Component 2, Learning aim B assignment drafting and submission. |
| 10 | 2: Developing Digital Media Production Skills | B: Apply media production skills and techniques  B1 Pre-production processes and practices  B2 Production processes and practices  B3 Post-production processes and practices | Component 2, Learning aim B assignment drafting and submission. |
| 11 | 2: Developing Digital Media Production Skills | C: Review own progress and development of skills and practices  C1 Review of progress and development | Focus on tracking progress of skill development.  Students experiment with different digital tools for tracking progress, such as:   * annotating screenshots in written documents * including screen captures, videos and photographs in a blog * recording audio-visual commentaries, such as screen recordings * using note-capturing audio apps to add audio notes/voice annotations to documents.   Students could gather audience/user feedback to support their review. |

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| 12 | 2: Developing Digital Media Production Skills | C: Review own progress and development of skills and practices  C1 Review of progress and development | Component 2, Learning aim C assignment.  Students will need to review their development of skills and techniques in  Component 2, Learning aim A assignment, through to their application of pre-production, production and post-production processes and practices in Component 2, Learning aim B assignment.  Students should review their practical skill development, identifying strengths and areas for improvement with reference to professional working practice and terminology appropriate to their chosen media sector. |
| 13 | 2: Developing Digital Media Production Skills | C: Review own progress and development of skills and practices  C1 Review of progress and development | Component 2, Learning aim C assignment drafting and submission. |

Year 2

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| Week | Component | Teaching/Essential content | Teaching content or assignment work |
| Term 1 | | | |
| 1 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief  A1 Responding to a brief | Introduce students to Component 3, including an outline of the component, assessment objectives, grade descriptors and the assessment model.  Introduce students to the concept of a client brief, including:   * the importance of a client brief in the project lifecycle * what is common to client briefs across the three media sectors.   Students establish the requirements of a specific brief, e.g. the brief in the Sample Assessment Material (SAM) or Additional Sample Assessment Material (Ad SAM).  Students define the target audience from the brief and write an audience profile for a typical member of the target audience. |
| 2 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief  A1:Responding to a brief | Focus on researching similar existing media products (to students’ selected media product from the provided brief).  Students will:   * investigate mainstream, niche, alternative, generic and unconventional media products * analyse the technical and aesthetic codes of selected media products. |
| 3 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief  A1 Responding to a brief | Focus on researching similar existing media products (to students’ selected media product from the provided brief).  Students will analyse the content of selected media products to establish the contents, order and sequencing. |
| 4 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief  A1 Responding to a brief | Focus on innovative practice and current trends in the chosen media sector and secondary research.  Students explore interesting, innovative and effective practice in their chosen media sector.  Students investigate the theme of the brief through secondary research sources. |

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| 5 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief  A2 Generating ideas | Focus on generating ideas for a media product in response to the brief.  Students create an annotated mood board with images from media products, showing ideas, concepts, layouts, colours, formats and typography.  Students write a short proposal (one side of A4) for each of their ideas and refine ideas based on client and audience feedback. The proposal should include ideas on:   * the structure of the content, such as storyline, narrative structure, running order, page/screen layout, game levels * a breakdown of the content, such as characters, articles, features, rules * style, such as *mise-en-scène*, tone, mode of address, house style * design, such as location, atmospheric and ambient sound, game environment. |
| 6 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief  A2 Generating ideas | Focus on idea selection.  Students to log each idea and consider the strengths and weaknesses of each idea through a SWOT analysis.  Students retain, reject, combine and refine their ideas to form a chosen idea for their media product. |
| 7 | 3: Create a Media Product in Response to a Brief | B: Develop planning materials in response to a brief  B1 Planning materials | Focus on skills and techniques for planning media products in each specific media sector.  For audio/moving image sector, teacher-led workshops on storyboarding techniques, including:   * adding point of view shots * depicting camera movements.   For publishing sector, teacher-led workshops on page layout and design techniques, including:   * tips for thumbnail sketching * use of white space in print designs.   For interactive sector, teacher-led workshops on screen/page layout and design techniques, including:   * tips for thumbnail sketching * considering the user experience when planning. |
| 8 | 3: Create a Media Product in Response to a Brief | B: Develop planning materials in response to a brief  B1 Planning materials | Focus on producing sector-specific planning materials that are sufficiently detailed to enable others to visualise the proposed product.  Students develop their idea for a media product in response to the client brief by producing one of the following to visualise the content and style of the proposed product.   * Storyboard for a moving image product or a script for an audio product. * Thumbnail sketches and double-page spread page layout. * Thumbnail sketches and wireframes of page/screen layout. |
| 9 | 3: Create a Media Product in Response to a Brief | B: Develop pre-production materials in response to a brief  B2 Managing the production process | Focus on managing the production process.  Students create a Gantt chart to plan their media production, including parallel and sequential activities, and annotate their Gantt charts with notes on key decisions regarding the scheduling of the project.  Students to investigate the following aspects of copyright, clearances and permissions:   * copyright regulations * Creative Commons licences and acknowledgements * royalty-free (RF) * work in the public domain * clearances and permissions to use locations and actors/models. |
| 10 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C1 Monitor and review the outcomes of the production process  C2 Production skills and techniques | Focus on the importance of continually reflecting on progress at each stage of the production process.  Teacher-led workshop on how to monitor and record practical outcomes to identify strengths and potential areas for improvement, including:   * narrated screen recordings * annotated screenshots * video and audio recordings * annotated drafts or mock-ups of practical work.   Students set up an appropriate folder structure for their project.  Students create a shot list/asset list of all the content they need to create their proposed media product.  Students search for content from secondary sources and save each asset with a suitable file name into the appropriate folder within the folder structure. |
| 11 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C2 Production skills and techniques | Focus on production skills and techniques relevant to the chosen media sector.  Teacher-led workshop on using equipment and software for the audio/moving image sector, including:   * using cameras and tripods * using microphones and monitoring levels.   Students experiment with different techniques for capturing audio and video.  Teacher-led workshop on creating images and assets for the publishing sector, including:   * shooting original photography with a digital camera * creating original graphics using vector drawing tools.   Students experiment with techniques for creating images.  Teacher-led workshop on creating images and assets for interactive media sector, including:   * shooting original photography with a digital camera * creating original graphics using vector drawing tools.   Students experiment with techniques for creating images and assets. |
| 12 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C2 Production skills and techniques | Focus on production skills and techniques relevant to the chosen media sector.  Teacher-led workshop on using equipment and software for the audio/moving image sector, including:   * how to create different lighting set-ups * using portable audio digital recorders and monitoring levels.   Students experiment with different techniques for capturing audio and video.  Teacher-led workshop on creating images and assets for the publishing sector, including:   * image editing and image manipulation techniques.   Students experiment with techniques for creating images.  Teacher-led workshop on creating images and assets for interactive media sector, including:   * image editing and image manipulation techniques * preparing assets for game engines.   Students experiment with techniques for creating images and assets. |
| 13 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C2 Production skills and techniques | Focus on production skills and techniques relevant to the chosen media sector.  Teacher-led workshop on capturing audio and footage for the audio/moving image sector, including:   * shooting video, including framing, shot type, length and angle * camera movement * capturing sound.   Students experiment with different techniques for capturing audio and video.  Teacher-led workshop on writing copy for the publishing and interactive media sectors, including:   * speaking to the reader * using facts and statistics * checking sources * organisation of content and ideas * using short paragraphs * using persuasive devices such as rule of three, rhetorical questions, repetition and alliteration * proofreading.   Students experiment with techniques for writing copy. |
| 14 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C3 Combining and refining content | Focus on combining and refining content in the chosen media sector.  Teacher-led workshop for audio/moving image sector, including:   * how to set up a new project in the relevant software * continuity and non-continuity editing * audio editing techniques.   Students experiment with audio and/or video editing techniques.  Teacher-led workshop for the publishing sector, including:   * how to set up a new project in the relevant software * aligning objects on the page   Students experiment with alignment techniques.  Teacher-led workshop for interactive media sector, including:   * adding and aligning objects on the screen/page or in the game * adding interactivity * enhancing the user experience.   Students experiment with techniques for incorporating interactive features into media products. |
| Term 2 | | | |
| 1 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C3 Combining and refining content | Focus on combining and refining content in the chosen media sector.  Teacher-led workshop for audio/moving image sector, including:   * adding audio and visual effects to moving image and audio products.   Students experiment with stylistic codes for editing video and audio.  Teacher-led workshop for the publishing sector, including:   * formatting text * formatting images and graphics in a print publication.   Students experiment with stylistic codes for print publications.  Teacher-led workshop for interactive media sector, including:   * how to present and style content, including coding.   Students experiment with stylistic codes for interactive media products. |

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| 2 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C3 Combining and refining content  C4 Testing and exporting for distribution | Focus on combining and refining content in the chosen media sector.  Teacher-led workshop for audio/moving image sector, including adding titles, captions and credits. Students experiment with stylistic codes for editing video and audio.  Teacher-led workshop for the publishing sector, including achieving consistency through design principles, including the use of colour/ Students experiment with stylistic codes for print publications.  Teacher-led workshop for interactive media sector, including how to present and style content, including coding. Students experiment with stylistic codes for interactive media products. |
| 3 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C3 Combining and refining content  C4 Testing and exporting for distribution | Focus on the process of previewing/testing media products.  Teacher-led workshop, including:   * audio/moving image sector – previewing products for consistency in levels, transitions and effects * publishing sector – previewing print publications for consistency in fonts, colours, layout and design * interactive media sector – functionality and usability testing for interactive media products.   Students experiment with techniques for testing media products. |
| 4 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C3 Combining and refining content  C4 Testing and exporting for distribution | Focus on the process of compressing and exporting media products for distribution in each media sector.  Students experiment with compression techniques such as rendering audio and video and file optimisation.  Students experiment with techniques for exporting media products in different file formats. |
| 5 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Teacher issues students with the client brief in the SAM or Ad SAM.  Under low control conditions, each student researches existing media products, chosen media sector and topic of brief.  Students will be given formative feedback on their work. |

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| 6 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Activity 1: Ideas log (2 hours)  Under supervised conditions, each student completes their ideas log.  Students will be given formative feedback on their work. |
| 7 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Activity 2: Planning materials (3 hours)  Under supervised conditions, each student completes their planning materials.  Students will be given formative feedback on their work. |
| 8 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Under low control conditions, each student collects and generates material, footage and/or assets for their media product.  Each student saves material, footage and assets to their mock examination account on the network, in preparation for Activity 3.  Students will be given formative feedback on their work. |
| 9 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Under low control conditions, each student collects and generates material, footage and/or assets for their media product.  Each student saves material, footage and assets to their mock examination account on the network, in preparation for Activity 3.  Students will be given formative feedback on their work. |
| 10 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Activity 3: Building and creating the final media product (4 hours)  Under supervised conditions, each student creates a media product in response to the client brief. |
| 11 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Activity 3: Building and creating the final media product (4 hours)  Under supervised conditions, each student creates a media product in response to the client brief.  Each student exports their media product in an appropriate file format for digital distribution. |
| 12 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 mock assessment.  Students receive summative assessment of their mock assessment outcomes.  Students reflect on their strengths, weaknesses and areas for improvement, prior to the Component 3 Summative assessment. |
| **Term 3** | | | |
| 1 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief | Component 3 summative assessment  Teacher issues assessment task brief to students.  Under low control conditions, each student researches existing media products, chosen media sector and topic of brief.  Teacher supervises the sessions. |
| 2 | 3: Create a Media Product in Response to a Brief | A: Develop ideas in response to a brief | Component 3 summative assessment  Activity 1: Ideas log (2 hours)  Under supervised conditions, each student completes their ideas log. |
| 3 | 3: Create a Media Product in Response to a Brief | B: Develop planning materials in response to a brief | Component 3 summative assessment  Activity 2: Planning materials (3 hours)  Under supervised conditions, each student completes their planning materials. |
| 4 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C1 Monitor and review the outcomes of the production process  C2 Production skills and techniques | Component 3 summative assessment  Under low control conditions, each student collects and generates material, footage and/or assets for their media product.  Each student saves material, footage and assets to their examination account on the network, in preparation for Activity 3.  Teacher supervises the sessions. |
| 5 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C1 Monitor and review the outcomes of the production process  C2 Production skills and techniques | Component 3 summative assessment  Under low control conditions, each student collects and generates material, footage and/or assets for their media product.  Each student saves material, footage and assets to their examination account on the network, in preparation for Activity 3.  Teacher supervises the sessions. |
| 6 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product  C1 Monitor and review the outcomes of the production process  C2 Production skills and techniques | Component 3 summative assessment  Under low control conditions, each student collects and generates material, footage and/or assets for their media product.  Each student saves material, footage and assets to their examination account on the network, in preparation for Activity 3.  Teacher supervises the sessions. |
| 7 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 summative assessment  Activity 3: Building and creating the final media product (4 hours)  Under supervised conditions, each student creates a media product in response to the client brief. |
| 8 | 3: Create a Media Product in Response to a Brief | C: Apply media production skills and techniques to the creation of a media product | Component 3 summative assessment  Activity 3: Building and creating the final media product (4 hours)  Under supervised conditions, each student creates a media product in response to the client brief.  Each student exports their media product in an appropriate file format for digital distribution. |
| 9 |  |  | *[Leeway to make up for any time lost]* |
| 10 |  |  | *[Leeway to make up for any time lost]* |
| 11 |  |  | *[Leeway to make up for any time lost]* |
| 12 |  |  | *[Leeway to make up for any time lost]* |
| 13 |  |  | *[Leeway to make up for any time lost]* |