

**BTEC OPTIONS (1st YEAR)**

TERM 1	Key Skills/Subject Links	*Career links & BV
<p><b>Component 1: Learning Aim A (A1) - Investigate media products, audiences and purpose</b></p> <p>Students will understand Audio/ moving image media products: e.g., TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts</p>	<ul style="list-style-type: none"> <li>Media products audio/moving image products</li> <li>Publishing products,</li> <li>Interactive media The concept of an audience, studying: gender, age, socio-economic groupings, lifestyle profiles, primary target audience</li> <li>secondary audience (wider context of potential viewers/ consumers/users)</li> </ul>	<ul style="list-style-type: none"> <li>Careers within the Media sectors through all stages of production and understanding these job roles and how they integrate.</li> <li>Teaching students about equality and prejudice/discrimination within the social groupings when looking at audiences. Links to specific legislation (Equalities Act, Defamation Act etc.)</li> </ul>
TERM 2	Key Skills/Subject Links	
<p><b>Component 1: Learning Aim A (A1) - Investigate media products, audiences and purpose</b></p> <p>Students continue with the contents from Autumn 1</p>	<ul style="list-style-type: none"> <li>Media products audio/moving image products</li> <li>Publishing products,</li> <li>Interactive media The concept of an audience, studying: gender -age - socio-economic groupings -lifestyle profiles -primary target audience</li> <li>secondary audience (wider context of potential viewers/ consumers/users)</li> </ul>	<ul style="list-style-type: none"> <li>Demographics and links to British values/democracy/respect and respecting views and values.</li> <li>Looking at the change in values from past media products and how they can be seen as harmful now.</li> </ul>
TERM 3	Key Skills/Subject Links	
<p><b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b></p> <p>Students understand how individuals in the digital sector plan solutions and communicate meaning and intention</p>	<ul style="list-style-type: none"> <li>Audio/moving image media products:</li> <li>Camework (set-up, framing, shot type/length, angle, movement)</li> <li>Mise en scène (use of costume, hair, makeup, props, setting and figure expression)</li> <li>Lighting set-up (under, overhead, side, fill, high key, low key, shadows)</li> <li>Use of sound (diegetic and non-diegetic, sound effects, voiceovers, dialogue, incidental music, bridges, sound mixing)</li> <li>Editing techniques, (continuity, montage, flashbacks, transitions, pace, rhythm)</li> </ul>	<ul style="list-style-type: none"> <li>Stereotyping and the stereotypes within media products.</li> <li>Tackling misogynistic behaviour in the media industry.</li> <li>Whitewashing and the detrimental impact this has had within media representations.</li> <li>Looking at the change in values from past media products and how they can be seen as harmful now.</li> </ul>
TERM 4	Key Skills/Subject Links	
<p><b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b></p>	<ul style="list-style-type: none"> <li>Publishing media products:</li> <li>Layout and design (alignment, balance, contrast, proximity, repetition, white space)</li> <li>Typography (serif and sans serif typefaces, fonts and font size,</li> </ul>	<ul style="list-style-type: none"> <li>Stereotyping and the positives/negatives in using stereotypes within media products.</li> </ul>

Students continue with the contents from Spring 1	<p>continuity, letter spacing and line height, readability)</p> <ul style="list-style-type: none"> <li>• Photographic techniques (composition, image quality, lighting effects, depth of field, aesthetic)</li> <li>• Image editing techniques (adding filters, colour and contrast, layering images, distorting images)</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at current affairs and seeing how these are portrayed in Media (news etc.) ensuring there is mutual respect for each other's views and opinions. Challenging harmful and extremist ideologies within media texts.</li> </ul>
<b>TERM 5</b>	<b>Key Skills/Subject Links</b>	
<b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b>  Students continue with the contents from Spring 1-2	<ul style="list-style-type: none"> <li>• Combination of Spring content and key ideas</li> </ul>	
<b>TERM 6</b>	<b>Key Skills/Subject Links</b>	
<b>Component 1: Learning Aim B - Explore how media products are created to provide meaning and engage audiences and B1: Genre, narrative, representation and audience interpretation</b>  Students continue with the contents from Spring 1-Summer 1	<ul style="list-style-type: none"> <li>• Combination of Spring content and key ideas</li> </ul>	

### **KS4 Curriculum Overview BTEC Tech Award Creative Media Production (Year 10/11)**

#### **BTEC Option Subjects (2nd YEAR)**

<b>TERM 1</b>	<b>Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<b>Component 2 – Learning Aim A Students develop media production skills and techniques.</b>  Students understand practical skills and techniques relevant to the publishing media sector	<ul style="list-style-type: none"> <li>• Planning skills for Publishing</li> <li>• Mood boards</li> <li>• House style</li> <li>• Thumbnails Sketches</li> <li>• Flat plans</li> </ul>	<ul style="list-style-type: none"> <li>• Careers within the Media sectors through all stages of production and understanding these job roles and how they integrate.</li> </ul>
<b>TERM 2</b>	<b>Key Skills/Subject Links</b>	<ul style="list-style-type: none"> <li>• Teaching students about equality and prejudice/discrimination within the social groupings when looking at audiences. Links to specific legislation (Equalities Act, Defamation Act etc.)</li> </ul>
<b>Component 2 – Learning Aim B</b>  Students apply media production skills and techniques, developing their understanding of postproduction processes and practices within the publishing media sector	<ul style="list-style-type: none"> <li>• Skills for Publishing</li> <li>• Combining assets into a page layout and design that makes effective use of colour and the design concepts of balance</li> <li>• Proximity -Alignment -Repetition - Contrast and space</li> </ul>	

TERM 3	Key Skills/Subject Links	<ul style="list-style-type: none"> <li>Demographics and links to British values/democracy/respect and respecting views and values.</li> <li>Looking at the change in values from past media products and how they can be seen as harmful now.</li> <li>Stereotyping and the stereotypes within media products.</li> <li>Tackling misogynistic behaviour in the media industry.</li> <li>Whitewashing and the detrimental impact this has had within media representations.</li> <li>Looking at the change in values from past media products and how they can be seen as harmful now.</li> <li>Stereotyping and the positives/negatives in using stereotypes within media products.</li> <li>Looking at current affairs and seeing how these are portrayed in Media (news etc.) ensuring there is mutual respect for each other's views and opinions. Challenging harmful and extremist ideologies within media texts.</li> </ul>
<b>Component 2 – Learning Aim B</b>  Students continue their studies from Autumn 2	<ul style="list-style-type: none"> <li>Continuation of Autumn 2 content</li> </ul>	
TERM 4	Key Skills/Subject Links	
<b>Component 2 – Learning Aim C</b>  Students review their own progress and development of skills and practices	The review includes: <ul style="list-style-type: none"> <li>Audio-visual commentaries</li> </ul> Annotated practical work and/or written content with reference to the following <ul style="list-style-type: none"> <li>Development of skills and techniques</li> <li>Responding to audience/user feedback</li> <li>Identifying strengths and areas for development</li> <li>Actions and targets for future production work</li> <li>Reference to professional working practices</li> </ul>	
TERM 5	Key Skills/Subject Links	
<b>Component 3 External Assessment</b>  Students will understand how to develop ideas in response to a brief	<b>Applying taught skills and content to a brief issued by the exam board</b>	
TERM 6	Key Skills/Subject Links	
<b>Summer Exams Undertaken</b>	<b>Applying taught skills and content to a brief issued by the exam board</b>	