



YEAR 10 GCSE iMedia AUTUMN TERM 1 & 2 and SPRING TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Exam R093 Media Industry and Product Design

Curriculum Intent	Pupils will be taught the following National Curriculum guidelines this term:
Skills/Assessment Objective Links	<p>At the end of this Learning Aim all students should be able to:</p> <ul style="list-style-type: none">• Know the different sectors of the media industry<ul style="list-style-type: none">o Traditional media: film; television; radio; print publishingo New media: computer games; interactive media; Internet; digital publishing• Know the types of products produced by, and used in, different sectors<ul style="list-style-type: none">o Video, Audio, Music, Animation, Multimediao Websites, Social media platforms/appso Digital games• Know the roles in the media industry along with their responsibilities, including<ul style="list-style-type: none">o Creative roles: animator, copy writer, graphic designer, illustrator, photographer, script writer, web designero Technical roles: camera operator, video editor, web developero Senior roles: director, editor, production manager• Know the different purposes of media products including:<ul style="list-style-type: none">o Advertise/promote, educate, entertain, inform, influence• Know the different categories of audience segmentation, including:<ul style="list-style-type: none">o Age, gender, occupation, income, education, location, interests and lifestyle• Primary research methods<ul style="list-style-type: none">o interviews; online surveys• Secondary research sources<ul style="list-style-type: none">o Books; Internet sites; magazines; television• Understand the ways that meaning, impact and engagement are created using:<ul style="list-style-type: none">o Audio (dialogue, sound effects)o Colouro Typography (emphasis, font size, font types)o Animation and interactivityo Transitions• Identify and explain the use of:<ul style="list-style-type: none">o Camera angles including low angle and aerialo Camera shots including close up, mid shots and long shotso Camera movement including zoom <p>Most students will be able to:</p> <ul style="list-style-type: none">• Know the types of products produced by, and used in, different sectors<ul style="list-style-type: none">o Digital imaging and graphicso Comics and graphic novels, eBooks• Know the roles in the media industry along with their responsibilities, including<ul style="list-style-type: none">o Creative roles: content creator, graphic designer, illustratoro Technical roles: games programmer/developer, sound editor, audio technician, web developero Senior roles: Campaign manager, creative director• Understand where in the roles occur in production<ul style="list-style-type: none">o Including pre-production, production, post-production• Understand how the style, content and layout are adapted to meet each purpose including:<ul style="list-style-type: none">o Colouro Conventions of genreo Formal/informal languageo Positioning of elementso Style of audio representationo Style of visual representation

	<ul style="list-style-type: none"> o Tone of language • Interpret and understand requirements contained in client briefs including: o Type of product, purpose, audience, client ethos, content, genre, style, theme, timescales • Know the different ways in which client briefs are communicated, including: o Commission, formal/informal, meeting/discussion, negotiated, written • Understand the reasons for, and benefits of, conducting research • Understand how research is carried out • Primary research methods o Focus groups; questionnaires • Secondary research sources o internet sites/research; newspapers • Understand research data including: o Qualitative and quantitative information • Know the different media codes used in media o Technical o Symbolic o Written • Understand the ways that meaning, impact and engagement are created using: o Audio (music genre, silence, vocal intonation) o Graphics o Mise-en-scène • Identify and explain the use of: o Camera angles including over the shoulder and aerial o Camera movement including pan, tilt, zoom and using a track and dolly o Lighting including types and position <p>Some students will be able to:</p> <ul style="list-style-type: none"> • Know the types of products produced by, and used in, different sectors o Special effects (SFX, VFX) o AR/VR • Understand how the size and scale of projects may mean individuals perform more than one role • Secondary research sources o Journals • Identify and explain the use of: o Camera movement including using a track and dolly o Lighting intensity/levels
Numeracy	
Literacy	<p>Vocabulary Tier 3: Sectors, media industry, traditional media, new media, computer games, interactive media, internet, digital publishing, media products, video, audio, music, animation, special effects, SFX, special effects, VFX, visual effects, digital imaging, graphics, social media platforms, apps, digital games, comics, graphic novels, websites, multimedia, eBooks, AR, augmented reality, VR, virtual reality, job roles, creative, animator, content creator, copy writer, graphic designer, illustrator, graphic artist, photographer, script writer, web designer, technical, camera operator, games programmer, games developer, sound editor, audio technician, video editor, web developer, senior roles, campaign manager, creative director, director, editor, production manager, purpose, advertise, promote, educate, entertain, inform, influence, style, content, layout, colour, conventions of genre, formal language, informal language, positioning of elements, style, tone, client requirements, audience, client ethos, genre, theme, timescales, client brief, commission, formal, informal, negotiate, audience segmentation, primary research, focus group, online survey, questionnaire, secondary research, journals, qualitative information, qualitative information, media codes, dialogue, music genre, sound effects, vocal intonation, camera techniques, angles, shots, interactivity, lighting intensity, lighting levels, lighting position, mise-en-scène, transitions, typography</p> <p>Vocabulary Tier 2: film, television, radio, print, font type, publishing, interviews, silence, movement</p>

	<p>Reading: Worksheets, presentations, answer sheets, exam questions, mark scheme, further reading for homework</p> <p>Writing: Answer on the worksheet via word</p> <p>Oracy: listening and using tier 3 words</p>
Becoming future ready	<p>Careers/Employability:</p> <p>Creative iMedia you will be open a pathway to the creative industries which covers a whole range of different sectors including TV, video, photography, film, radio and games design. Examples of possible jobs you could do:</p> <ul style="list-style-type: none"> • Creative director • Web designer • Photo editor • Video & film editor • Graphic designer • Product designer • Multimedia artist • Animation/ animator
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: Learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Worksheets are well presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p>By Intervention: By providing different levels of supervision and support</p> <p>By Progressive Questioning: Exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: According to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils identify targets which are meaningful to them via feedback sheets</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p>
Learning Outcomes (Knowledge)	<p>Topic 1 Mood boards</p> <ul style="list-style-type: none"> • Know the different sectors of the media industry <ul style="list-style-type: none"> o Traditional media: film; television; radio; print publishing o New media: computer games; interactive media; Internet; digital publishing • Know the types of products produced by, and used in, different sectors <ul style="list-style-type: none"> o Video, Audio, Music, Animation, Multimedia o Special effects (SFX, VFX) o Digital imaging and graphics o Websites, Social media platforms/apps o Digital games o Comics and graphic novels, eBooks o AR/VR <p>Topic 2 Job roles in the media industry</p> <ul style="list-style-type: none"> • Know the roles in the media industry along with their responsibilities, including <ul style="list-style-type: none"> o Creative roles: animator, content creator, copy writer, graphic designer, illustrator, graphic artist, photographer, script writer, web designer o Technical roles: camera operator, games programmer/developer, sound editor, audio technician, video editor, web developer, senior roles: Campaign manager, creative director, director, editor, production manager • Understand where in the roles occur in production <ul style="list-style-type: none"> o Including pre-production, production, post-production • Understand how the size and scale of projects may mean individuals perform more than one role

Topic 3 Purpose, style, content and layout

- Know the different purposes of media products including:
 - Advertise/promote, educate, entertain, inform, influence
- Understand how the style, content and layout are adapted to meet each purpose including:
 - Colour
 - Conventions of genre
 - Formal/informal language
 - Positioning of elements
 - Style of audio representation
 - Style of visual representation
 - Tone of language

Topic 4 Client requirements and audience

- Interpret and understand requirements contained in client briefs including:
 - Type of product, purpose, audience, client ethos, content, genre, style, theme, timescales
- Know the different ways in which client briefs are communicated, including:
 - Commission, formal/informal, meeting/discussion, negotiated, written
- Know the different categories of audience segmentation, including:
 - Age, gender, occupation, income, education, location, interests and lifestyle

Topic 5 Research

- Understand the reasons for, and benefits of, conducting research
- Understand how research is carried out
- Primary research methods
 - Focus groups; interviews; online surveys; questionnaires
- Secondary research sources
 - Books and journals; internet sites/research; magazines and newspapers; television
- Understand research data including:
 - Qualitative and quantitative information

Topic 6 Media codes


- Know the different media codes used in media
 - o Technical
 - o Symbolic
 - o Written
- Understand the ways that meaning, impact and engagement are created using:
 - o Audio (dialogue, music genre, silence, sound effects, vocal intonation)
 - o Colour and graphics
 - o Typography (emphasis, font size, font types)
 - o Animation and interactivity
 - o Mise-en-scène
 - o Transitions

Topic 7 Cameras and lighting

- Identify and explain the use of:
 - Camera angles including over the shoulder, low angle and aerial
 - Camera shots including close up, mid shots and long shots
 - Camera movement including pan, tilt, zoom and using a track and dolly
 - Lighting including types and position
 - Lighting intensity/levels

Assessment

- apply their knowledge in answers to a range of questions
- be able to highlight areas of strength and any gaps in their understanding of this learning aim

Current learning to be developed in the future within:	Will support the exam R093	
Assessment	See assessment maps for formative and summative assessment opportunities.	
Impact	<p>Review marked pieces and target pupils that require further support via:-</p> <ul style="list-style-type: none"> • Feedback using the school marking policy • Learning conversation • Changing seating plan • Plan lessons to address areas of concern in marked piece/assessment 	