

Year 12 Topics – BTEC National Creative Media

In year 12 we teach the following topics over the course of the year. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Unit 1 Media Representations

Learning Aim A: Media Message				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
A1 Media representations in context	Students need to understand how media products construct representations – the media messages conveyed and comparisons of representations across media products.	Products: <ul style="list-style-type: none"> • film and TV clips • advertising • games • music videos • magazines 	<ul style="list-style-type: none"> • film • TV • advertising • games • music videos • magazines 	<ul style="list-style-type: none"> • independence • problem solving • evaluation • analysis • literacy • oracy • research • reflective practice • research • critical thinking • IT • communication • working collaboratively • reading • effective writing
		Representations: <ul style="list-style-type: none"> • gender • ethnicity • age • social groups • places 	<ul style="list-style-type: none"> • representations • gender • ethnicity • age • social groups • places 	
A2 Introduction to theories of media representation	Students need to understand how Hall's work on the 'effects and consequences' of representation can be used as a framework to consider that meaning is never fixed but is a process of negotiation.	Re-presenting (Hall): <ul style="list-style-type: none"> • media products as a 're-presentation' of reality from the producer's point of view • media constructions of 'truth' through cultural and technical codes • understanding mediated representations • challenging and accepting representations 	<ul style="list-style-type: none"> • re-presenting • media constructions • 'truth' • cultural codes • technical codes • mediated representations 	

	<p>Students need to understand Richard Dyer's idea that stereotyping involves a number of processes and that it is a significant concept in the study of media products.</p>	<p>Stereotyping (Dyer):</p> <ul style="list-style-type: none"> • positive and negative representations • categorisation and hierarchy • oversimplification (homogeny) of people and social groups constructed through the use of a few immediately recognisable and defining traits • used as shorthand and shortcuts to meaning • challenging and evolving stereotypes • how identities are constructed, communicated and negotiated 	<ul style="list-style-type: none"> • stereotyping • positive representations • negative representations • categorisation • hierarchy • oversimplification • homogeny • social groups • defining traits • shorthand • shortcuts to meaning • evolving stereotypes • identities 	
	<p>Students need to understand Laura Mulvey's concept of the gaze, be able to identify different types of gaze and describe the effects of these upon different viewers.</p>	<p>Audience positioning (Mulvey):</p> <ul style="list-style-type: none"> • representations as a construction to be seen from a certain vantage point (the 'gaze') • audience and spectator positioning (to identify or alienate) • assumed identity of the audience • voyeurism, scopophilia and exhibitionism. 	<ul style="list-style-type: none"> • audience positioning • representations vantage point • the 'gaze' • audience positioning • spectator positioning • identify • alienate • assumed identity • voyeurism • scopophilia • exhibitionism 	

Learning Aim B Understanding media messages				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
B1 Constructing messages	Students need to understand that media products are constructed to convey messages and values through the process	<ul style="list-style-type: none"> • selection, construction and anchorage • presence and absence • encoding 	<ul style="list-style-type: none"> • construction • anchorage • presence • absence • encoding 	<ul style="list-style-type: none"> • independence • problem solving • evaluation • analysis • literacy • oracy • research
B2 Audience decoding	Students need to understand that media products are deconstructed as audiences 'read' media material and determine their associated messages:	<p>Media products are deconstructed as audiences 'read' media material and determine their associated messages:</p> <ul style="list-style-type: none"> • Types of reading – preferred, negotiated, oppositional, aberrant • Open and closed texts – polysemy • Intertextuality • Decoding • Passive and active viewing – 'hypodermic' and 'uses and gratifications' models 	<ul style="list-style-type: none"> • deconstruction • preferred reading • negotiated reading • oppositional reading • aberrant reading • open texts • closed texts • polysemy • intertextuality • decoding • passive viewing • active viewing • hypodermic • uses and gratifications 	<ul style="list-style-type: none"> • reflective practice • research • critical thinking • IT • communication • working collaboratively • reading • effective writing
B3 Semiotics: media language	Students need to understand how Semiotic analysis can be used to understanding the messages and meaning in media products.	<p>Semiotic analysis is one approach to understanding the messages and meaning in media products:</p> <ul style="list-style-type: none"> • semiotics – signs and symbols which are 'read' by the audience (Ferdinand de Saussure, C.S. Peirce) 	<ul style="list-style-type: none"> • message • meaning • semiotics • signs and symbols • signification • construction of meaning • contextualisation • denotation 	

		<ul style="list-style-type: none"> • signification – signs, their systems and their role in the construction of meaning when contextualised in a media product • denotation • connotation 	<ul style="list-style-type: none"> • connotation 	
B4 Expectations and subversion of genre	Students need to understand that media products are constructed using established codes and conventions.	<p>The construction of media texts using established codes and conventions:</p> <ul style="list-style-type: none"> • audience expectations of genre • subversion of expectation and its impact • generic codes – content, theme, setting, characterisation • subgenres, hybrids and subversions of genre 	<ul style="list-style-type: none"> • codes • conventions • audience expectations • genre • subversion of expectation • generic codes • content • theme • setting • characterisation • subgenres • hybrids • subversions of genre 	

Learning Aim C Stylistic codes				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
C1 Camerawork and photography	Students need to understand how camerawork and photography create meaning and communicate messages in media products.	<p>The camerawork and photography create meaning and communicate messages through:</p> <ul style="list-style-type: none"> • framing – medium shot, close-up, long shot, medium close-up, extreme close-up, • medium long shot • establishing shot or lack of (to locate or disorientate) 	<ul style="list-style-type: none"> • framing • medium shot • close-up • long shot • medium close-up • extreme close-up • medium long shot • disorientate • overhead 	<ul style="list-style-type: none"> • independence • problem solving • evaluation • analysis • literacy • oracy • research • reflective practice • research

		<ul style="list-style-type: none"> • overhead, point of view (POV), two-shot, over shoulder shot, associated POV • angle – high, low • height – high, low, mid • level – straight, canted • movement – static, pan, whip pan, tilt, track, dolly, crane, hand-held (Steadicam®), zoom, aerial • composition – aspect ratio, rule of thirds, depth of field (deep and shallow focus), focus pulls • colour – warm, cold, black and white, multi or monochromatic palette, exposure, filters • visual effects – green/blue screen, computer-generated imagery. 	<ul style="list-style-type: none"> • point of view (POV) • two-shot • over shoulder shot • associated POV • high angle • low angle • high height • low height • mid height • straight level • canted level • static movement • pan movement • whip pan movement • tilt movement • track movement • dolly movement • crane movement • hand-held movement • Steadicam® • Zoom movement • Aerial movement • Composition • aspect ratio • rule of thirds • depth of field (deep and shallow focus) • focus pulls • warm colour • cold colour • black and white colour 	<ul style="list-style-type: none"> • critical thinking • IT • communication • working collaboratively • reading • effective writing • Camerawork • Photographic techniques • Lighting techniques • Editing techniques • Image manipulation • Photoshop • Desk top publishing • Sound software
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			<ul style="list-style-type: none"> • multi or monochromatic palette • exposure • filters • visual effects • green/blue screen • computer-generated imagery (CGI) 	
C2 Lighting	Students need to understand that lighting creates meaning and communicates messages in media products	Lighting creates meaning and communicates messages through: <ul style="list-style-type: none"> • classic three-point system – key, back, fill • direction and shadows – overhead, under, side • colour – warm, cold, natural • quality – hard or soft, high key, low key 	<ul style="list-style-type: none"> • three-point system • key, back, fill • direction and shadows • overhead, under, side • colour • warm, cold, natural • quality • hard or soft, high key, low key 	
C3 Editing	Students need to understand that editing techniques create meaning and communicate messages in media products	Editing techniques create meaning and communicate messages through: <ul style="list-style-type: none"> • narrative sequencing – continuity and non-continuity editing • image editing techniques – 180 degree rule, cutaways, shot/reverse shot, eyeline match, action match, cross-cutting, flashback or forward, intercutting, parallel editing, elliptical editing, montage • image editing transitions – continuity cuts, jump cuts, fade in and fade out (to black or white) wipe, dissolve • visual effects – slow motion, fast motion, freeze frame. 	<ul style="list-style-type: none"> • Editing techniques • narrative sequencing • continuity editing • non-continuity editing • image editing • 180 degree rule • cutaways • shot/reverse shot • eyeline match • action match • cross-cutting • flashback • flash forward • intercutting • parallel editing 	

			<ul style="list-style-type: none"> • elliptical editing • montage • transitions • continuity cuts • jump cuts • fade in • fade out • wipe • dissolve • visual effects • slow motion • fast motion • freeze frame 	
C4 Sound	Students need to understand that sound creates meaning and communicates messages in media products	<p>Sound creates meaning and communicates messages through:</p> <ul style="list-style-type: none"> • diegetic and non-diegetic, ambient, synchronous/asynchronous sound • music – soundtrack, score, incidental music, theme music, sound/musical motifs • sound effects – Foley sound effects, background • dialogue – voice-over, mode of address/direct address, accent, tone, rhythm, overlapping dialogue • sound editing transitions – fade in, fade out, sound bridges, edit on the beat, edit on the cut • audio effects – reverberation, delay, distortion, echo. 	<ul style="list-style-type: none"> • diegetic • non-diegetic • ambient • synchronous • asynchronous • soundtrack • score • incidental music • theme music • musical motifs • sound effects • Foley sound effects • Background • Dialogue • voice-over • mode of address • direct address • accent • tone • rhythm, 	

			<ul style="list-style-type: none"> • overlapping dialogue • sound editing transitions • fade in • fade out • sound bridges • edit on the beat • edit on the cut • audio effects • reverberation • delay • distortion • echo 	
C5 Design	Students need to understand that media products have carefully crafted visual styles that create meaning and communicate messages.	Media products have carefully crafted visual styles that create meaning and communicate messages through: <ul style="list-style-type: none"> • images – <i>mise-en-scène</i>, setting, props, costume (hair and make-up), colour, figure expression • sizing, image manipulation and effects, juxtapositions • design elements – line, shape, direction, size, texture, colour, 2D, 3D • design principles – balance alignment, repetition, contrast, space • perspectives – first person, third person, scrolling, aerial, context-sensitive • page layout – font, hierarchy of type, typography, white space • page composition – consistency, visual hierarchy 	<ul style="list-style-type: none"> • visual styles • <i>mise-en-scène</i> • setting • props • costume • colour • figure expression • sizing • image manipulation and effects • juxtapositions • design elements • line • shape • direction • texture • colour • 2D, 3D • design principles • balance 	

		<ul style="list-style-type: none"> • gaming worlds – interface and interactive elements. 	<ul style="list-style-type: none"> • alignment • repetition • contrast • space • perspectives • first person • third person • scrolling • aerial • context-sensitive • page layout • font • hierarchy of type • typography • white space • page composition • consistency • visual hierarchy • gaming worlds • interface • interactive elements 	
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Learning Aim D Effects of media messages				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
D1 Effects of representation	Students need to understand that representation carries the values of the producer and shapes the opinions and beliefs of the audience.	<p>Each representation carries the values of the producer and shapes the opinions and beliefs of the audience.</p> <p>Positive and negative effects:</p> <ul style="list-style-type: none"> • copycat behaviour (positive and negative) • education and information • socialisation • objectification 	<ul style="list-style-type: none"> • copycat behaviour • education and information • socialisation • objectification • stereotypes • archetypes • counter ideology • dominant ideology 	<ul style="list-style-type: none"> • independence • problem solving • evaluation • analysis • literacy • oracy • research • reflective practice • research

		<ul style="list-style-type: none">• Stereotypes and archetypes• Impact on individuals, groups and society (changes in behaviour, attitudes)• reinforcement of an ideology (dominant, counter)• challenging dominant ideology		<ul style="list-style-type: none">• critical thinking• IT• communication• working collaboratively• reading• effective writing
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