Year 10 Btec Media 2019 Curriculum Sequencing

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BTEC Media Component 1- Mr Tonking	Year 10	Term 1 - 14 hrs	Component 1 Exploring Media Products	Learning aim A - A1 Media products, audiences and purpose.	Researching media products and practice, to include: o primary sources, e.g. observations, discussions, interviews conducted by learners, surveys o secondary sources, e.g. internet, film, television, magazines. Media research techniques, to include: o textual analysis, e.g. denotation and connotation, encoding, anchorage, polysemy o personal response, e.g. interpretation, identification on practical experimentation, e.g. sketches, plans, practical skills exercises occording research outcomes, e.g. note tasking, audio-visual recordings, screen recordings, research logs. Contemporary (post-2000) and historical (pre-2000) media products, e.g. TV programmes, films, music videos, animations, advertisements, adio broadcasts, podcasts o print products, e.g. TV programmes, films, music videos, animations, advertisements, adio broadcasts, podcasts o print products, e.g. rewspapers, magazines, comics, brochures, advertisements o interactive magazines, mobile games, video games, online games, advertisements, e.g. websites, mobile apps, interactive magazines, mobile games, video games, online games, advertisements, community media products, e.g. ewbeits, mobile apps, interactive magazines, mobile games, video pames, video pames, video pames, video pames, video pames, video pames, online games, advertisements, community media products, e.g. two tertetain, inform, educate, persuade, inciparie, challenge o motivation so of the media producer, e.g. generate profit, raise awareness, benefit a community, seff-expression, innovation, experimentation, public service responsibilities o aim en products, e.g. to create media products, expression, innovation, experimentation, public service responsibilities o aim en products, e.g. to create media products, expression, innovation, experimentation, public service responsibilities o aim en products, e.g. to create media products, e.g
					Audience interpretation, to include: o defining primary and secondary audiences, e.g. gender, ags, socio-economic groupings, lifestipe profiles o audience statistics, e.g. box office figures, circulation, sales, hits, subscriptions, followers o situation, e.g. the effect of where, when and with whom the audience engages with a media product o audience involvement, e.g. using interactive features, online voting, consumer-generated content, passive audiences o audience responses, e.g. perferred, negotiated and oppositional readings o audience uses and gratifications, e.g. information, entertainment, exception, personal identity, social interaction.
		Term 2 - 14hrs	Component 1 Exploring Meda Products	Learning aim B1 - Expirer how media products are created to provide maurities of engine, narrative, representation, and audience. Media production techniques	Genre, to include: o identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page o how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions or repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to generic conventions or repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to originality. Narrative, to include: o storytelling, e.g. story adplot in a film, inverted pyramid in a newspaper attic, visual representations to reinforce the text on an app o narrative articular experience, e.g., filmer, non-limerative, computer game or control occurrence, e.g., storytelling, e.g. story adplot in a film, inverted pyramid in a newspaper attic, visual representations to reinforce the text on an app o narrative articular, e.g., storytelling, e.g., controlling, e.g., e.g., storytelling, e.g., storytelling, e.g., controlling, e.g., e.g., storytelling, e.g., e.g., storytelling, e.g., e.g.
		Term 3- 14hrs	Component 1 Exploring Media Products	Completion of PSA internally assessed coursework.	PSA

Year	Term	Big Ideas	Tonics	Subject Learning Checklist
Year 10	Term 1 - 21 hrs	Developing Digital Media Production SkillsDeveloping Digital Media ignormal Production Skills	A1 Media pre- production processes and practices & A2 Media pre-production skills and techniques & Learning outcome B: Develop and apply media production and postproduction processes, skills and techniques to create a media product	Subject Learning Checklist Research, discover and evaluate. ● Generate ideas o creative techniques, e.g. brainstorming, mind-mapping, visualisation, making new connections o developing ideas, e.g. narratives and storylines, synopsis, dialogue, visual appearance, content outline, rules, scoring systems, controls, interactivity, levels. ● Practical experimentation. ● Review ideas, e.g. expand, reject and refine ideas. Produce, review and refine material for the print sector relevant to the production, such as: o mood boards o a house style o thumbnails and sketches o page mock-ups. Production and post-production processes and practices, such as: o production workflow, e.g. identifying and ordering tasks, setting deadlines, monitoring progress, managing resources o preparing assets, e.g. create, select, review, recreate o managing assets, e.g. setting up folder structures, selecting file formats, using appropriate file names o experimenting with different techniques, e.g. design iterations, rough edits, mock ups, prototyping o exporting for digital distribution, e.g. applying compression techniques, export settings, file formats Skills for the print sector relevant to the production, such as: o writing and editing copy, e.g. mode of address, persuasive devices, accuracy, reliability, proofreading o taking photographs, e.g. composition, angle, lighting, depth of field o image editing, e.g. cropping, scaling and resizing images o image manipulation techniques, e.g. layers, selections, image adjustments, transformations, filters, effects o creating graphics, e.g. drawing tools, lines, shapes, paths, text, colour, transforming objects, effects. Skills for the interactive sector relevant to the production, such as: o creating vector graphics, e.g. buttons, icons, logos o creating 2D assets, e.g. character sprites, environments and terrain, GUI o creating 3D assets, e.g. models, objects, textures o taking photographs, e.g. composition, angle, lighting, depth of field o image editing, e.g. cropping, scaling and resizi
	Term 2 - 21hrs	N S S S S S S S S S S S S S S S S S S S		Photoshop 3 Pages for Magazine (Cover and Double Page Spread) Reviewing content, e.g. the amount, quality, relevance, accuracy. • Testing and reviewing practical outcomes, e.g. functionality, consistency, continuity, communication, accessibility. • On-going review used to inform decisions and refine work: o application of skills and techniques o respond to audience/user feedback o identify strengths and areas for development.
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