

## KS4 Curriculum Overview **Media**

### **ENRICHMENT**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Introduction to Media</b> <ul style="list-style-type: none"> <li>● <b>Photoshop workshops</b></li> <li>● <b>Setting up documents within Photoshop</b></li> <li>● <b>Importing exporting assets</b></li> <li>● <b>Photoshop tools &amp; layers</b></li> </ul>	<ul style="list-style-type: none"> <li>● Industry standard software.</li> <li>● Creative presentation skills</li> <li>● Evaluative and analytical writing</li> <li>● Developing visual literacy</li> </ul>	<ul style="list-style-type: none"> <li>● All jobs in the Media industries require practical skills and understanding of digital solutions.</li> <li>● Understanding how artists and designers create work.</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Poster Design Project</b> <ul style="list-style-type: none"> <li>● <b>Layout and composition</b></li> <li>● <b>Symbols and motifs</b></li> <li>● <b>Looking at minimalist designs</b></li> <li>● <b>Pre-production, production &amp; post-production</b></li> <li>● <b>Final poster design</b></li> </ul>	<ul style="list-style-type: none"> <li>● Understanding production processes in the industry.</li> <li>● Use of a specialist vocabulary to analyse posters. This results in analytical writing which is relevant across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Looking at a range of products which will highlight career options within Media.</li> <li>● Media experimentation- students learn about techniques and processes and what is deemed good professional practice.</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Book Jacket Project</b> <ul style="list-style-type: none"> <li>● <b>Narrative</b></li> <li>● <b>Deconstructing book jackets</b></li> <li>● <b>Pre-production, production &amp; post-production</b></li> <li>● <b>Designing/layout/composition</b></li> <li>● <b>Photoshop workshop</b></li> <li>● <b>Evaluating work</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are taught that there are many ways to record ideas.</li> <li>▪ Understanding of narrative through visual symbols/motifs.</li> <li>▪ Layout/composition techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working and thinking like a professional artist/designer</li> <li>▪ Collaboration techniques and multiple job roles working together to produce outcomes.</li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Magazine production project</b> <ul style="list-style-type: none"> <li>● <b>Publishing &amp; magazine genres</b></li> <li>● <b>Layout and composition</b></li> <li>● <b>Roles within publishing</b></li> <li>● <b>Article design/copy writing</b></li> <li>● <b>Designing spreads</b></li> </ul>	<ul style="list-style-type: none"> <li>● Using conventions to product designs to specific genres.</li> <li>● Visual awareness and aesthetic understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Magazine production &amp; job roles within this area.</li> </ul>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<b>Packaging design project</b> <ul style="list-style-type: none"> <li>● <b>Packaging purposes</b></li> <li>● <b>Branding</b></li> <li>● <b>Product analysis</b></li> </ul>	<ul style="list-style-type: none"> <li>● Understanding and applying the formal elements.</li> <li>● Using nets &amp; templates</li> <li>● Golden thread of branding.</li> </ul>	<ul style="list-style-type: none"> <li>● Job roles within the design industry.</li> <li>● Companies and corporate use of branding.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Designing products (drinks can design)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Following an idea through to a high-quality outcome.</li> <li>• Understanding the need to be flexible as ideas develop</li> </ul>	
TERM 6 TOPIC/s	• <b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<p><b>Marketing campaign project</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to campaigning</b></li> <li>• <b>Scheduling and pre-production tasks</b></li> <li>• <b>Choosing appropriate media products</b></li> <li>• <b>Market research (primary/secondary)</b></li> <li>• <b>Pitching and presenting</b></li> <li>• <b>Final campaign product design</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborative working.</li> <li>▪ Pitching ideas.</li> <li>▪ Analytical and communication skills</li> <li>▪ Artistic and aesthetic skills</li> <li>▪ Importance of rigorous planning</li> <li>▪ Time-management</li> <li>▪ Branding all designs and products so they visually relate to one another</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Individual liberty:</b> Students are given the opportunity to express individuality through individually tailored projects. They are given regular opportunities to make their own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries which need to be respected.</li> </ul>