

Half term	Unit Title Hyperlink to SOW iMedia - Film	Description Students learn how to video edit, making a	Levels covered 1P, 1M, 1D,	Skills & content covered Pre-Production	Skills & content revisited	Links to GCSE skills and content	Marking and feedback Typed comments to	Assessment schedule, including criteria Assessment is by production of the trailer	Deadline OCT HT	How work will be standarised or moderated
	Trailer Production	mash-up video, before studying Marvel's Black Panther and making a trailer in Premiere Pro		techniques; video editing; trailer structure; evaluative writing.	-		rypea comments to accompany Trailer Production; in-line comments on written report. ELECTRONIC SUBMISSION VIA SharePoint	itself and through a written report.	OCI HI	department meeting.
	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.		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 closefocused analysis of a key scene from the film.	XMAS	Via department meeting.
	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;		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;	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.
	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;		Typed comments to accompany Advertisment Production; in-line comments on written report. ELECTRONIC SUBMISSION VIA SharePoint	Assessment is by production of the print advertisment itself and through a written report.	МАҮ НТ	Via department meeting.
	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.		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 201	7-ZU					
					Links to A/T		Assessment		
Unit Title Hyperlink to SOW	Description	Levels	Skills & content covered	Skills & content revisited	level skills and content	Marking and feedback	schedule, including criteria	Deadline	How work will be st or moderated
	Students undertake pre-production planning for a Dystolpian	1P, 1M, 1D,							
	News Report (propaganda) that is designed to reinforce the	29, 200, 20.	Learning Outcome 1: Understand the purpose and						
			able to plan pre-production: Learning Outcome 2: see						
	boardgame 'Escape the Dark Castle', in both cases, students will		Se able to produce pre-production documents;						
Introductory Unit - Dyspotian			Learning Outcome 4: Be able to review pre-						
NATIONAL MEDICAL PROPERTY.		1P, 1M, 1D,				Whitten work will receive in-line			Work will be internally
	sensors will follow a common format: students will learn about	2P, 2M, 2D.							by the teacher and their moderated as part of ti
	medium (print/web graphics); they will have the chance to					receive and feedback as it is being			department moderatio
									Work may also be exten
	briefs ahead of their final assessment, to familiarise themselves		Learning Outcome 1: Understand the purpose and			feedback at the end.	with a brief prior to the		moderated.
	with the famat. Once the brief is issued, students will have 2		properties of digital graphics; Learning Outcome 2:				end of the unti; they		
			Learning Outcome 3: Be able to create a digital				will have 2 weeks to		
Assessment Window Unit 2 Digital	media product in this production medium - print/web		graphic; Learning Outcome 4: Be able to review a	product (different			aims of the brief with		
Graphics	graphics).	10 114 10	digital graphic.	product).		Makes and off makes in the	minimal teacher input.	Feb HT	Work will be internally
	Lessons will follow a common format: students will learn about	2P, 2M, 2D.				comments and summative			by the teacher and they
		1	1	l			Practice work will be		moderated as part of the
	practice their production and evaluation skills , receiving	l			l	receive and feedback as it is being developed and written summative	assessed throughout;		department moderatio Work may also be exte
	feedback as they go along; they will beintroduced to sample		Committee Continues & Continues & December 2			fredback at the end.			moderated.
	with the famat. Once the brief is issued, students will have 2		properties of digital graphics; Learning Outcome 2:				end of the until they		
				planning and			will have 2 weeks to		
Assessment Window Linit 2 Digital	brief (which usually involve planning, making and evaluatings media product in this production medium - exist leads			reviewing a medi			fulfil the production size of the brief with		
Graphics	graphics).		digital graphic.	product).			minimal teacher input.		
		.,,	their next unit and will revisit production and/or writing						
Research and WEX		IP. 1M. 1D.	unit's work.	as needed		Whitten work will receive in-line			Work will be internally
		2P, 2M, 2D.				comments and summative			by the teacher and the
	some of skills and ways of workingwithin this production					comments; production work will section and feedback as it is below	Practice work will be		moderated as part of ti department moderatio
	medium (digital games); they will have the chance to practice					developed and written summative			Work may also be exten
	they so along: they will be introduced to sample briefs ahead of		Learning Outcome 1: Understand game creation			feedback at the end.	with a brief prior to the		moderated.
	their final assessment, to familiarise themselves with theforsat.		hardware, software and peripherals; Learning				end of the unti; they		
	lesson time! to fulfil the requirements of the brief (which		game: Learning Outcome 3: De able to create a	panning and reviewing a medi			fulfil the production		
Assessment Window Unit 13	usually involve planning, making and evaluatings media			product (different			aims of the brief with	End of	
Developing Digital Games	product in this production medium - digital garned.	10 114 10	review the creation of a digital game.	product).		Makes and off makes in the	minimal teacher input.	Summer	Work will be internally
		2P, 2M, 2D.				comments and summative		Term	by the teacher and they
							Practice work will be		moderated as part of ti department moderatio
	medium (digital games): they will have the chance to practice					developed and written summative	assessed throughout;		Work may also be exten
	their production and evaluation skills, receiving feedback as they as along they will be introduced to seemels briefs about of		Learning Outcome 1: Understand came creation			fredback at the end.			moderated.
	their final assessment, to familiarise themselves with thefomat.	1	hardware, software and peripherals; Learning	l		l	end of the unti; they		1
	Once the brief is issued, students will have 2 weeks (including	l			l	l	will have 2 weeks to		1
Assessment Window Unit 13	usually involve planning, making and evaluatings media	l	digital game Learning Outcome 4: Be able to	product (different	l	l	aims of the brief with		1
Developing Digital Games	product in this production medium - digital games.	-	review the creation of a digital game.	product).	L	l	minimal teacher input.		1
		1P, 1M, 1D,	ī			Whitten work will receive in-line	T T		Work will be internally
	some of skills and ways of workingwithin this production	2P, 2M, 2D.			l		l		by the teacher and the moderated as part of t
	medium (digital video production); they will have the chance to					receive and feedback as it is being	Practice work will be	l	department moderatio
		1	1	l		developed and written summative			Work may also be exter moderated
	briefs ahead of their final assessment, to familiarise themselves	l	Learning Outcome 1: Understand the uses and		l	predback of the end.	with a brief prior to the		moderated.
	with the format. Once the brief is issued, students will have 2	l	properties of digital video Learning Outcome 2: Be		l	l	end of the unti; they		1
	weeks (including lesson time) to fulfil the requirements of the brief (which usually involve planning, making and evaluatings	l	Outcome 3: De able to create a digital video	planning and reviewing a medi	l	l	will have 2 weeks to fulfil the production		1
	media product in this production medium - digital video		sequence; Learning Outcome 4: Se able to review	product (different		l	aims of the brief with	End of	1
Developing a Ligital Video Sequence	production).	IP. 1M. 1D.	a ugue voes enqueste.	groduct).		Whitten work will receive in-line	minimai teacher input.	Summer	Work will be internally
		2P, 2M, 2D.			l	comments and summative	l	Term	by the teacher and the
	medium (digital video production): they will have the chance to	l			l		Practice work will be		moderated as part of ti department moderatio
	practice their production and evaluation skills , receiving	l			l	developed and written summative	assessed throughout;		Work may also be exten
	feedback as they go along; they will beintroduced to sample			ı		freeback at the end.	students will be issued		
	briefs should of their final assessment to familiarise themselves		Learning Outcome 1: Understand the uses and						
	briefs shead of their final assessment, to familiarise themselves with the famat. Once the brief is issued, students will have 2		properties of digital video Learning Outcome 2: Be				with a brief prior to the end of the unti; they		Industrial Co.
	briefs shead of their final assessment, to familiarise themselves with the format. Once the brief is issued, students will have 2 weeks (including lesson time) to fulfill the requirements of the		properties of digital video Learning Outcome 2: Ele able to plan a digital video sequence Learning	planning and			end of the unti; they will have 2 weeks to		moderation.
Assessment Window Unit 10	briefs shead of their final assessment, to familiarise themselves with the famat. Once the brief is issued, students will have 2		properties of digital video Learning Outcome 2: Be	planning and reviewing a medi product (different acceler)			end of the unti: they		indeposit.
	Graphia Assessment Window Unit 2 Digital Graphia Research and MCK Assessment Window Unit 1 Directory (Digital Controlled Control Assessment Windows Unit 1 1 Directory (Digital Control	whether watering proportions prompting to physical production of the control of t	Authors extraction per production permanent in company per programme in contraction of the contraction of th	Section 19 (1) And the section of the production personal to the production of the p	Section 19 Companies to 19 Com	And the second content of the conten	Authors related an expension of the control property o	Authors (Marke Water 1996) Au	Authors (Market on 12 Cape) Authors (Market

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

Half term	Unit Title Hyperlink to SOW	Dwscription	Levels covered	Skills & content covered	Skills & content revisited	Links to A/T level skills and content	Marking and feedback	Assessment schedule, including criteria	Deadine	How work will be standarised or moderated
11.1	DIAM 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 preduce pre-production documents; Learning Outcome 4: Be able to review pre- production documents	planning and reviewing a medi product (different product).		Ministry work will receive in line comments and summative comments, production work will secrive and feedback as it is being developed and written summative feedback at the end.	Students will be prepared for 2 mock examinations, which will be sat and detailed, bespoke feedback will be issued based on serformance.	DAM IN	External examination.
11.2	EKAM REVISION (EKAM IN DECOAN)		1P, 1M, 1D, 2P, 2M, 2D.	Learning Outcome 1: Understand the purpose and content of pre-production; Learning Outcome 2: Bis sible to plan pre-production; Learning Outcome 3: Bis able to predous pre-production documents; Learning Outcome 4: Bis able to review pre- production documents	planning and reviewing a medi product (different product).		Ministen work will receive in-line comments and summotive comments; production work will receive and feedback as it is being developed and written summative feedback at the end.	Students will be prepared for 2 mock examinations, which will be sat and detailed, bespoke feedback will be issued based on performance.	DEC/JAN	External examination.
11.3 GAH	Assemment Window Unit 12 Onesdoping Egiptal Cames	annues will follow a common format incident will leave about ease of wild bear dainy of weeking-willow the production where the production of weeking will be the production of the production of weeking will be the common of the production of weeking will be the common of the production of weeking will be a week to the Army gain only the production of the bard public season from the production of the bard public season from the bard the experiences of the bard public season from the bard the experiences of the bard public season from the bard the experiences of the bard public season from the bard the experiences of the bard public season and the bard the experiences of the bard public season will follow a common format induces will follow a season will follow a common format induces will follow a season will follow a common format induces will follow a season will follow a common format induces will follow a season will follow a common format induces will follow a season of the bard of the season of the bard of season of the bard of the bard of season of the bard of season of the bard of season of the bard of season of seaso	1P, 1M, 10, 2P, 3M, 20. 1P, 1M, 10, 2P, 3M, 20.	Learning Outcome 1: Understand game emotion Conference Learning understand Learning Conference 2 the side professor Learning game, Learning Outcome 2: To add to create a present Learning Outcome 3: To add to create a worker the creation of a digital game.	planning and reviewing a medi product (different product)		shiften war will receive to the commence of unamendow commence production work will commence production work will consider the comment of the developed and within summable preducts at the end. Abilities work will receive in other commence preduction work will commence preduction work will developed and written summable preduction of the preduction of the developed and written summable preduction of the developed and written summable preduction of the developed and written summable preduction of the developed and written summable developed and written summable products at the seal.	Practice work will be assessed throughout; trudents will be issued with a brief prior to the end of the unit; they will have 2 weeks to Air? It be praduction aims of the brief with trining all teacher input. Practice work will be assessed throughout; trudents will be issued with a brief and/or to the	Easter	work will be internetly assemed by the facebox and by the facebox and a part of the dispositioner and a part of the dispositioner and a part of the dispositioner and a part of the work will be attentify assemed by the facebox and the maderisted. Work may also be extensibly and a part of the dispositioner and a part
11.5 GAH	Assessment Window Unit 13 Developing Digital Games	their final assessment, to familiarise themselves with theforax. Once the hief it issued, modests will have 2 weeks (including second time) to fault the requirements of the brief (which smally incolve planning, making and evaluatings media product in this production medium - digital gamed. During this term, each studiest will have individual focuses based	10 1M 10	hardware, software and peopherals; Learning Outcome 2: The able to plan the creation of a digital garns; Learning Outcome 3: Ele able to create a digital garns; Learning Outcome 4: Ele able to swise the creation of a digital garns.	planning and reviewing a medi product (different product).			end of the unti; they will have 2 weeks to fulfil the production aims of the brief with minimal teacher input.	DESITE IN	
11.5 UAN	Finishing off/Tidying Up/ Preparing students for resits.	curing this term, each student was have individual focusic 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.	2P, 2M, 2D.	curing this term, each student will have included focuses based on the production/written work they have done to date. In some cases, this might include preparing for resist for the Pre-Production Kaam.	as needed			as needed	MAY/JUNE	
11.3 LIN	Asseument Window Unit 10 Developing 3 Olgisti Video Sequence	seasons will follow a common former; students will form about some of shills and ways of working-shills this production modernia (fight side specificate). It have find been been chanced to practice that production and workings shill, incohing sometimes and the production and workings shill, incohing shills and they got they will inferted the sample with the following to the production and workings and the shill shill be suffered to sample with the following shill be shill be suffered to sample with the following shill be shill be suffered to sample shill be shi	1P, 1M, 1D, 2P, 3M, 2D.	Learning Outcome 1: Understand the uses and properties of digital video Learning Outcome 2: Be able to plan a digital video sequenced Learning Outcome 3: The able to create a digital video of the control of the control outcome 4: Be able to create a digital video and the control outcome 4: Be able to review a digital video and the control outcome 4: Be able to review and the control outcome 4: Be able to review a digital video and the control outcome 4: Be able to review a digital video and the control outcome 4: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 5: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital video and the control outcome 6: Be able to review a digital v	planning and reviewing a medi product (different product).		Ministro word will receive in the comments and summotive comments, production work will receive and perdodic as it is being developed and written summotive feedback at the end.	Practice work will be assessed throughout; students will be issued with a brief prior to the end of the unti; they will have 2 weeks to fulfil the production aims of the brief with minimal tracker input.	Surter	Work will be intercally assessed by the teacher and then enaders sed up part of the department enablers size day. Work may also be externally enaders ted.
11.4 LIN	Assessment Window Unit 10 Dreveloging a Digital Video Sequence	assess will follow a common former; students will learn about some of falls not ways of working-which this production was not falls and ways of working-which this production. The product in their production and washades not fall, receiving the students of the students of the sample of the students about of their fall assessment, the fall assessment with the student should not their subsection that it is assessment to fall assessment with the student should not the students about of their fall assessment in fall assessment in the students in the students will have a student should be subsected to the students should be subsected to the students and the students are subsected to the students are s	1P, 1M, 1D, 2P, 2M, 2D.	Learning Outcome 1: Understand the uses and properties of digital video Learning Outcome 2: Be able to plan sight video sequenced, Learning mapping, Learning Dutcome 4: Be able to review a digital video sequenced 4: Be able to review a digital video sequence 4: Be able to review	planning and reviewing a medi product (different product).		Ministro wards will receive in-time commenter and automotive commente, pradication work will moreover and production work will moreover and production 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 fulfill the production alms of the brief with minimal teacher input.		Work will be intercedly posessed by the seccher and then moderated as part of the department moderation day. Work may also be extensibly moderated.
11.5 LIN	Finishing off/ Tidying Up/ Preparing students for resits.	During this term, each student will have indivudal focuses based on the production/sertien work they have done to date. In same case, this might include preparing for resits for the Pre- Production Exem.	1P, 1M, 1D, 2P, 2M, 2D.	During this term, each student will have indivudal 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			as needed	MAY/JUNE	
11.6 BOTH	RESITS ONLY IN THIS TERM	There will be no formal teaching in this term.	1P, 1M, 1D, 2P, 3M, 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 traching in this term.		



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	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					Formartive 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			Media Language; Representation; Media Audiences; Media Industries; Historical, Social & Cultural Contexts.		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.		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,	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.		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									



	Unit Title Hyperlink to		Grades	5. W. S			Assessment schedule,		How work will be standarised or
alf term		Description	covered	Skills & content covered	Skills & content revisited	Marking and feedback	including criteria	Deadline	moderated RTC = EXTERNAL: ME =
13.	Responding to a Commission; Media	Students respond to a board-issued brief, creating a suitable media		AO1 Demonstrate knowledge and understanding of media		In line with department marking policy; students to receive written feedback on			Internally assessed; then
	Enterprise	product to meet the needs of the		production processes and related considerations when respondi		draft of written work (AfL); ongoing	marking spec.		internally verified; put
	Litterprise	brief (EXTERNAL ASSESSMENT);		to a brief; AO2 Apply knowledge and understanding of media		feedback (oral & written) on production	marking spec.		forward for standards
		students produce a related media		production processes in context, demonstrating how constraints		work.			verificaiton (window
		enterprise project (internal		affect decisions and the ability to adapt to changes in					March-May).
		assessment).		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;					
13.2	Responding to a	Students respond to a board-issued		AO3 Analyse and interpret information related to purpose,	3B1 Using an e-portfolio; 3B3	Summative assessment as per Btec	EXTERNAL ASSESSMENT	XMAS	RTC = EXTERNAL; ME =
	Commission; Media	brief, creating a suitable media		technical and logistical requirements of the brief and evaluate	Manipulations and modicifations	Pearson grading criteria.			Internally assessed; then
	Enterprise	product to meet the needs of the brief (EXTERNAL ASSESSMENT);		solutions for implementation with appropriate justification; AO4	B4 E-portfolio or preparation, editing and/or manipulation				internally verified; put forward for standards
		students produce a related media		Be able to respond creatively to a brief demonstrating the ability					verificaiton (window
		enterprise project (internal		to synthesise a range of ideas. C Produce a new digital media	ľ				March-May).
		assessment).		product or service through application of media enterprise skills					
				Review media enterprise skills.					
13.3	Film Production -	Students produce a short, fiction fil		•	3C1 Meeting the brief; 3C2	In line with department marking policy;	Internal Assessment		DMS = EXTERNAL; FP-F =
	Fiction; Digital Media Skills that showcases their most secure skills with visual effects; studen	that showcases their most secure		A Understand codes and conventions of fictional film production	Digital skills; 3C3 Saving final	students to receive written feedback on			Internally assessed; then
			Produce material for a fictional film of a specified genre; AO1	media product.	draft of written work (AfL); ongoing	marking spec.		internally verified; put	
		perpare assets for external		Apply knowledge and understanding of media production		feedback (oral & written) on production			forward for standards
		assessment		processes and skills when responding to a brief; AO2 Demonstra		work.			verification (window March-May).
				application of knowledge and understanding to create appropria					march may).
				assets in responses to a brief; AO3 Demonstrate selection and us					
				of appropriate skills required for asset management;					
12 .	Film Production -	Students produce a short, fiction fil		C A color and the color and th	3C1 Meeting the brief; 3C2	Summative assessment as per Btec	Internal Assessment	FP-F = Easter	DMS = EXTERNAL: FP-F =
13	Fiction; Digital Media	that showcases their most secure		C Apply post-production techniques to a fictional film utilizing		Pearson grading criteria.	according to Btec Person	iri - Lastei	Internally assessed; then
	Skills	sklills with visual effects; students		codes and conventions of a specified genre. AO4 Demonstrate	media product.	J J	marking spec.		internally verified; put
		perpare assets for external		application of appropriate technical skills in the creation of a me	1				forward for standards
		assessment		product; AO5 Synthesise ideas in order to produce creative					verification (window
				responses that meet the needs of the brief.					March-May).
13.5	Digital Media Skills	Students produce resources to be us in their final, board-issued EXTERNA		AO3 Demonstrate selection and use of appropriate skills		Exam Prep - looking at previous formats for this Unit; marking guided by board			EXTERNAL ASSESSMENT
		ASSESSMENT.		required for asset management; AO4 Demonstrate		feedback/exam reports.			
		, is a second of the second of		application of appropriate technical skills in the creation		recapacity examinepores.			
				of a media product; AO5 Synthesise ideas in order to					
				produce creative responses that meet the needs of the					
42.4	Digital Madia Chili-	Ctudante produce recourses to be		brief.		Exam Prep - looking at previous formats	EVTERNAL ACCECCMENT	DMS = SUMMER	EXTERNAL ASSESSMENT
13.6	Digital Media Skills	Students produce resources to be us in their final, board-issued EXTERNA		AO3 Demonstrate selection and use of appropriate skills		for this Unit; marking guided by board	EXTERNAL ASSESSMENT	DW2 = 20WWFK	EXTERNAL ASSESSMENT
		ASSESSMENT.		required for asset management; AO4 Demonstrate		feedback/exam reports.			
				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.					



			Cu	rriculum map	2017-20				
Half term	Unit Title Hyperlink to SOW	Description In the first half term, students study skills of product	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 3D Modelling, 3D Environments and 3D Animation Skills.	in 3 different key pieces of noftware: Maya, Unity an Photorhop. These sessions are supported by theory lessons that explain why certain ways of working ext 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 assesse then internally verified; put forward for standards verification (window March- May).
12.2	Theory for 3D Modelling, 3D Environments and 3D Animation Skill	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 3E 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 assesse then internally verified; put forward for standards verification (window March- May).
12.3	Planning and Production for 3D Modelling, 3D Environments & 3D Animation	Students produce planning documentation for the in unit: 30 Modelling. Deriverements, 103 Animation. It is envisaged that there will be increasing overlap- tic 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 31 models; Develop 3D models for use in a 30 game engine; Design a 30 pame engine; Design a 30 pame environment; Produce a 30 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 assesse then internally verified; put forward for standards verification (window March- May).
12.4	Planning and Production for 3D Modelling, 3D Environments & 3D Animation	units: 30 Modelling: 30 Environments; 30 Animation. It is envisaged that there will be increasing overlap— the terms go on - between planning and production. and of this fourth haff-term is that planning for these and of this fourth haff-term is that planning for these production work will begin to become the malti focus tessors.	40B; 40C - pass, merit, distinction. 41B; 41C - pass, merit, distinction. 43B; 43C - pass merit distinction	Explore ideas for the production of 30 models; Develop 3D models for use in a 30 game engine; Design a 30 pame engine; Design a 30 pame environment; Produce a 30 game environment in a 30 game engine; Explore the use of 30 animation tools and techniques for a specific media product; Create a digital 30 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 assesse then internally verified; put forward for standards verification (window March- May).
12.5	Planning and Production for 3D Modelling, 3D Environments & 3D Animation	Students produce planning documentation for the th units: 30 Modelling: 30 Environments; 30 Animation, It is envisaged that there will be increasing overlap- the terms go on - between planning and production, aim of this fifth Mai-term is that the planning and experimentation phases of pre-production are over a that the production enters full swing.	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 assesse then internally verified; put forward for standards verification (window March- May).
12.6	Production for 3D Modelling, 3D Environments and 3D Animation	Students produce planning documentation for the th units: 30 Modelling: 30 Environments; 30 Animation, It is envinaged that there will be increasing overlap- the terms go on - between planning and production, aim of this sixth is that all production/evaluation wo 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 assesse then internally verified; put forward for standards verification (window March- May).
Half term	Unit Title Hyperlink to SOW	Description	Grader covered	Skills & content covered	Skills & content revisited	Marking and feedback	Assessment schedule, including criteria	Davdina	How work will be standarised or moderated
13.1	Digital Games Production Digital Games Production	in this unit, students will study the theory behind go decings, and then design, produce & forces degitatel game using sources assets. The aim of this term is they understand the theory and legand planning the so be the behavior of the students are sometimes to be the behavior of the students will be sometimes to be the summer Work between years 12 and 13). In this unit, students will study the theory behind go design, and then design, produce 6 check a digital game using sources assets. The aim on this half-term of the half-term of the half-term of the half-term of the students will study the theory behind go design, and then design, produce 6 check a digital of the students will be some students as the students will be supported to the studen	pass, merit, distinction 13A; 13B; 13C - pass, merit,	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. Explore ideas for the production	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. Unit 13 Tasks 2 & 3 to be submitted by	Oct HT End of Nov & XMAS	internally assesse then internally verified; put forward for standards verification (window March- May). Internally assesse then internally
		game using sources assets. The aim of this half-te is that they design and check a game within a specifigenre. Students produce resources to be used in their final.	distinction	Design a digital game using sourced assets; Produce and check a digital game in a specific genre. A33 Pemonstrate selection and use of	of 3D models; Design a 3D game environment; Explore the use of 3D animation tools and techniques for a specific media product. All digital media skills learned as as	Exam Preo -	end of Nov and XAMS, respectively. 'Grading criteria as outlined in the BTEC specification. EXTERNAL	DNS = SUMMER	verified; put forward for standards verification (window March- May).
13.3	Digital Media Skills	Saudents produce resources to se used in their rinal, board-issued EXTERNAL ASSESSMENT.	pass, merit, distinction.	AUS Demonstrate selection and use or appropriate skills required for asset management; AO4 Demonstrate application of appropriate technical skills in the creati of a media product; AO5 Synthesise ideas i order to produce creative responses that meet the needs of the brief.	Aul digital media skuis learned as pa of Units 13, 7his is a synoptic assessment unit.	Looking at previous formats for this Unit; marking guided by board feedback/exam reports.	EXTERNAL ASSESSMENT	DMS = SUMMER	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, 400 Demonstrate applicatio of appropriate technical skills in the creati of a media product; AO5 Synthesize ideas is order to produce creative responses that meet the needs of the brief.	All digital media skills learned as pa of Units 13, 40, 41 & 43. This is a synoptic assessment unit.	Exam Prep - looking at previou 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; AO Demonstrate application of appropriate technical skills in the creati of a media product; AOS Synthesize ideas is order to produce creative responses that meet the needs of the brief.	All digital media skills learned as pa of Units 13, 40, 41 & 43. This is a synoptic assessment unit.	Exam Prep - looking at previou formats for this Unit; marking guided by board feedback/exam reports.	EXTERNAL ASSESSMENT	DMS = SUMMER	EXTERNAL ASSESSMENT
13.6	Digital Media Skille	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; AO Demonstrate application of appropriate technical skills in the creation of a media product; AOS Synthesize ideas is order to produce creative responses that meet the needs of the brief.	All digital media skills learned as pa of Units 13, 40, 41 & 43. This is a synoptic assessment unit.	Exam Prep - looking at previou formats for this Unit; marking guided by board feedback/exam reports.	EXTERNAL ASSESSMENT	DMS - SUMMER	EXTERNAL ASSESSMENT



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									How work will be
	Unit Title Hyperlink to		Grades				Assessment schedule,		standarised or
lf term	sow	Description	covered	Skills & content covered	Skills & content revisited	Marking and feedback	including criteria	Deadline	moderated
	Introduction to Film;	From silent to VFX; mise-en-scene; cinematography; editing;		Key elements of film form;	Basic analysis skills; Key	As per Department feedback policy;	Exam-style essays set for HV		Internal assessme
	Hitchcock & Scott	performance; lighting; sound; understanding Hitchcock as auteu	ц	meaning and response; semiotics;	Elements of Film Form; Auteur	formative; no grades; MS Comments on	and done to time in class.		using standardise
		Vertigo analysis; The Hitchcock Blonde; Use of Colour in Vertigo	o o	context of film; Auteur Theory	Theory.	digital work.			Eduqas tests/ma
									schemes as a gui
12.1									
	Hitchcock & Scott; La	The Uncanny; Bomb Theory; understanding Scott as auteur; Blad	4	Key elements of film form;	Auteur Theory; Spectatorship;	As per Department feedback policy;	Mock Exams; Exam-style	Just before/after XMAS	Internal assessm
		Runner analysis; femmes fatales in Scott films; Scott &		meaning and response; semiotics;	Ideology	formative; no grades; MS Comments on	essays set for HW and done		using standardise
		advertising; understanding of the impacts of contexts upon film		context of film; Auteur Theory;		digital work. Grades only on Mocks.	time in class.		Edugas tests/ma
		making (classic Hollywood studio system and New Hollywood)		Spectatorship; Ideology (Feminism	n				schemes as a gu
12.2									
12.2	La La Land & Frances	introduction to British Film; Narrative Techniques; Moon analysi	i	Key elements of film form;	Spectatorship; Ideology;	As per Department feedback policy;	Exam-style essays set for HV		Internal assessm
		Narrative Theory; Marxism & Moon; The ending to Moon. analysis	1	meaning and response; semiotics;		formative; no grades; MS Comments on			using standardis
	Moon	of La Land, analysis of Winter's Bone. introduction to feminis		context of film; Spectatorship;	Harracive	digital work.Grades only on Mocks.	and done to time in class.		Edugas tests/ma
	Moon	theory and concepts of audience and spectatorship. Study of		Ideology (Feminism & Marxism);		digital work. Grades only on mocks.			schemes as a gu
12.3		Mainstream and independent American cinema and i		Narrative Theory & Techniques.					scricines as a gai
12.3	Shaun of the Dead &		J		Idealanii Namatiiii Kai	A	MI-F(I-tI)-F	F+	l-tl
	Moon; CSWK Prep	Zombies on Film; The Spaced Connection (Pegg, Frost & Wright)	,	Key elements of film form;	Ideology; Narrative; Key	As per Department feedback policy;	Mock Exams (Internal); Exam	Laster	Internal assessm
	(Short Films analysis)	Ideology & Shaun of the Dead (Marxism); Shaun of the Dead		meaning and response; semiotics;	Elements	formative; no grades; MS Comments on			using standardis
	(SHOLL FILLIS dilatysis)	beginnings and endings; revision techniques.		context of film; Ideology		digital work.Grades only on Mocks.	done to time in class.		Eduqas tests/ma schemes as a gu
				(Marxism); Narrative Theory &					scriemes as a gu
12.4				Techniques.					
	Amy (Documentary);	introduction to different classifications of documentary. Close		Key elements of film form;	Critical Debates; Filmmakers'	Formative feedback on CSWK	Exam-style essays set for HV		Internal assessm
	CSWK - Screenplay	study focus on Nick Broomfiend and Kim Longinotto Students		meaning and response; semiotics;	Theory; Key Elements		and done to time in class;		using standardis
	Option	produce screenplay, storyboard and analysis based on board-set	ţ	context of film; Auteur Theory			CSWK to receive ongoing AfL		Eduqas tests/ma
		brief.					feedback		schemes as a gui
12.5									
	Amy (Documentary);	Students produce screenplay, storyboard and analysis based on		Key elements of film form;	Critical Debates; Filmmakers'	Summative feedback on cswk	Mock Exams; Exam-style	July EOT	Internal assessm
	CSWK - Screenplay	board-set brief. Understanding of how meaning is constructed		meaning and response; semiotics;	Theory; Key Elements		essays set for HW and done		using standardise
	Option	through Kapadia's combination of existing footage and audio		context of film; Auteur Theory			time in class.		Eduqas tests/ma
		interviews.							schemes as a gui
12.6									
									How work will b
	Unit Title Hyperlink to		Grades				Assessment schedule,		standarised or
f term	sow	Description	covered	Skills & content covered	Skills & content revisited	Marking and feedback	including criteria	Deadline	moderated
13.1	CSWK - Video Option;	Students produce a short film and analysis based on board-set b		Key elements of film form;	Meaning & Responses; Key	Formative feedback on CSWK	Exam-style essays set for HV	Exam-style essays set	Internal assessm
	City of God & Victoria	Studying International Film; The Gangster Genre; Representing		meaning and response; semiotics;	Elements; Contexts of Film.		and done to time in class;	for HW and done to	using standardise
	•	Brazil on Film; Narrative Sturcutres (broken narratives); Semiot	i	context of film;			CSWK to receive ongoing AfL	time in class; CSWK to	Edugas tests/ma
		in City of God (Rocket as the Chicken); Influences of City of God	d				feedback	receive ongoing AfL	schemes as a gu
								feedback	_
12.2	CSWK - Video Option;	Students produce a short film and analysis based on board-set b		Key elements of film form;	Meaning & Responses; Key	Summative feedback on cswk	Exam-style essays set for HV	XMAS EOT	Internal assessm
13.2	City of God & Victoria	Studying European Film; A (very) Brief History of German Cinem	1	meaning and response; semiotics;		Januarive reedback on CSWK	and done to time in class;	MIMS LOI	using standardis
	City of God & victoria	The Long Take (from Welles to Victoria); Representing Germany	1	context of film;	Etements, Contexts of Fitti.		CSWK to receive ongoing Afl		Edugas tests/ma
		Semiotics in Victoria (Trapped in Film).	1	context of fidit,			feedback		schemes as a gu
		Semiotics in victoria (Trapped in Film).					leeuback		scrienies as a gu
13.3	Buster Keaton; Pulp	The Birth of Film; Silent & Early Film Era; Realism and		Key elements of film form;	Narrative; Auteur; Critical	As per Department feedback policy;	Mock Exams; Exam-style	Exam-style essays set	Internal assessm
	Fiction	Expressionsim; Old Stoneface; The General; Short Films Analysis	g	meaning and response; semiotics;	Debates	formative; no grades; MS Comments on	essays set for HW and done	for HW and done to	using standardis
		Introduction to Experimental Film; Quentin Tarrentino as Auteu	4	context of film;		digital work. Grades only on Mocks.	time in class.	time in class; CSWK to	
		Pulp Fiction as Experimental Narrative; Uses of Vignettes in						receive ongoing AfL	schemes as a gu
		Narrative Films.						feedback	
13.4	REVISION								Internal assessn
						1			using standardis
						1			Eduqas tests/ma
									schemes as a gu
							i e		