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

Learning aim A: Investigate media products				
Topic	**Rationale**	**Knowledge acquisition**	**Key vocabulary**	**Skills and enrichment**
A1: Media products, audiences and purpose	Students need to look 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 • reading • effective writing • oracy • literacy • IT • research • communication • working collaboratively • analysis • reflective practice • self-management • self-monitoring
	Students will develop their understanding of the relationship between media products, their audiences and purposes	Audience definition, to include: • gender • age • socio-economic groupings • lifestyle profiles • primary target audience • secondary audience (wider context of potential viewers/consumers/users)	• socio-economic • demographic • primary audience • secondary audience	

		Purpose, to include:	information	
		• information, entertainment, escapism	entertainment	
		• profit, community benefit, raising awareness	• escapism	
		• critical acclaim, inspiration, innovation, experimentation	• profit	
			• community benefit	
			• critical acclaim	
			• inspiration	
			• innovation	
			• experimentation	

Learning aim B: Explore how media products are created to provide meaning and engage audiences				
Topic	**Rationale**	**Knowledge acquisition**	**Key vocabulary**	**Skills and enrichment**
B1: Genre, narrative, representation and audience interpretation	Students will select media products from 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	• independence • problem solving • reading • effective writing • oracy • literacy • IT • research • communication • working collaboratively • analysis • reflective practice • self-management • self-monitoring
	Students will develop their understanding of how media products are created	Narrative, to include: • storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual	• narrative • storytelling • plot • inverted pyramid	

	to appeal to their audiences through analysis, discussion, note taking and lectures.	representations to reinforce the text on an app • 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	• article • 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:	• audience interpretation	
		• passive audiences, e.g. accepting the message without questioning	• passive audiences	
		• preferred readings, e.g. identifying the message the media producer wants the audience to receive	• preferred readings	
		• active audiences, e.g. negotiating and questioning the message, using interactive features such as red button, online voting and consumer-generated content	• active audiences • consumer-generated content	
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	• independence • effective writing • oracy • literacy • research • communication • working collaboratively • analysis • reflective practice • self-management • self-monitoring • Photoshop skills • Camera work • Photography techniques • Image editing techniques • Lighting • Desktop publishing

			• bridges • sound mixing • editing techniques • continuity • montage • flashbacks • transitions • pace • rhythm	
		Publishing media products: • layout and design, e.g. alignment, balance, contrast, proximity, repetition, white space • typography, e.g. serif and sans serif typefaces, fonts and font size, continuity, letter spacing and line height, readability • photographic techniques, e.g. composition image quality, lighting effects, depth of field, aesthetic • image editing techniques, e.g. adding filters, colour and contrast, layering images, distorting images	• layout • design • alignment • balance • contrast • proximity • repetition • white space • typography • serif and sans serif typefaces • fonts and font size, • 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, e.g. image galleries, option menus, navigation screens, levels • 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	• interactive features, • image galleries • option menus • navigation screens • user interface • usability • playability • accessibility navigation • controls • rules • challenge • *mise en scène* • *3D* environments • interactive objects • textures • lighting schemes • soundtracks • sound effects	