

## 2017 CURRICULUM SUMMARY – BTEC Digital Creative Media Production

### YEAR 9

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p>Introduction to digital platforms, formats, devices and synergy. Audience and production development.</p>	<p><b>CONTENT</b></p> <p>Introduction to moving image and digital and analog audio. Developing production ideas and skills. Introduction to pre - production planning</p>	<p><b>CONTENT</b></p> <p>Exploring the formats of moving image. Introduction to developing ideas Digital editing and project management</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• End of term summary of documentation</li> <li>• Assessment of classwork and development of professional conduct</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• End of term summary of written work.</li> <li>• Assessment of creativity and presentation</li> <li>• Practical skills development</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• End of term assessment of documents and pitch presentations</li> <li>• Summary of communication skills and teamwork</li> <li>• Assessment of digital format, platform and device knowledge.</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze television program formats at home.</li> <li>• Ensure students have access to computers, tablets, smartphones and video cameras.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze television program formats at home.</li> <li>• Ensure students have access to computers, tablets, smartphones and video cameras.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze television program formats at home.</li> <li>• Ensure students have access to computers, tablets, smartphones and video cameras.</li> </ul>

**YEAR 10**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Exploring factual broadcast television</li> <li>Digital video editing</li> <li>Documentary film production</li> <li>Television advertising</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Digital files and formats, mobile apps. Music style and film sound tracking</li> <li>Developing ideas for digital media products.</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Practical production skills</li> <li>Managing and producing broadcast content</li> <li>Codes and conventions</li> <li>Pre – production planning portfolio</li> <li>Moving image analysis</li> </ul>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Assessment of media portfolio</li> <li>Observation of conduct and professionalism</li> <li>Use of terminology</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Observation of conduct and professionalism</li> <li>Use of terminology</li> <li>Written exercises</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Observation of conduct and professionalism</li> <li>Use of terminology</li> <li>Pre-production portfolio</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to analyze moving image content and news</li> <li>Encourage students to film family events, in particular travel to foreign countries.</li> <li>Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to analyze moving image content and news</li> <li>Encourage students to film family events, in particular travel to foreign countries.</li> <li>Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to analyze moving image content and news</li> <li>Encourage students to film family events, in particular travel to foreign countries.</li> <li>Provide access to digital media equipment.</li> </ul>

## YEAR 11

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Pitching and development/Narrative and interpretation</li> <li>• Pre-production work</li> <li>• Post production</li> <li>• Formats, audience types</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Moving image production (Practical and written)</li> <li>• Production planning</li> <li>• Past exam papers and revision</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Film production</li> <li>• Post production</li> <li>• Unit 1 Exam</li> </ul>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Media portfolio assessment</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Media portfolio assessment</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Media portfolio assessment</li> <li>• Moving image production assessment</li> <li>• Unit 1 exam</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze moving image content and news</li> <li>• Encourage students to film family events, in particular travel to foreign countries.</li> <li>• Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze moving image content and news</li> <li>• Encourage students to film family events, in particular travel to foreign countries.</li> <li>• Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze moving image content and news</li> <li>• Encourage students to film family events, in particular travel to foreign countries.</li> <li>• Provide access to digital media equipment.</li> </ul>

## YEAR 12

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Representation theory (film and documentary)</li> <li>• Film analysis</li> <li>• Technical codes</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Representation Theory (Hall and Mulvey)</li> <li>• Media research, pre-production, advertising production, music video production and communication skills.</li> </ul> <p>Film analysis</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Representation Theory (encoding and decoding)</li> <li>• Film and Sills analysis</li> <li>• Representation exam prep</li> </ul>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Written analysis</li> <li>• Communications and research skills</li> <li>• </li> <li>• Advertisement project and ideas generated</li> <li>• Pre - production documentation</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Communications and professional skills</li> <li>• Advertising filmed projects and post production skills</li> <li>• Practical production skills</li> <li>• Demonstration of the understanding of representation models</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Online exam for unit 1</li> <li>• Advertisement project</li> <li>• Post production skills development</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to engage with television advertising analysis</li> <li>• Provide HD camcorder or smart phone if possible</li> <li>• Share work skills and ethics</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to engage with television advertising and music video analysis</li> <li>• Provide HD camcorder or smart phone if possible</li> <li>• Share work skills and ethics</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to engage with television advertising analysis</li> <li>• Provide HD camcorder or smart phone if possible</li> <li>• Share work skills and ethics</li> </ul>

## YEAR 13

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Unit 10 Moving Image production (Fictional) preparation</li> <li>Unit 4 Pre – Production Portfolio</li> <li>Exploring Mise en scene and narrative.</li> <li>Develop camera and editing skills</li> <li>Responding to a commission Unit 8</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Unit 10 Moving Image production (Fictional) preparation</li> <li>Unit 4 Pre – Production Portfolio</li> <li>Exploring Mise en scene and narrative.</li> <li>Develop camera and editing skills</li> <li>Responding to a commission</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Unit 10 Moving Image production (Fictional) preparation</li> <li>Unit 4 Pre – Production Portfolio</li> <li>Exploring Mise en scene and narrative.</li> <li>Develop camera and editing skills</li> <li>Responding to a commission</li> </ul>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Written analysis of fictional film and narrative.</li> <li>Pro-production portfolio development</li> <li>Developing ideas for a fictional film production.</li> <li>Group production preparation.</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Written analysis of fictional film and narrative.</li> <li>Pro-production portfolio development</li> <li>Practical production skills</li> <li>Completed fictional film</li> </ul>	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Written report</li> <li>Complete Pre production documentation portfolio.</li> <li>Externally moderated practical for unit 8</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to engage with fictional film analysis</li> <li>Provide HD camcorder or smart phone if possible</li> <li>Share work skills and ethics</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to engage with fictional film analysis</li> <li>Provide HD camcorder or smart phone if possible</li> <li>Share work skills and ethics</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to engage with fictional film analysis</li> <li>Provide HD camcorder or smart phone if possible</li> <li>Share work skills and ethics</li> </ul>