



Golden Threads

Film and Media language, Narrative, Representation, Genre, Target Audience

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
Term 1	<p>Students will prepare for the controlled assessment window for Component 2: Developing Digital Media Production Skills</p> <p>In response to a broad brief students will research, plan, produce and review a print media product.</p> <p>The brief is released at the beginning of the term and students use class time to prepare for controlled assessments using exam accounts.</p> <p>Detailed idea generation and planning</p> <p>Planning for photography and photo editing for a specific product</p> <p>Planning for page layouts including covers and articles for magazines and related products as well as for posters and adverts</p> <p>Planning for copywriting for specific product</p> <p>Production of digital and sketched rough versions</p>	<p>Moodboarding</p> <p>Copywriting</p> <p>Concept description</p> <p>Linking concepts to brief</p> <p>Description of target audience</p> <p>Concept development</p>	<p>Ideas Log and planning for a print media product such as magazine pages, posters and ads for Component 2: Developing Digital Media Production Skills – Learning Aim A</p> <p>This is marked internally and students will receive feedback in line through BTEC forms</p>	<p>How to use professional examples</p> <p>How to execute originality and conventions in parallel</p> <p>Effective planning</p> <p>Effective response to a brief</p> <p>How to prioritise aspects of a brief</p> <p>How to make achievable and plausible plans for achievable and plausible products</p>	<p>Tier 2:</p> <p>Audience</p> <p>Target</p> <p>Concept</p> <p>Creative brief</p> <p>Client</p> <p>Reference</p>	<p>Tier 3:</p> <p>Copywrite</p> <p>Cohesive</p> <p>Organic</p> <p>Retouch</p> <p>Implicit</p> <p>Unachievable</p> <p>Stylistic</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>



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Term 2	<p>Building on planning work from previous term-students will prepare for the second controlled assessment window for Component 2: Developing Digital Media Production Skills through creating content for their print products.</p> <p>In response to a broad brief students will research, plan, produce and review a print media product.</p> <p>The brief is released at the beginning of the term and students use class time to prepare for controlled assessments using exam accounts.</p> <p>Execution of concepts from the detailed idea generation and planning.</p> <p>Photography and photo editing for a specific product.</p> <p>Page layout including covers and articles for magazines and related products as well as for posters and adverts.</p> <p>Copywriting for specific product.</p> <p>Review of project- technical review, development review and alternative process and outcome suggestions.</p>	<p>Moodboarding</p> <p>Photo editing on Pixlr and Photoshop</p> <p>Photography- use of natural and artificial light</p> <p>Copywriting</p> <p>Concept delivery</p>	<p>Content creation, product production and review for a print media product such as magazine pages, posters and ads for Component 2: Developing Digital Media Production Skills – Learning Aim B</p> <p>This is marked internally and students will receive feedback in line through BTEC forms.</p> <p>Final projects are sampled and moderated by an external examiner.</p>	<p>How to execute originality and conventions in parallel</p> <p>Effective use of photo editing tools</p> <p>Effective use of photography</p> <p>Effective response to feedback</p> <p>Effective review of process</p>	<p>Tier 2:</p> <p>Audience</p> <p>Target</p> <p>Concept</p> <p>Creative brief</p> <p>Objective</p> <p>Consumer</p>	<p>Tier 3:</p> <p>Call to action</p> <p>Campaign</p> <p>Brand</p> <p>Segmentation</p> <p>Hybrid</p> <p>Hybridity</p> <p>Hyper-targeted</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>



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Term 3	<p>In preparation for Component 3- Responding to a Brief- Students will work on a practice brief:</p> <p>HELP! is a UK based charity that promotes volunteering opportunities for young people in their communities. HELP! wants to change what young people think about volunteering etc</p> <p>The charity has asked you to produce a media product(s) to promote volunteering to an audience of 14 to 18-year olds. HELP! encourages you to think creatively about how you will challenge the idea that volunteering is boring or uncool.</p> <p>The media product(s) should:</p> <ul style="list-style-type: none"> highlight the benefits of volunteering to young people show that all sorts of people volunteer from different communities include the charity name HELP 	<p>Applying knowledge on:</p> <ul style="list-style-type: none"> Image/idea selection Finding professional examples Annotating professional examples in line with brief Planning photoshoots 	<p>Ideas Log on the development of the chosen idea for a media product(s) in response to the brief.</p>	<p>How to use professional examples</p> <p>How to execute originality and conventions in parallel</p> <p>Effective planning</p> <p>Effective response to a brief</p> <p>How to prioritise aspects of a brief</p> <p>How to make achievable and plausible plans for achievable and plausible products</p>	<p>Tier 2:</p> <p>Audience</p> <p>Target</p> <p>Concept</p> <p>Creative brief</p> <p>Client</p> <p>Reference</p>	<p>Tier 3:</p> <p>Copywrite</p> <p>Cohesive</p> <p>Organic</p> <p>Retouch</p> <p>Implicit</p> <p>Unachievable</p> <p>Stylistic</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>
	<p>Students will complete an Ideas Log on the development of their chosen idea for a media product(s) in response to the brief.</p> <p>The log provides information on: initial ideas and how ideas will meet the brief with reference to:</p> <ul style="list-style-type: none"> target audience how any other media products have influenced ideas the content of chosen idea and how it will be structured into pages how the content meets the requirements of the brief the style that will be used in chosen idea. Reference to influences, photo ideas-including costume, props, lighting, language such as cover stories, taglines, colours, fonts <p>Production of rough versions and sketches</p>						



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Term 4	<p>Students will build on the work of the previous term by going through the same process on the actual final component brief- Component 3-Responding to a Brief- released towards end of term 3.</p> <p>The brief will be specific and detailed in terms of target audience, purpose and message. Most students will attempt the print assignment but there will be the possibility for students to attempt the moving image assignment if preferred.</p> <p>Students will plan and prepare an Ideas Log on the development of their chosen idea for a media product(s) in response to the final brief.</p> <p>The log provides information on: initial ideas and how ideas will meet the brief with reference to:</p> <ul style="list-style-type: none"> target audience how any other media products have influenced ideas the content of chosen idea and how it will be structured into pages how the content meets the requirements of the brief the style that will be used in chosen idea. Reference to influences, photo ideas-including costume, props, lighting, language such as cover stories, taglines, colours, fonts <p>On the first assessment day- students will produce approximately 1000 words on the idea log and begin their sketch plans.</p> <p>Building up to the second assessment day- students will create content- photos, copywriting, practicing page layout</p>	<p>Applying knowledge on:</p> <ul style="list-style-type: none"> Image/idea selection Finding professional examples Annotating professional examples in line with brief Planning photoshoots Writing up ideas in controlled conditions without access to previous notes and no internet access. 	<p>Component 3- Responding to a Brief</p> <p>This component is completed in class time and on 2/3 assessment days using exam accounts over terms 4 and 5.</p> <p>The component is marked externally.</p> <p>In term 4 they will produce the first assessment task- the ideas log.</p>	<p>How to refer to professional examples</p> <p>How to develop concepts which showcase originality and conventions in parallel</p> <p>Effective planning</p> <p>Effective response to a brief</p> <p>How to prioritise aspects of a brief</p> <p>How to make achievable and plausible plans for achievable and plausible products</p>	<p>Tier 2:</p> <p>Audience</p> <p>Target</p> <p>Concept</p> <p>Creative brief</p> <p>Objective</p> <p>Consumer</p>	<p>Tier 3:</p> <p>Call to action</p> <p>Campaign</p> <p>Brand</p> <p>Segmentation</p> <p>Hybrid</p> <p>Hybridity</p> <p>Hyper-targeted</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>



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Term 5	<p>Students will build on the work of the previous term by producing the content for their concept developed for the component brief- Component 3-Responding to a Brief.</p> <p>They will use content created in class time and beyond to create their product in the second assessment day.</p> <p>They will also produce a technical review.</p> <p>Content creation, product production and review for a print media product such as magazine pages, posters and ads.</p> <p>Execution of concepts from the detailed idea generation and planning.</p> <p>Photography and photo editing for a specific product.</p> <p>Page layout including covers and articles for magazines and related products as well as for posters and adverts.</p> <p>Copywriting for specific product.</p> <p>Assembling content under controlled conditions without internet access.</p> <p>Review of project- technical review, development review and alternative process and outcome suggestions.</p>	<p>Photo editing on Pixlr and Photoshop</p> <p>Photography- use of natural and artificial light; directing subjects; dressing sets; sourcing props/costume etc</p> <p>Copywriting- covers, articles, slogans, taglines</p> <p>Concept delivery</p>	<p>Component 3- Responding to a Brief</p> <p>This component is completed in class time and on 2/3 assessment days using exam accounts over terms 4 and 5.</p> <p>The component is marked externally.</p> <p>In term 5 they will produce tasks 2 and 3 on the assessment days- the product itself and the technical review.</p>	<p>How to execute originality and conventions in parallel</p> <p>Effective use of photo editing tools</p> <p>Effective use of photography</p> <p>Effective response to feedback</p> <p>Effective review of process</p>	<p>Tier 2:</p> <p>Proposal</p> <p>Filter</p> <p>Crop</p> <p>Blend</p> <p>Shutter</p> <p>Direct</p> <p>Merge</p> <p>Execute</p>	<p>Tier 3:</p> <p>Rationale</p> <p>Impact</p> <p>Rule of Thirds</p> <p>Depth of Field</p> <p>Aperture</p> <p>Body language</p> <p>Typography</p> <p>Serif</p> <p>San serif</p> <p>Alignment</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y9 GCSE Film Studies</p> <p>GCSE Art, Photography, Design, IT</p>