# Curriculum Map 2019-20

| Half term | Unit Title Hyperlink to SOW | Description | Levels covered | Skills & content covered | Skills & content revisited | Links to GCSE skills and content | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standarised or moderated |
|---|---|---|---|---|---|---|---|---|---|---|
| 9.1 | iMedia - Film Trailer Production | Students learn how to video edit, making a mash-up video, before studying Marvel's Black Panther and making a trailer in Premiere Pro | 1P, 1M, 1D, 2P, 2M, 2D. | Pre-Production techniques; video editing; trailer structure; evaluative writing. | - | | *Typed comments to accompany Trailer Production; in-line comments on written report.* **ELECTRONIC SUBMISSION VIA SharePoint** | Assessment is by production of the trailer itself and through a written report. | OCT HT | *Via department meeting.* |
| 9.2 | Film - 80s Films | Students study Ferris Bueller's Day off, learning about the context of 1980s films, and analysing how issues of representation and editing improve our understanding of the film. | 9-1 | **Issues**: social context (80s); representation (of teens); **Analysis**: editing. | - | **Issues**: social context (80s); representation (of teens); **Analysis**: editing. | *In-line comments and summative comments on essay and on close-focused analysis.* **ELECTRONIC SUBMISSION VIA SharePoin** t | There will be one essay focusing on the social contexts of 80s films. There will be one close-focused analysis of a key scene from the film. | XMAS | *Via department meeting.* |
| 9.3 | iMedia - Games Design | Students learn how to use Unity to create a simple coin-collecting game; they create the game according to the brief issued and review their successes in the form of a report. | 1P, 1M, 1D, 2P, 2M, 2D. | Pre-Production techniques; games design techniques; evaluative writing. | Pre-production; evaluative writing | | *Typed comments to accompany Game Production; in-line comments on written report.* **ELECTRONIC SUBMISSION VIA SharePoint** | Assessment is by production of the game itself and through a written report. | FEB HT | *Via department meeting.* |
| 9.4 | Film - Animated Film | Students study Persepolis, learning about the contexts of animated (and Iranian) film. They analyse how aspects of cinematography and sound can be applied to animated film. Genre and representation are also covered. | 9-1 | **Issues**: social context (Iranian film); representation (of women/girls; of Iran/Religion); genre (animated films; social realism); **Analysis**: cinematography; sound. | social contexts; representation | **Issues**: social context (Iranian film); representation (of women/girls; of Iran/Religion); genre (animated films; social realism); **Analysis**: cinematography; sound. | *In-line comments and summative comments on essay and on close-focused analysis.* **ELECTRONIC SUBMISSION VIA SharePoint** | There will be one essay focusing on the social contexts of non-English films. There will be one close-focused analysis of a key scene from the film. | EASTER | *Via department meeting.* |
| 9.5 | iMedia - Digital Graphics | Students learn how to use Photoshop to create digital graphics for an advertisement; they create the advertisement and review it in a report. | 1P, 1M, 1D, 2P, 2M, 2D. | Pre-Production techniques; Photoshop techniques; techniques of advertising; audience targeting; evaluative writing. | Pre-production; evaluative writing | | *Typed comments to accompany Advertisement Production; in-line comments on written report.* **ELECTRONIC SUBMISSION VIA SharePoint** | Assessment is by production of the print advertisement itself and through a written report. | MAY HT | *Via department meeting.* |
| 9.6 | Film - Oscars Success | Students study Green Book, focusing on the ways in which the film represents class, race and sexuality. Understandings of narrative (including narrative theory), together with issues about mise-en-scene are studied. | 9-1 | **Issues**: social context (50s America); representation (race; class; sexuality); narrative theory (Todorov); **Analysis**: cinematography; mise-en-scene. | social contexts; representation | **Issues**: social context (50s America); representation (race; class; sexuality); narrative theory (Todorov); **Analysis**: cinematography; mise-en-scene. | *In-line comments and summative comments on essay and on close-focused analysis.* **ELECTRONIC SUBMISSION VIA SharePoint** | There will be one essay focusing on the representation of minority groups in films. There will be one close-focused analysis of a key scene from the film. | SUMMER | *Via department meeting.* |

# Curriculum Map 2019-20

| Half term | Unit Title Hyperlink to SOW | Description | Levels covered | Skills & content covered | Skills & content revisited | Links to A/T level skills and content | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standarised or moderated |
|---|---|---|---|---|---|---|---|---|---|---|
| 10.1 | Introductory Unit - Dystopian Narratives & Interactive Fiction | Students undertake pre-production planning for a Dystopian News Report (propaganda) that is designed to reinforce the values of the ruling regime. After that, students undertake pre-production planning for an interactive Video Game based on the boardgame 'Escape the Dark Castle'. In both cases, students will be expected to review the quality of their pre-production materials. | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the purpose and content of pre-production; **Learning Outcome 2:** Be able to plan pre-production; **Learning Outcome 3:** Be able to produce pre-production documents; **Learning Outcome 4:** Be able to review pre-production documents | | | | | | |
| 10.2 | Assessment Window Unit 2 Digital Graphics | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (print/web graphics); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – print/web graphics). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the purpose and properties of digital graphics; **Learning Outcome 2:** Be able to plan the creation of a digital graphic; **Learning Outcome 3:** Be able to create a digital graphic; **Learning Outcome 4:** Be able to review a digital graphic. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | Feb HT | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 10.3 | Assessment Window Unit 2 Digital Graphics | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (print/web graphics); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – print/web graphics). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the purpose and properties of digital graphics; **Learning Outcome 2:** Be able to plan the creation of a digital graphic; **Learning Outcome 3:** Be able to create a digital graphic; **Learning Outcome 4:** Be able to review a digital graphic. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 10.4 | Research and WEX | This is a 5-week term with WEX sandwiched in the middle of it. Students will undertake research ahead of their next unit and will revisit production and/or writing skills identified as areas of development by the previous unit's work. | 1P, 1M, 1D, 2P, 2M, 2D. | | as needed | | | | | |
| 10.5 GAH | Assessment Window Unit 13 Developing Digital Games | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital games); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital games). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand game creation hardware, software and peripherals; **Learning Outcome 2:** Be able to plan the creation of a digital game; **Learning Outcome 3:** Be able to create a digital game; **Learning Outcome 4:** Be able to review the creation of a digital game. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | End of Summer Term | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 10.6 GAH | Assessment Window Unit 13 Developing Digital Games | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital games); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital games). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand game creation hardware, software and peripherals; **Learning Outcome 2:** Be able to plan the creation of a digital game; **Learning Outcome 3:** Be able to create a digital game; **Learning Outcome 4:** Be able to review the creation of a digital game. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 10.5 LIN | Assessment Window Unit 10 Developing a Digital Video Sequence | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital video production ); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital video production ). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the uses and properties of digital video; **Learning Outcome 2:** Be able to plan a digital video sequence; **Learning Outcome 3:** Be able to create a digital video sequence; **Learning Outcome 4:** Be able to review a digital video sequence. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | End of Summer Term | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 10.6 LIN | Assessment Window Unit 10 Developing a Digital Video Sequence | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital video production ); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital video production ). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the uses and properties of digital video; **Learning Outcome 2:** Be able to plan a digital video sequence; **Learning Outcome 3:** Be able to create a digital video sequence; **Learning Outcome 4:** Be able to review a digital video sequence. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | End of Summer Term | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |

**NB:** LIN and GAH to swap classes at the end of Year 10.

| Half term | Unit Title Hyperlink to SOW | Description | Levels covered | Skills & content covered | Skills & content revisited | Links to A/T level skills and content | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standarised or moderated |
|---|---|---|---|---|---|---|---|---|---|---|
| 11.1 | EXAM REVISION | | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the purpose and content of pre-production; **Learning Outcome 2:** Be able to plan pre-production; **Learning Outcome 3:** Be able to produce pre-production documents; **Learning Outcome 4:** Be able to review pre-production documents | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Students will be prepared for 2 mock examinations, which will be set and detailed; bespoke feedback will be issued based on performance. | EXAM IN DEC/JAN | External examination. |
| 11.2 | EXAM REVISION (EXAM IN DEC/JAN) | | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the purpose and content of pre-production; **Learning Outcome 2:** Be able to plan pre-production; **Learning Outcome 3:** Be able to produce pre-production documents; **Learning Outcome 4:** Be able to review pre-production documents | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Students will be prepared for 2 mock examinations, which will be set and detailed; bespoke feedback will be issued based on performance. | | External examination. |
| 11.3 GAH | Assessment Window Unit 13 Developing Digital Games | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital games); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital games). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand game creation hardware, software and peripherals; **Learning Outcome 2:** Be able to plan the creation of a digital game; **Learning Outcome 3:** Be able to create a digital game; **Learning Outcome 4:** Be able to review the creation of a digital game. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | Easter | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 11.4 GAH | Assessment Window Unit 13 Developing Digital Games | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital games); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital games). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand game creation hardware, software and peripherals; **Learning Outcome 2:** Be able to plan the creation of a digital game; **Learning Outcome 3:** Be able to create a digital game; **Learning Outcome 4:** Be able to review the creation of a digital game. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 11.5 GAH | Finishing off/ Tidying Up/ Preparing students for resits. | During this term, each student will have individual focuses based on the production/written work they have done to date. In some cases, this might include preparing for resits for the Pre-Production Exam. | 1P, 1M, 1D, 2P, 2M, 2D. | During this term, each student will have individual focuses based on the production/written work they have done to date. In some cases, this might include preparing for resits for the Pre-Production Exam. | as needed | | | | RESITS IN MAY/JUNE | as needed |
| 11.3 LIN | Assessment Window Unit 10 Developing a Digital Video Sequence | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital video production ); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital video production ). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the uses and properties of digital video; **Learning Outcome 2:** Be able to plan a digital video sequence; **Learning Outcome 3:** Be able to create a digital video sequence; **Learning Outcome 4:** Be able to review a digital video sequence. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | Easter | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 11.4 LIN | Assessment Window Unit 10 Developing a Digital Video Sequence | Lessons will follow a common format: students will **learn about some of skills** and **ways of working** within this production medium (digital video production ); they will have the chance to **practice** their production and evaluation skills, receiving feedback as they go along; they will be **introduced to sample briefs** ahead of their final assessment, to familiarise themselves with the **format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfil the requirements** of the brief (which usually involve **planning, making and evaluating** a media product in this production medium – digital video production ). | 1P, 1M, 1D, 2P, 2M, 2D. | **Learning Outcome 1:** Understand the uses and properties of digital video; **Learning Outcome 2:** Be able to plan a digital video sequence; **Learning Outcome 3:** Be able to create a digital video sequence; **Learning Outcome 4:** Be able to review a digital video sequence. | planning and reviewing a medi product (different product). | | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unit; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input. | | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. Work may also be externally moderated. |
| 11.5 LIN | Finishing off/ Tidying Up/ Preparing students for resits. | During this term, each student will have individual focuses based on the production/written work they have done to date. In some cases, this might include preparing for resits for the Pre-Production Exam. | 1P, 1M, 1D, 2P, 2M, 2D. | During this term, each student will have individual focuses based on the production/written work they have done to date. In some cases, this might include preparing for resits for the Pre-Production Exam. | as needed | | | | RESITS IN MAY/JUNE | as needed |
| 11.6 BOTH | RESITS ONLY IN THIS TERM | There will be no formal teaching in this term. | 1P, 1M, 1D, 2P, 2M, 2D. | There will be no formal teaching in this term. | There will be no formal teaching in this term. | There will be no formal teaching in this term. | There will be no formal teaching in this term. | There will be no formal teaching in this term. | | |

# Curriculum Map 2019-20

| Half term | Unit Title Hyperlink to SOW | Description | Levels covered | Skills & content covered | Skills & content revisited | Links to A/T level skills and content | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standarised or moderated |
|---|---|---|---|---|---|---|---|---|---|---|
| 11.1 | Coursework Completion | Choose 1 from a list of 5 briefs; individual work | | | | | *Formative feedback & Catch-Up; Summative Assessment Grade* | As per AQA marking criteria; split with other HT. | Oct HT | **As per AQA marking criteria.** |
| 11.2 | Newspapers | CSPs: The Times & The Mirror | | History of Newspapers; Representation of Social Groups; Representation of Issues; Audience Targeting; Newspaper Audiences (active/passive); Horizontal Integration and | Media Language; Representation; Media Audiences; Media Industries; Historical, Social & Cultural Contexts. | No content link to A/T level. | *9-1 Grading System for all work; AfL feedback given on Productions and End of Unit Tests.* | End of Unit Test | **End of HT** | *Internal assessment, using standardised AQA tests/marking schemes as a guide. Students issued with Grades on the 9-1 system.* |
| 11.3 | Radio & Magazines | Radio: Julie Adenuga & Tony Blackburn; Magazines: Tatler & Reveal | | (inc. the BBC); Pirate Radio; New Technologies, Convergence and the Changing Face of Radio; Analysing Print Images; The Magazine Industry; | Media Audiences; Media Industries; Historical, Social & Cultural Contexts. | No content link to A/T level. | *9-1 Grading System for all work; AfL feedback given on Productions and End of Unit Tests.* | End of Unit Test | **End of HT** | *Internal assessment, using standardised AQA tests/marking schemes as a guide. Students issued with Grades on the 9-1 system.* |
| 11.4 | Advertising, Marketing & Film | CSPs: Galaxy Chocolate, NHA Blood Transplant, Omo Washing Powder; Film: Dr Strange & I, Daniel Blake | | Products; History of Advertising; Dr Strange, the MCU and Franchises (inc Vertical Integration); I, Daniel Blake and Indie films; Audience targeting; Social | Media Audiences; Media Industries; Historical, Social & Cultural Contexts. | Film Audiences and Social, Historical Context relevant to A level Film Studies. | *9-1 Grading System for all work; AfL feedback given on Productions and End of Unit Tests.* | End of Unit Test | **End of HT** | *Internal assessment, using standardised AQA tests/marking schemes as a guide. Students issued with Grades on the 9-1 system.* |
| 11.5 | Music Video & REVISION | CSPs: Arctic Monkeys - I Bet You Look Good on the Dance Floor & One Direction: History | | Who Watches Music Videos?; The History of the Music Video Industry (inc MTV); Constructing Audiences: Regional Identities; Corporate vs Indie structures | Media Audiences; Media Industries; Historical, Social & Cultural Contexts. | No content link to A/T level. | *9-1 Grading System for all work; AfL feedback given on Productions and End of Unit Tests.* | End of Unit Test | **End of HT** | *Internal assessment, using standardised AQA tests/marking schemes as a guide. Students issued with Grades on the 9-1 system.* |
| 11.6 | REVISION & Exams | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| 13.1 | Responding to a Commission; Media Enterprise | Students respond to a board-issued brief, creating a suitable media product to meet the needs of the brief (EXTERNAL ASSESSMENT); students produce a related media enterprise project (internal assessment). | | AO1 Demonstrate knowledge and understanding of media production processes and related considerations when respondi to a brief; AO2 Apply knowledge and understanding of media production processes in context, demonstrating how constraints affect decisions and the ability to adapt to changes in requirements;   A  Develop a brief for the production of a new media product or service; B  Apply enterprise skills to plan the production of new media product or service; | 3A1 Understanding the brief; 3A Identifying assets and required material; 3A3 Creating assets ar materials; 3A4 Index of sources; 3A5 Storing assets | In line with department marking policy; students to receive written feedback on draft of written work (AfL); ongoing feedback (oral & written) on production work. | Internal Assessment according to Btec Person marking spec. | | RTC = EXTERNAL; ME = Internally assessed; then internally verified; put forward for standards verificaiton (window March-May). |
| 13.2 | Responding to a Commission; Media Enterprise | Students respond to a board-issued brief, creating a suitable media product to meet the needs of the brief (EXTERNAL ASSESSMENT); students produce a related media enterprise project (internal assessment). | | AO3 Analyse and interpret information related to purpose, technical and logistical requirements of the brief and evaluate solutions for implementation with appropriate justification; AO4 Be able to respond creatively to a brief demonstrating the ability to synthesise a range of ideas.  C  Produce a new digital media product or service through application of media enterprise skills; Review media enterprise skills. | 3B1 Using an e-portfolio; 3B3 Manipulations and modicifications B4 E-portfolio or preparation, editing and/or manipulation process | Summative assessment as per Btec Pearson grading criteria. | EXTERNAL ASSESSMENT | XMAS | RTC = EXTERNAL; ME = Internally assessed; then internally verified; put forward for standards verificaiton (window March-May). |
| 13.3 | Film Production - Fiction; Digital Media Skills | Students produce a short, fiction fil that showcases their most secure sklills with visual effects; students perpare assets for external assessment | | A Understand codes and conventions of fictional film production Produce material for a fictional film of a specified genre; AO1 Apply knowledge and understanding of media production processes and skills when responding to a brief; AO2 Demonstra application of knowledge and understanding to create appropria assets in responses to a brief; AO3 Demonstrate selection and us of appropriate skills required for asset management; | 3C1 Meeting the brief; 3C2 Digital skills; 3C3 Saving final media product. | In line with department marking policy; students to receive written feedback on draft of written work (AfL); ongoing feedback (oral & written) on production work. | Internal Assessment according to Btec Person marking spec. | | DMS = EXTERNAL; FP-F = Internally assessed; then internally verified; put forward for standards verificaiton (window March-May). |
| 13.4 | Film Production - Fiction; Digital Media Skills | Students produce a short, fiction fil that showcases their most secure sklills with visual effects; students perpare assets for external assessment | | C Apply post-production techniques to a fictional film utilizing codes and conventions of a specified genre.  AO4 Demonstrate application of appropriate technical skills in the creation of a med product; AO5 Synthesise ideas in order to produce creative responses that meet the needs of the brief. | 3C1 Meeting the brief; 3C2 Digital skills; 3C3 Saving final media product. | Summative assessment as per Btec Pearson grading criteria. | Internal Assessment according to Btec Person marking spec. | FP-F = Easter | DMS = EXTERNAL; FP-F = Internally assessed; then internally verified; put forward for standards verificaiton (window March-May). |
| 13.5 | Digital Media Skills | Students produce resources to be us in their final, board-issued EXTERNA ASSESSMENT. | | AO3 Demonstrate selection and use of appropriate skills required for asset management; AO4 Demonstrate application of appropriate technical skills in the creation of a media product; AO5 Synthesise ideas in order to produce creative responses that meet the needs of the brief. | | Exam Prep - looking at previous formats for this Unit; marking guided by board feedback/exam reports. | | | EXTERNAL ASSESSMENT |
| 13.6 | Digital Media Skills | Students produce resources to be us in their final, board-issued EXTERNA ASSESSMENT. | | AO3 Demonstrate selection and use of appropriate skills required for asset management; AO4 Demonstrate application of appropriate technical skills in the creation of a media product; AO5 Synthesise ideas in order to produce creative responses that meet the needs of the brief. | | Exam Prep - looking at previous formats for this Unit; marking guided by board feedback/exam reports. | EXTERNAL ASSESSMENT | DMS = SUMMER | EXTERNAL ASSESSMENT |

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| Half term | Unit Title Hyperlink to SOW | Description | Grades covered | Skills & content covered | Skills & content revisited | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standardised or moderated |
|---|---|---|---|---|---|---|---|---|---|
| 12.1 | Introduction to 3D Modelling, 3D Environments and 3D Animation Skills. | In the first half term, students study skills of product in 3 different key pieces of software: Maya, Unity and Photoshop. These sessions are supported by theory lessons that explain why certain ways of working exist and what certain key pieces of industry terminology mean. As they go, students input what they have learned into online record documents that will form basis of thier assessment work in half term 2. | 40A - pass, merit, distinction. 41A - pass, merit, distinction. 43A - pass merit distinction | Understand the structure and use of models for 3D games; Understand 3D game environments; Examine the purposes and techniques of 3D animation used in the media industry. | - | Students will receive oral instruction and feedback on processes and written feedback on their online record documents. | There is no grades assessment in this half term. 'Grading criteria as outlined in the BTEC specification. | - | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |
| 12.2 | Theory for 3D Modelling, 3D Environments and 3D Animation Skills | In the second half term, students learn more in-depth production processes that enable them to complete theory work for Unit 40 Task 1, Unit 41 Task 1 and Unit 43 Task 1. Students then work to produce the first drafts of that theory work. | 40A - pass, merit, distinction. 41A - pass, merit, distinction. 43A - pass merit distinction | Explore ideas for the production of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. | Understand the structure and use of models for 3D games; Understand 3D game environments; Examine the purposes and techniques of 3D animation used in the media industry. | Students will receive oral instruction and feedback on processes and written feedback on their online record documents. | Unit 40 Task 1, Unit 41 Task 1, Unit 43 Task 1 to be submitted by XMAS holidays. 'Grading criteria as outlined in the BTEC specification. | XMAS | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |
| 12.3 | Planning and Production for 3D Modelling, 3D Environments & 3D Animation | Students produce planning documentation for the three units: 3D Modelling; 3D Environments; 3D Animation. It is envisaged that there will be increasing overlap the terms go on - between planning and production. aim of this third half-term is that basic planning for these three units is completed. | 40B; 40C - pass, merit, distinction. 41B; 41C - pass, merit, distinction. 43B; 43C - pass merit distinction | Explore ideas for the production of 3D models; Develop 3D models for use in a 3D game engine; Design a 3D game environment; Produce a 3D game environment in a 3D game engine; Explore the use of 3D animation tools and techniques for a specific media product; Create a digital 3D animation for a specific media purpose. | Explore ideas for the production of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. | Students will receive oral instruction and feedback on processes and written feedback on their online record documents. | Unit 40 Task 2, Unit 41 Task 2, Unit 43 Task 2 to be submitted by EASTER holidays. 'Grading criteria as outlined in the BTEC specification. | EASTER | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |
| 12.4 | Planning and Production for 3D Modelling, 3D Environments & 3D Animation | Students produce planning documentation for the three units: 3D Modelling; 3D Environments; 3D Animation. It is envisaged that there will be increasing overlap the terms go on - between planning and production. aim of this fourth half-term is that planning for these three units is refined in the light of tested ideas. Production work will begin to become the main focus lessons. | 40B; 40C - pass, merit, distinction. 41B; 41C - pass, merit, distinction. 43B; 43C - pass merit distinction | Explore ideas for the production of 3D models; Develop 3D models for use in a 3D game engine; Design a 3D game environment; Produce a 3D game environment in a 3D game engine; Explore the use of 3D animation tools and techniques for a specific media product; Create a digital 3D animation for a specific media purpose. | Explore ideas for the production of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. | Students will receive oral instruction and feedback on processes and written feedback on their online record documents. | Unit 40 Task 2, Unit 41 Task 2, Unit 43 Task 2 to be submitted by EASTER holidays. 'Grading criteria as outlined in the BTEC specification. | EASTER | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |
| 12.5 | Planning and Production for 3D Modelling, 3D Environments & 3D Animation | Students produce planning documentation for the three units: 3D Modelling; 3D Environments; 3D Animation. It is envisaged that there will be increasing overlap the terms go on - between planning and production. aim of this fifth half-term is that the planning and experimentation phases of pre-production are over and that the production enters full swing. | 40B; 40C - pass, merit, distinction. 41B; 41C - pass, merit, distinction. 43B; 43C - pass merit distinction | Develop 3D models for use in a 3D game engine; Produce a 3D game environment in a 3D game engine; Explore the use of 3D animation tools and techniques for a specific media product; Create a digital 3D animation for a specific media purpose. | Explore ideas for the production of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. | Students will receive oral instruction and feedback on processes and written feedback on their online record documents. | Unit 40 Task 3, Unit 41 Task 3, Unit 43 Task 3 to be submitted by SUMMER holidays. 'Grading criteria as outlined in the BTEC specification. | SUMMER | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |
| 12.6 | Production for 3D Modelling, 3D Environments and 3D Animation | Students produce planning documentation for the three units: 3D Modelling; 3D Environments; 3D Animation. It is envisaged that there will be increasing overlap the terms go on - between planning and production. aim of this sixth is that all production/evaluation work is completed. | 40B; 40C - pass, merit, distinction. 41B; 41C - pass, merit, distinction. 43B; 43C - pass merit distinction | Develop 3D models for use in a 3D game engine; Produce a 3D game environment in a 3D game engine; Create a digital 3D animation for a specific media purpose. | Explore ideas for the production of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. | Students will receive oral instruction and feedback on processes and written feedback on their online record documents. | Unit 40 Task 3, Unit 41 Task 3, Unit 43 Task 3 to be submitted by SUMMER holidays. 'Grading criteria as outlined in the BTEC specification. | SUMMER | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |

| Half term | Unit Title Hyperlink to SOW | Description | Grades covered | Skills & content covered | Skills & content revisited | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standardised or moderated |
|---|---|---|---|---|---|---|---|---|---|
| 13.1 | Digital Games Production | In this unit, students will study the theory behind game design, and then design, produce & check a digital game using sources assets. The aim of this term is that they understand the theory and begin planning the sort of game they wish to make (generating game ideas will be the **Summer Work** between years 12 and 13). | 13A; 13B; 13C - pass, merit, distinction | Understand game genres and design considerations; Design a digital game using sourced assets. | Explore ideas for the production of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. | Students will receive oral instruction and feedback on processes and written feedback on their online record documents. | Unit 13 Task 1 to be submitted by October Half Term. 'Grading criteria as outlined in the BTEC specification. | Oct HT | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |
| 13.2 | Digital Games Production | In this unit, students will study the theory behind game design, and then design, produce & check a digital game using sources assets. The aim of this half-term is that they design and check a game within a specific genre. | 13A; 13B; 13C - pass, merit, distinction | Design a digital game using sourced assets; Produce and check a digital game in a specific genre. | Explore ideas for the production of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. | | Unit 13 Tasks 2 & 3 to be submitted by end of Nov and XAMS, respectively. 'Grading criteria as outlined in the BTEC specification. | End of Nov & XMAS | Internally assessed then internally verified; put forward for standards verificaiton (window March-May). |
| 13.3 | Digital Media Skills | Students produce resources to be used in their final, board-issued EXTERNAL ASSESSMENT. | pass, merit, distinction. | AO3 Demonstrate selection and use of appropriate skills required for asset management; AO4 Demonstrate application of appropriate technical skills in the creation of a media product; AO5 Synthesise ideas in order to produce creative responses that meet the needs of the brief. | All digital media skills learned as part of Units 13, 40, 41 & 43. This is a synoptic assessment unit. | Exam Prep - looking at previous formats for this Unit; marking guided by board feedback/exam reports. | EXTERNAL ASSESSMENT | DMS = SUMMER | EXTERNAL ASSESSMENT |
| 13.4 | Digital Media Skills | Students produce resources to be used in their final, board-issued EXTERNAL ASSESSMENT. | pass, merit, distinction. | AO3 Demonstrate selection and use of appropriate skills required for asset management; AO4 Demonstrate application of appropriate technical skills in the creation of a media product; AO5 Synthesise ideas in order to produce creative responses that meet the needs of the brief. | All digital media skills learned as part of Units 13, 40, 41 & 43. This is a synoptic assessment unit. | Exam Prep - looking at previous formats for this Unit; marking guided by board feedback/exam reports. | EXTERNAL ASSESSMENT | DMS = SUMMER | EXTERNAL ASSESSMENT |
| 13.5 | Digital Media Skills | Students produce resources to be used in their final, board-issued EXTERNAL ASSESSMENT. | pass, merit, distinction. | AO3 Demonstrate selection and use of appropriate skills required for asset management; AO4 Demonstrate application of appropriate technical skills in the creation of a media product; AO5 Synthesise ideas in order to produce creative responses that meet the needs of the brief. | All digital media skills learned as part of Units 13, 40, 41 & 43. This is a synoptic assessment unit. | Exam Prep - looking at previous formats for this Unit; marking guided by board feedback/exam reports. | EXTERNAL ASSESSMENT | DMS = SUMMER | EXTERNAL ASSESSMENT |
| 13.6 | Digital Media Skills | Students produce resources to be used in their final, board-issued EXTERNAL ASSESSMENT. | pass, merit, distinction. **Starred-distinction is awarded in the final tallying of grades, not as an individual unit grade.** | AO3 Demonstrate selection and use of appropriate skills required for asset management; AO4 Demonstrate application of appropriate technical skills in the creation of a media product; AO5 Synthesise ideas in order to produce creative responses that meet the needs of the brief. | All digital media skills learned as part of Units 13, 40, 41 & 43. This is a synoptic assessment unit. | Exam Prep - looking at previous formats for this Unit; marking guided by board feedback/exam reports. | EXTERNAL ASSESSMENT | DMS = SUMMER | EXTERNAL ASSESSMENT |

# Curriculum Map 2019-20

| Half term | Unit Title Hyperlink to SOW | Description | Grades covered | Skills & content covered | Skills & content revisited | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standarised or moderated |
|---|---|---|---|---|---|---|---|---|---|
| 12.1 | Introduction to Film; Hitchcock & Scott | From silent to VFX; mise-en-scene; cinematography; editing; performance; lighting; sound; understanding Hitchcock as auteur Vertigo analysis; The Hitchcock Blonde; Use of Colour in Vertigo | | Key elements of film form; meaning and response; semiotics; context of film; Auteur Theory | Basic analysis skills; Key Elements of Film Form; Auteur Theory. | As per Department feedback policy; formative; no grades; MS Comments on digital work. | Exam-style essays set for HW and done to time in class. | | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 12.2 | Hitchcock & Scott; La La Land & Winter's Bone | The Uncanny; Bomb Theory; understanding Scott as auteur; Blade Runner analysis; femmes fatales in Scott films; Scott & advertising;understanding of the impacts of contexts upon film making (classic Hollywood studio system and New Hollywood) | | Key elements of film form; meaning and response; semiotics; context of film; Auteur Theory; Spectatorship; Ideology (Feminism | Auteur Theory; Spectatorship; Ideology | As per Department feedback policy; formative; no grades; MS Comments on digital work.**Grades only on Mocks.** | Mock Exams; Exam-style essays set for HW and done time in class. | Just before/after XMAS | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 12.3 | La La Land & Frances Ha; Shaun of the Dead & Moon | introduction to British Film; Narrative Techniques; Moon analysis Narrative Theory; Marxism & Moon; The ending to Moon. analysis of La La Land, analysis of Winter's Bone. introduction to feminist theory and concepts of audience and spectatorship. Study of Mainstream and independent American cinema and i | | Key elements of film form; meaning and response; semiotics; context of film; Spectatorship; Ideology (Feminism & Marxism); Narrative Theory & Techniques. | Spectatorship; Ideology; Narrative | As per Department feedback policy; formative; no grades; MS Comments on digital work.**Grades only on Mocks.** | Exam-style essays set for HW and done to time in class. | | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 12.4 | Shaun of the Dead & Moon; CSWK Prep (Short Films analysis) | Zombies on Film; The Spaced Connection (Pegg, Frost & Wright); Ideology & Shaun of the Dead (Marxism); Shaun of the Dead beginnings and endings; revision techniques. | | Key elements of film form; meaning and response; semiotics; context of film; Ideology (Marxism); Narrative Theory & Techniques. | Ideology; Narrative; Key Elements | As per Department feedback policy; formative; no grades; MS Comments on digital work.**Grades only on Mocks.** | Mock Exams (Internal); Exam-style essays set for HW and done to time in class. | Easter | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 12.5 | Amy (Documentary); CSWK - Screenplay Option | introduction to different classifications of documentary. Close study focus on Nick Broomfiend and Kim Longinotto Students produce screenplay, storyboard and analysis based on board-set brief. | | Key elements of film form; meaning and response; semiotics; context of film; Auteur Theory | Critical Debates; Filmmakers' Theory; Key Elements | Formative feedback on CSWK | Exam-style essays set for HW and done to time in class; CSWK to receive ongoing AfL feedback | | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 12.6 | Amy (Documentary); CSWK - Screenplay Option | Students produce screenplay, storyboard and analysis based on board-set brief. Understanding of how meaning is constructed through Kapadia's combination of existing footage and audio interviews. | | Key elements of film form; meaning and response; semiotics; context of film; Auteur Theory | Critical Debates; Filmmakers' Theory; Key Elements | Summative feedback on cswk | Mock Exams; Exam-style essays set for HW and done time in class. | July EOT | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |

| Half term | Unit Title Hyperlink to SOW | Description | Grades covered | Skills & content covered | Skills & content revisited | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standarised or moderated |
|---|---|---|---|---|---|---|---|---|---|
| 13.1 | CSWK - Video Option; City of God & Victoria | Students produce a short film and analysis based on board-set b Studying International Film; The Gangster Genre; Representing Brazil on Film; Narrative Sturcutres (broken narratives); Semiotics in City of God (Rocket as the Chicken); Influences of City of God | | Key elements of film form; meaning and response; semiotics; context of film; | Meaning & Responses; Key Elements; Contexts of Film. | Formative feedback on CSWK | Exam-style essays set for HW and done to time in class; CSWK to receive ongoing AfL feedback | Exam-style essays set for HW and done to time in class; CSWK to receive ongoing AfL feedback | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 13.2 | CSWK - Video Option; City of God & Victoria | Students produce a short film and analysis based on board-set b Studying European Film; A (very) Brief History of German Cinema; The Long Take (from Welles to Victoria); Representing Germany; Semiotics in Victoria (Trapped in Film). | | Key elements of film form; meaning and response; semiotics; context of film; | Meaning & Responses; Key Elements; Contexts of Film. | Summative feedback on cswk | Exam-style essays set for HW and done to time in class; CSWK to receive ongoing AfL feedback | XMAS EOT | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 13.3 | Buster Keaton; Pulp Fiction | The Birth of Film; Silent & Early Film Era; Realism and Expressionsim; Old Stoneface; The General; Short Films Analysis Introduction to Experimental Film; Quentin Tarrentino as Auteur; Pulp Fiction as Experimental Narrative; Uses of Vignettes in Narrative Films. | | Key elements of film form; meaning and response; semiotics; context of film; | Narrative; Auteur; Critical Debates | As per Department feedback policy; formative; no grades; MS Comments on digital work.**Grades only on Mocks.** | Mock Exams; Exam-style essays set for HW and done time in class. | Exam-style essays set for HW and done to time in class; CSWK to receive ongoing AfL feedback | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |
| 13.4 | REVISION | | | | | | | | Internal assessment, using standardised Eduqas tests/marking schemes as a guide. |