Year 10 Topics - Tech Award Creative Media

In year 10 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.

Component 1: Exploring Media Products

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Comp 1 A1: Media products, audiences and purpose	Looking at a range of past and present media products, such as podcasts, magazines and mobile apps, Students will examine how media products engage audiences for a given purpose.	Media products, to include: • audio/moving image products, e.g. TV programmes, films, music videos, animations, • TV and radio advertisements, radio broadcasts, podcasts • publishing products, e.g. newspapers, magazines, comics, brochures, advertisements • interactive media products, e.g. websites, mobile apps, e-magazines, mobile games, video games, online games, advertisements	• audio • moving image • animations • advertisements • radio broadcasts • podcasts • e-magazines • interactive media • mobile apps • online games	Independence problem solving evaluation analysis creativity literacy numeracy oracy research reflective practice research critical thinking IT communication working collaboratively teamwork self-management self-monitoring reading effective writing
	Students will develop their understanding of the relationship between media	Audience definition, to include: • gender • age • socio-economic groupings	• socio-economic • demographic • primary audience • secondary audience	

		lifestyle profiles		
		• primary target audience		
	products, their audiences and purposes	• secondary audience (wider context of potential viewers/consumers/users)		
		Purpose, to include: • information, entertainment, escapism • profit, community benefit, raising awareness • critical acclaim, inspiration, innovation, experimentation	• information entertainment • escapism • profit • community benefit • critical acclaim • inspiration • innovation • experimentation	
Topic	**Rationale**	**Knowledge acquisition**	**Key vocabulary**	**Skills and enrichment**
Comp 1 **B1: Genre, narrative, representation and audience interpretation**	Students will select media products from one of the three sectors: audio/moving image, publishing and interactive, and explore how genre, narrative and representation are combined to engage their audience.	Genre, to include: • identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page • how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions • repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to generic codes and conventions and introduces elements of originality	• iconography • genre • conventions • components • sub-genres • hybrids • subverting generic conventions • repetition and difference • conformity • generic • originality	
	Students will develop their understanding of how media products are	Narrative, to include: • storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app	• narrative • storytelling • plot • inverted pyramid • article	

			- narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand - point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game - characterisation, e.g. character functions in film, print advertisements, computer games - themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games - setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game - mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game	- visual representations - narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand - point of view - third-person narrator - first-person shooter - characterisation - dystopia - identity - apocalypse - film location - open-world diegesis - mode of address - formal style - direct address - informal address	
			Representation of people, places, issues and events, to include: - audience positioning and perspective - audience identification - use of stereotyping - positive and negative representations	- representation - audience positioning - audience perspective - audience identification - stereotyping	
			Audience interpretation, to include: - passive audiences, e.g. accepting the message without questioning - preferred readings, e.g. identifying the message the media producer wants the audience to receive	- audience interpretation - passive audiences - preferred readings - active audiences	

		• active audiences, e.g. negotiating and questioning the message, using interactive features such as red button, online voting and consumer-generated content	• consumer-generated content	
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Comp 1 B2: Media production techniques	Students will deconstruct media products to examine how media production techniques combine to create meaning for audiences. Students will develop their understanding of how different production techniques combine to create meaning through analysis, note taking, lectures and practical workshops.	Audio/moving image media products: • camerawork, e.g. set-up, framing, shot type/length, angle, movement • *mise en scène*, e.g. use of costume, hair, makeup, props, setting and figure expression • lighting set-up, e.g. under, overhead, side, fill, high key, low key, shadows • use of sound, e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, incidental music, bridges, sound mixing • editing techniques, e.g. continuity, montage, flashbacks, transitions, pace, rhythm	• camerawork • camera set-up • shot framing • shot type/length, • camera angle • *mise en scène* • lighting set-up • under lighting • overhead lighting side, • fill lighting • high lighting • key lighting • low key lighting • shadows • diegetic and non-diegetic • sound effects voiceovers • dialogue • incidental music • bridges • sound mixing • editing techniques • continuity • montage • flashbacks	

				transitions	
				pace	
				rhythm	
			Publishing media products:	layout	
				design	
			• layout and design, e.g. alignment, balance, contrast, proximity, repetition, white space	alignment	
				balance	
				contrast	
			• typography, e.g. serif and sans serif typefaces, fonts and font size, continuity, letter spacing and line height, readability	proximity	
				repetition	
				white space	
				typography	
			• photographic techniques, e.g. composition image quality, lighting effects, depth of field, aesthetic	serif and sans serif typefaces	
				fonts and font size,	
			• image editing techniques, e.g. adding filters, colour and contrast, layering images, distorting images	continuity	
				letter spacing	
				line height	
				readability	
				composition	
				image quality	
				lighting effects	
				depth of field	
				aesthetic	
				filters	
				colour and contrast,	
				layering	
				distorting images	
			Interactive media products:	interactive features,	
			• interactive features, e.g. image galleries, option menus, navigation screens, levels	image galleries	
				option menus	
				navigation screens	

		• user interface, e.g. screen, interaction, graphics, buttons, layout, colour • usability/playability, e.g. accessibility, navigation, controls, rules, challenge • *mise en scène* and lighting, e.g. graphics, sprites, character models, 3D environments, interactive objects, textures, lighting schemes • sound design, e.g. soundtracks, sound effects, sounds triggered by game events	• user interface • usability • playability • accessibility navigation • controls • rules • challenge • *mise en scène* • *3D* environments • interactive objects • textures • lighting schemes • soundtracks • sound effects	

Component 3: Create a Media Product in Response to a Brief

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Comp 3 A1 Responding to a brief	Students will need to develop ideas in response to brief	Establishing the requirements of the brief: • the client: the type of company or organisation that has set the brief, their market or field and competitors • the aim or purpose of the brief • technical requirements: product type, size, duration, format	• client • purpose • technical requirements	
		Defining the target audience: • age, gender, location, income level • lifestyle, attitude, values, interests, behaviour, personality	• age • gender • location • income level • lifestyle • attitude	

			• values	
			• interests	
			• behaviour	
			• personality	
		Researching similar existing products to understand the marketplace/competition: • products: mainstream, niche, alternative, generic, unconventional • textual analysis of the technical and stylistic codes • content analysis to establish the contents, order and sequencing	• mainstream • niche • alternative • generic • unconventional • textual analysis • technical codes • stylistic codes • content analysis	
		Exploring the chosen media sector to support the generation of ideas: • audience responses to media products aimed at the same target audience • current trends in the chosen media sector	• audience response	
		Theme of the brief: • secondary research into the topic or theme of the brief	• secondary research	
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Comp 3 A2 Generating ideas	Students will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal.	Product: • audio/moving image: podcast, radio broadcast, audio guide, news or feature package, advertisement, trailer, viral video, promotional video, short film, animation • publishing: magazine, brochure, marketing material, newspaper, advertorial, leaflet	• audio • moving image • podcast • radio broadcast • audio guide • feature • advertisement • trailer • viral video	

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		interactive: game demo, website, app, e magazine, HTML newsletter	• promotional video • short film • animation • game demo • website • app • e magazine • HTML	
		Content: • structure: storyline, narrative, running order, pages, screens, levels • breakdown: characters, articles, features, rules	• structure • storyline • narrative • running order • screens • levels • breakdown • characters • articles • features • rules	
		Style and design: • style: *mise en scène*, tone, mode of address, house style • design: locations, atmospheric and ambient sound, game environment	• *mise en scène* • tone • mode of address • house style • locations • atmospheric sound • ambient sound • game environment	
		Idea selection: • retain, reject, combine and refine ideas to form a chosen idea for a media product	• retain • reject • combine • refine	
Topic	**Rationale**	**Knowledge acquisition**	**Key vocabulary**	**Skills and enrichment**

Comp 3 **B1 Planning materials**	Students need to produce sector-specific planning materials that are sufficiently detailed to enable the client to visualise the proposed product.	Storyboarding for moving image: • conventions: types of shot, shot composition, framing, camera movement, transitions, shot duration, dialogue, soundtrack • storytelling: staging, continuity, direction notes Writing a script for audio/moving image: • conventions: title page, description of action, dialogue, audio elements: music, • sound effects, jingles, interviews, vox pop, music bed • storytelling: sequences, scenes, use of language, directions, timings Page layout and design for publishing: • conventions: thumbnails, sketches, wireframes • positioning: assets, features, content, columns, white space • design: consistency, headlines, straplines, colours, fonts Page layout and design for interactive: • conventions: visual representation of pages, screens and levels • positioning: text, images, other assets • flow: interactivity, navigation, movement, sound, rules	• storyboarding • conventions • types of shot • shot composition • framing • camera movement • transitions • shot duration • dialogue • soundtrack • Storytelling • Staging • continuity • direction notes • script • title page • description of action • dialogue • audio elements • sound effects • jingles • interviews • vox pop • music bed • storytelling • sequences • scenes • use of language • directions • timings • thumbnails • sketches

			• wireframes • positioning • assets • features • content • columns • white space • consistency • headlines • straplines • colours • fonts • visual representation • text • images • assets • flow • interactivity • navigation • movement • sound • rules	
Comp 3 **B2 Managing the production process**	Students need to manage all aspects of the production process.	Time management: • schedules: maintain production schedules of tasks and deadlines • contingency planning	• schedules • deadlines • contingency planning	
		Copyright, clearances and permissions: • checking copyright status of secondary assets and material: public copyright licences such as Creative Commons, royalty free (RF), public domain (expired	• copyright • secondary assets • secondary material • public copyright licences • Creative Commons	

		copyright), obtaining permission to use copyright assets or material • clearances to use locations, participants for public screening/viewing	• royalty free • public domain • expired copyright • permission • clearances • participants • public screening	
Comp 3 **C1 Monitor and review the outcomes of the production process**	Students will need to continually reflect on the progress of their media product as they engage in the different stages of the production process.	• Monitoring outcomes to identify strengths and potential areas for improvement. • Making refinements to the media product to improve the outcome.		
Comp 3 **C2 Production skills and techniques**	Students will use relevant skills and techniques developed in Components 1 and 2 to prepare the content needed for the construction of their chosen media product.	Capturing footage and audio: • equipment: cameras, tripods, lights, microphones, portable audio digital recorders, radio studio • techniques: camerawork, framing, shot type and length, angle, movement, checking sound levels, sound capture	• footage • audio • equipment • cameras • tripods • lights • microphones • portable audio • digital recorders • studio • techniques • camerawork • framing • shot type and length, angle • movement • sound levels • sound capture	

		Creating images and assets: • equipment and software: digital cameras, vector drawing tools and packages, image editing and manipulation tools and packages, game authoring software • techniques: composition, cropping, resizing, image adjustments, image manipulation, image quality, preparing assets	• digital cameras • vector drawing tools • image editing • authoring software • composition • cropping • resizing • image adjustments • image manipulation • image quality	
		Creating copy: • equipment and software: word processing • techniques: speak to the reader, use facts and statistics, check sources, organisation of content and ideas, short paragraphs, repetition, proofreading	• copy • speak to the reader • facts and statistics • short paragraphs • repetition • proofreading	
		Sourcing content from secondary sources: • quality: file size, file format • assessing suitability and fitness for purpose	• secondary sources • quality • file size • file format • suitability for purpose	
Comp 3 **C3 Combining and refining content**	Students will need to edit their content together to create a finished product for presentation to the client.	Editing audio and moving image: • software: digital video editing, digital audio editing • techniques: continuity editing, non-continuity editing, transitions, audio mixing, audio and visual effects, titles and credits, sound beds • stylistic codes: camera framing, angle, movement, *mise en scène*, lighting, editing and sound	• digital video editing • digital audio editing • continuity editing • non-continuity editing • transitions • audio mixing • audio and visual effects • titles and credits • sound beds	

				• camera framing • angle • movement • *mise en scène* • lighting • editing • sound	
			Combining assets for the page and screen: • software: graphics or image manipulation, desktop publishing • techniques: alignment, formatting text and images, use of colour • stylistic codes: layout and design principles, typography, image editing	• graphics or image manipulation • desktop publishing • alignment • formatting text • images • use of colour • stylistic codes • layout and design principles • typography • image editing	
			Adding interactivity: • software: web design, games authoring, app development • techniques: incorporating interactive objects and features, navigation, controls • stylistic codes: interactivity, user interface, usability/playability, *mise en scène*, gaming environments, lighting and sound	• web design • games authoring • app development • incorporating interactive objects and features • navigation • controls • stylistic codes • interactivity • user interface • usability • playability	

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			• *mise en scène* • gaming environments • lighting and sound	
Comp 3 **C4 Testing and exporting for distribution**	Students will need to test their media product to ensure it functions as intended and save it in an appropriate file format for distribution.	• Testing: usability testing, functionality testing • Compressing media products: rendering audio and video, file optimisation • Exporting in appropriate file formats for the chosen distribution platform.	• usability testing • functionality testing • compression • rendering • file optimisation • exporting • file formats • distribution platform	

Component 2: Developing Digital Media Production Skills

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Comp 2 **A1: Practical skills and techniques**	Students will develop media production skills and techniques appropriate to **one**, or **all**, of the following media sectors: audio/moving image, publishing and interactive media.	Planning skills relevant to the media sector, such as: • audio/moving image, e.g. developing narratives and storylines, synopsis, treatment, dialogue and sound scripts, screenplays, storyboards, shot lists • publishing, e.g. mood boards, house style, thumbnails, sketches, flat plans, design comps (comprehensive layout), mock-ups • interactive, e.g. wireframes, storyboards, game outline, rules, scoring systems, controls, interactivity, structure charts, levels	• audio • moving image • narratives • storylines • synopsis • treatment • dialogue • sound scripts screenplays • storyboards • shot lists • mood boards • house style • thumbnails • sketches • flat plans	

			• design comps • mock-ups • wireframes • game outline • rules • scoring systems • controls • interactivity • structure charts • levels	
		Skills and techniques for creating content relevant to the media sector, such as: • audio/moving image, e.g. shooting video in different locations, shot composition, framing, angle, camera movement, recording audio in a studio and on location, acoustics, microphones, ambient sound, recording levels • publishing, e.g. writing and editing copy, taking photographs, cropping, scaling, and resizing images, image manipulation techniques, creating graphics • interactive, e.g. creating buttons, graphics, icons, sprites, 3D models, objects, taking photographs, cropping, scaling and resizing images, image manipulation techniques	• locations • shot composition • framing • angle • camera movement • recording • studio • acoustics • microphones • ambient sound • recording levels • writing copy • editing copy • photographs • cropping • scaling • resizing images • image manipulation techniques • graphics • buttons • icons	

			• sprites • 3D model • objects • photographs, cropping • scaling • resizing • image manipulation	
		Skills and techniques for combining, shaping and refining content relevant to the media sector, such as: • audio/moving image, e.g. editing audio, editing video, mixing sound, transitions, audio effects, visual effects • publishing, e.g. page layout and design – typography, use of colour, paragraph and character styles, text wrap, columns, creating a visual hierarchy, using white space • interactive, e.g. structure and design of screens/pages, adding interactive features, developing backgrounds and scenery, sound, lighting	• editing • mixing sound, transitions • audio effects • visual effects • page layout and design • typography • colour • paragraph styles • character styles • text wrap • columns • visual hierarchy • white space • structure • design • backgrounds • scenery • sound • lighting	
Comp 2 B1: Pre- production	Students will apply relevant media production skills and techniques through	Publishing pre-production processes and practices, such as producing: • thumbnails • sketches of page layouts	• thumbnails • sketches • design comps • page mock-ups	

processes and practices	the following media practices: pre-production, production and post-production when reworking extracts of an existing media product/s such as a movie trailer, a magazine cover or a platform game.	• design comps (comprehensive layout) • page mock-ups		
Comp 2 **B2: Production processes and practices**		Publishing production processes and practices, such as: • preparing copy • taking photographs • image manipulation • creating graphics • saving images in appropriate file formats	• copy • photographs • image manipulation • graphics • file formats	
Comp 2 **B3: Post-production processes and practices**		Publishing post-production processes and practices, such as: • combining assets into a page layout and design that makes effective use of colour and the design concepts of balance, proximity, alignment, repetition, contrast and space • exporting files for digital publication	• assets • page layout • design concepts • balance • proximity • alignment, • repetition • contrast • space • exporting	
Comp 2 **C1: Review of progress and development**	Students must track their progress, reflecting on their development of skills and techniques through to the application of pre-production, production and post-production processes and practices. Students will use a skills audit to highlight	The review can include audio-visual commentaries (such as screen recordings), annotated practical work and/or written content, with reference to the following: • development of skills and techniques • responding to audience/user feedback • identifying strengths and areas for development • actions and targets for future production work • reference to professional working practices	• audio-visual commentaries • screen recordings	

	strengths and areas for improvement, which should be used to set future targets.	• use of terminology appropriate to the media field		