



MEDIA CURRICULUM MAP

BIG IDEAS: In this subject we aim to ... That all students finish the course with the skills required to operate in a media saturated society. That they can apply techniques across a range of scenarios and use a variety of software packages and make discerning hardware choices as would be necessary for a career in that environment. To be able to use the technology available safely and with the necessary understanding of the risks involved in a wider media context. Make effective decisions in the application of technical skills across a variety of media products.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7						
Year 8						
Wider Super Curriculum	Developments with Heathfield TV and Radio Heathfield. Developing links for SMCA and cross curricular. Students' ownership of TV redevelopment into new style broadcasts suitable for Twitter, as well as YouTube.					
Year 9	<p>Investigate interactive media production Introduction to a variety of interactive media products and the need and benefit these products give to people. The different ways that companies and advertisers target audience groups by demographics and psychographics. Legal considerations when producing products - copyright, DSE and health and safety.</p>	<p>Investigate interactive media production Introduction to all software to be used over the next two years and a variety of opportunities to tests its scope & purpose: Photoshop, Final Cut Pro, Garageband, Keynote, Stykz and Sandvox with techniques covering image manipulation, sound editing, video editing, animation, typography, web authoring and logo design. Evaluation skills - how to choose which is the correct software/hardware for the task and what the pros/cons of each might be.</p>	<p>Plan and prepare for an interactive media product Working to a specific design brief - considering audience and end user. Revisiting Photoshop to consider - Image compression and quality. File types. Use of video and bitmap and vector graphics (links back to FCP and logo work) Research skills looking at existing products.</p>	<p>Plan and prepare for an interactive media product Creating a design proposal - using industry examples. Process - creating mood board, design ideas, navigation maps and mock up pages. Evaluation and rejection of ideas. Colour choices and fonts (links to typography work from term 1)</p>	<p>Development and production of an interactive media product Creating assets for website. Banners, logos, images, videos, quizzes and surveys, navigation bars, buttons etc. Choice of hardware and software as tested in terms 2 and 3. Evaluation (links to term 2) of final choices and designs before authoring.</p> <p>MOCK PRACTICE TASK 1: Responding to an unseen brief. Planning and preparing in response to the brief.</p>	

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Yr 10	<p>Development and production of an interactive media product Final development of assets created in terms 5 & 6. Justification of choices. Web authoring using all software and technical skills learned over year 9. Troubleshooting and problem solving as required.</p> <p>MOCK TASK 2 AND 3: In response to an unseen brief, development and production of an interactive media product</p>		<p>Exam 20 hour examined unit, creating a website to a brief (links to all skills learned for terms 1-6 of year 9 and terms 1&2 of year 10)</p>	<p>Development and production of an interactive media product Finalising website, publishing, testing on audience and evaluating (links to all previous terms)</p>	<p>Present and promote an interactive media product Understanding the industry - looking at job roles in the industry and ways of working, e.g. freelance etc. Creating a digital portfolio to promote yourself and your work to colleges or employers. (Utilising all skills and techniques learned so far on the course. Links back to all software and hardware choices and developments) And incorporates all pieces of work as showcase examples to include in digital portfolio.</p>	
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Yr 12	<p>Intro to concepts - re-presenting (Hall) stereotyping (Dyer) Audience (Mulvey)</p> <p>Camerawork, editing, lighting. Skills and technical development (use above to reinforce concepts)</p>	<p>Media concepts - representation audience, genre, narrative, representation, messages, semiotics, decoding and encoding, expectations. Revisit skills in practical application of above.</p>	<p>Stylistic codes and conventions Analysing camerawork and photography. Lighting. Editing - narrative sequencing, techniques, image editing, 180 degree rule, cutaways, eye line match, montage etc. visual effects.</p>	<p>Design principles mise-en-scene line, shape, balance, perspectives, layout, composition, gaming worlds interface and interactive elements Sound - diegetic and non-diegetic, foley ambient, sound bridges, distortion, echo, synchronous or asynchronous etc.</p>	<p>Revisit and develop Effects of messages and values</p> <p>Effects of representation Ideology reinforcement and challenge</p> <p>Impact on behaviour</p> <p>Challenging dominant ideology.</p>	<p>Pre-production planning and documentation</p> <p>Preparation for fictional film unit for HTV.</p>
Y13	<p>Revisit - Camerawork, editing, lighting Skills and technical development (use above to reinforce concepts) Revisit - stylistic codes and conventions, genre and narrative. Fictional film coursework essays</p>	<p>Fictional film coursework essays Introduce - Responding to a commission - revisit different types of products introduced in year 12 term 1.</p>	<p>Revisit types of pre-production material How to write a pitch and rationale Practice Introduce practical production part 2. Practice projects and responses.</p>	<p>Writing proposals and treatments (revisited from unit 4 year 12) Practical filming work.</p>	<p>Practical production coursework Filming and editing fictional film. Responding to a commission practice and exam</p>	