Key Stage 4 LTP

|  |
| --- |
| **Curriculum Intent** |
| **What are the objectives for your curriculum?** *For students to become confident consumers and creators of creative media. To understand better the uses and aims of modern creative media producers and consumers. To develop a set of skills that will provide them the opportunity to pursue a career in the creative media industry,***What do you want pupils to be able to know and do by the time they end the stage?** *Use a variety of creative media software with confidence. To understand the theory behind creative media production and consumptions.***How does your curriculum plan set out the sequence and structure of how it's going to be implemented?***Year 9 is the “skill building” year designed to provide students with a package of skills and confidence to be able to complete the BTEC Technical Aware in Creative Media Production. Years 10 & 11 follow the structure recommended by BTEC.***Why is it shaped the way it is?** *The first year of KS4 is designed to give students confidence in their creative production skills and develop a love for the topic matter to give them the best possible start to the BTEC course in Year 10.***What values have guided your decisions about the curriculum you have in place?** *We reviewed a number of possible course options before deciding on the BTEC course. We chose the course we felt would provide students with the most enjoyable educational experience and best opportunities to succeed both at KS4 and in the wider world.***How does your curriculum reflect the school's context?***We have deliberately chosen a course which does not have a traditional exam, the course is 60% coursework and 40% controlled conditions examination. Based on previous experience and results this structure of course provides SJCS Learners a greater chance of success.***How does your curriculum reflect the schools Catholic Ethos?***The curriculum creates educated, informed consumers and creators of digital media. It enables students to see the modern age through educated eyes.* **To what extent have you made these objectives clear?** *These objectives are made clear through the resources created and the grading criteria for the course.***Does everybody know them?***All staff and students are aware of the objectives of the curriculum.***How does your curriculum reflect national policy (for example, British values and PSHE)?***Students are encouraged to question the information and products targeted at them and ask “why?” Students will become active participants and contributors to the digital society in which they live, not just passive consumers.***How does it cater for disadvantaged and minority groups?** *The department provides dedicated time for additional access to the IT suites for all GCSE learners to ensure that all students have an equal opportunity to succeed regardless of IT access at home.* |

|  |
| --- |
| **Prior Learning Summary** |
| Outline the learning and experiences from Primary school that this LTP is based upon. |

|  |
| --- |
| **Curriculum Structure – Year 9** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | A | A | A | A | A | A | B | B | B | B | B | B | C | C | C | C | C | C | F | E | E | E | E | E | E |

|  |
| --- |
| **Curriculum Structure – Year 10** |
| F | F | F | F | F | F | F | F | F | F | F | F | F | F | G | G | G | G | G | G | G | G | G | G | G | G | G | G | H | H | H | H | H | H | H | H | H | H | H |

|  |
| --- |
| **Curriculum Structure – Year 11** |
| I | I | I | I | I | I | I | I | J | J | J | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM | KLM |  |  |  |  |  |  |

|  |
| --- |
| **Unit A – Skill Building: Image Editing / Manipulation** |
| **Overview** | Building on the basic image editing skills acquired in the KS3 curriculum, students will complete an online course of work designed to give them a functioning “high level” set of image editing skills ready to begin the BTEC Creative Media Production course. Students keep a running diary of their work to be used as evidence for their course and later as a guide. Students will close this unit by applying their skills to create original pieces of digital artwork using photos that they have taken. |
| **Aims** | * Students are able to navigate Adobe Photoshop Software
* Students are able to change image size
* Students are able to work with layers
* Students are able to adjust image quality
* Students are able to make selections
* Students are able to retouch images
* Students are able to use colour
* Students are able to add text and shapes
* Students are able to combine images
* Students are able to apply filters
 |

|  |
| --- |
| **Unit B – Skill Building: Vector Graphic Creation**  |
| **Overview** | Building on the basic vector graphic creation skills acquired in the KS3 curriculum, students will complete an online course of work designed to give them a functioning “high level” set of image editing skills ready to begin the BTEC Creative Media Production course. Students keep a running diary of their work to be used as evidence for their course and later as a guide. Students will close this unit by applying their skills to create original vector graphics to be in accordance with a client brief. |
| **Aims** | * Students are able to navigate Adobe Illustrator Software
* Students are able to create and edit shapes
* Students are able to transform and edit artwork
* Students are able to change colour and strokes
* Students are able to add text to designs
* Students are able to create with drawing tools
* Students are able to organise content with layers
* Students are able to work with artboards
* Students are able to add images and artistic effects
* Students are able to share artwork
 |

|  |
| --- |
| **Unit C – Skill Building: Publishing Software** |
| **Overview** | Students complete an online course of work to introduce them to a basic range of publishing software skills. Students keep a running diary of their work to be used as evidence for their course and later as a guide. Students will produce an original publication at the end of the scheme of work to meet the needs of a specific client brief. |
| **Aims** | * Students are able to navigate Adobe InDesign software
* Students are able to add text
* Students are able to format text
* Students are able to add and transform graphics
* Students are able to apply colour and effects
* Students are able to edit content
* Students are able to work with multi-page documents
* Students are able to organise content with layers
* Students are able to add interactive features
* Students are able to share InDesign projects
 |

|  |
| --- |
| **Unit D – Skill Building: Webpage Authoring** |
| **Overview** | Students learn how to use a WYSIWYG web authoring software to be able to create websites from scratch without a template. Students will learn how to insert effective navigation between pages and interactive elements such as rollovers, form, sliders and media. Students learn to work to a client specification. |
| **Aims** | * Students are able to format pages and objects in web authoring software
* Students are able to create basic page templates to create a consistent house style
* Students are able to import images and other media
* Students are able to add effective and intuitive navigation to their website
* Students are able to add and edit interactive elements to their website including sliders / forms / rollover images
* Students are able to create working hyperlinks to files / e-mail addresses / existing web pages.
* Students understand how to test and share their finished website
 |

|  |
| --- |
| **Unit E – Skill Building: Video Editing** |
| **Overview** | Students complete an online course of work to introduce them to a basic range of video editing skills. Students keep a running diary of their work to be used as evidence for their course and later as a guide. Alongside the online course students are set the task of taking video recordings using their mobile devices which are later used in the final assessment piece for which students must apply the skills they have learned to create an original “Day in the Life” style VLOG that lasts no longer than 60 seconds. |
| **Aims** | * Students are able to create a project and import clip
* Students are able to explore panels
* Students are able to use editing skills
* Students are able to work with graphics and titles
* Students are able to adjust the timing of edits
* Students are able to change the looks of clips
* Students are able to add effects
* Students are able to work with audio
* Students are able to publish and share clips
 |

|  |
| --- |
| **Unit F – BTEC Component 1: Exploring Media Products LAA** |
| **Overview** | Learners will analyse examples of media products across the three different sectors – audio/moving image, publishing and interactive – to develop their understanding of how these are created to engage audiences for a specific purpose. Learners will examine examples of different products in order to develop their understanding of the audience and purpose. Using examples of media products from the three sectors, learners will define their primary and secondary audiences and consider the interrelationship between product, purpose and audience. |
| **Aims** | * Learners to be able to identity and analyse target audience of media products
* Learners to be able to identify and analyse purpose of media products
* Learns to be able to discuss / analyse the relationship between product, audience and purpose
 |

|  |
| --- |
| **Unit G – BTEC Component 1: Explore how media products are created to provide meaning and engage audiences LAB** |
| **Overview** | Learners will explore how media products from one of the following media sectors: audio/moving image, publishing and interactive, are created to generate meaning for their audiences. Learners will consider how each product has been constructed for a specific audience and how the audience may respond to the product. Learners should consider the content of the narrative, the generic influences and how they fit with the codes and conventions typically found within that genre and the representations present in the product and how different audiences may interpret the product. Learners will take part in workshops and classes, exploring how media production techniques are used to create effects and communicate meaning by deconstructing selected examples, developing their understanding of how the production techniques used are combined to generate meaning for their audiences. |
| **Aims** | * Learners to be to analyse how genre, narrative and representation combine to create meaning for an audience
* Learners to be able to analyse how an audience may respond to a media product
* Learners to able to identify and deconstruct how media techniques are used to engage an audience
 |

|  |
| --- |
| **Unit H – BTEC Component 2: Develop Media Production Skills and Techniques LAA**  |
| **Overview** | Learners will participate in workshops and classes, developing media production skills and techniques, for example planning, creating, combining and refining content in one, or all, of the following sectors: audio/moving image, publishing and interactive media. Learners will practise and refine the skills and techniques through practical experimentation. Learners may work independently or as part of a production team. |
| **Aims** | * Through lessons and workshops, students develop their pre-productions skills (planning).
* Through lessons and workshops, students develop their production skills (asset collection, creation and editing).
* Through creative tasks students practise applying their skills and techniques to create creative media products
 |

|  |
| --- |
| **Unit I – BTEC Component 2: Apply Media Production Skills and Techniques LAB** |
| **Overview** | Learners will engage in pre-production, production and post-production processes and practices in order to further develop their practical media skills and techniques. They will work individually, or as part of a production team, to apply appropriate skills and techniques when reworking extracts from examples of existing media products. |
| **Aims** | * Learners to select an existing media product to be re-designed for a new audience
* Learners to evidence and showcase the pre-production, production and post-production skills developed in Learning Aim A
 |

|  |
| --- |
| **Unit J – BTEC Component 2: Review Own Progress and Development of Skills and Techniques LAC** |
| **Overview** | Learners will reflect on their development and application of skills, techniques and production practices. They will provide a review that documents their progress from workshops through to application of practical skills and techniques. The review should include annotated or narrated examples of practical work. Learners will need to assess strengths and areas for improvement. |
| **Aims** | * Learners review progress made through practical work
* Students to identify areas of strength and development in their own production skills and techniques
 |

|  |
| --- |
| **Unit K – BTEC Component 3: Develop Ideas in Response to a Brief AO1** |
| **Overview** | Students develop skills to be able to complete a task to the set requirements of a client brief. Learners will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal. |
| **Aims** | * Students able to establish the requirement of a brief
* Students able to define the target audience of a brief
* Students able to identify and research similar existing products to that outlined in the brief
* Students able to explore relevant sector to generate ideas
* Students able to understand the theme of the brief (research into topic of brief)
* Students to generate possible product ideas across all media sectors
* Student to generate possible content ideas for media product
* Student able to generate ideas for the style of selected media product
* Student able to coherently decide which ideas to retain and pursue vs those not to be used.
 |

|  |
| --- |
| **Unit L – BTEC Component 3: Develop Planning Materials in Response to a Brief AO2** |
| **Overview** | Learners need to produce sector-specific planning materials that are sufficiently detailed to enable the client to visualise the proposed product. Learners will need to manage crucial aspects of the production process. |
| **Aims** | * Students to produce planning materials relevant to the chosen sector (publishing / audio visual / interactive)
* Students to be able to manage important aspects of projects such as time and copyright.
 |

|  |
| --- |
| **Unit M – BTEC Component 3: Apply Media Production Skills and Techniques to the creation of a media product AO3** |
| **Overview** | Learners will apply production skills and techniques to the creation of their media product within their chosen sector through selection and use of appropriate equipment and in response to the client’s needs.  |
| **Aims** | * Students to be able to monitor and review the outcomes of the production process identifying areas of strength and development
* Students to apply relevant media production skills and techniques to create a media product
* Students to create and refine the content for the media product
* Students to be able to test and export their media product for distribution
 |