

## Year 10 Topics - Tech Award Creative Media

In year 10 we teach the following topics over the course of the year. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

### Component 2: Developing Digital Media Production Skills

Learning aim A: Develop media production skills and techniques				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>A1: Practical skills and techniques</b>	Students will develop media production skills and techniques appropriate to for the Publishing media sector.	Planning skills relevant to the publishing media sector: <ul style="list-style-type: none"> <li>• mood boards</li> <li>• house style</li> <li>• thumbnails</li> <li>• sketches</li> <li>• flat plans</li> <li>• design comps (comprehensive layout)</li> <li>• mock-ups</li> </ul>	<ul style="list-style-type: none"> <li>• mood boards</li> <li>• house style</li> <li>• sketches</li> <li>• flat plans</li> <li>• design comps</li> <li>• mock-ups</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• reading</li> <li>• effective writing</li> <li>• oracy</li> <li>• literacy</li> <li>• IT</li> <li>• research</li> <li>• communication</li> <li>• working collaboratively</li> <li>• analysis</li> <li>• reflective practice</li> <li>• self-management</li> <li>• self-monitoring</li> <li>• Photoshop skills</li> <li>• camera work</li> <li>• photography techniques</li> <li>• image editing techniques</li> <li>• lighting</li> <li>• desktop publishing</li> </ul>
		Skills and techniques for creating content relevant to the publishing media sector, such as: <ul style="list-style-type: none"> <li>• writing and editing copy</li> <li>• taking photographs</li> <li>• cropping</li> <li>• scaling</li> <li>• resizing images</li> <li>• image manipulation techniques</li> <li>• creating graphics</li> </ul>	<ul style="list-style-type: none"> <li>• writing copy</li> <li>• editing copy</li> <li>• photographs</li> <li>• cropping</li> <li>• scaling</li> <li>• resizing images</li> <li>• image manipulation techniques</li> <li>• graphics</li> </ul>	

		Skills and techniques for combining, shaping and refining content relevant to the publishing media sector, such as: <ul style="list-style-type: none"> <li>• page layout and design</li> <li>• typography</li> <li>• use of colour</li> <li>• paragraph and character styles</li> <li>• text wrap</li> <li>• columns</li> <li>• creating a visual hierarchy</li> <li>• using white space</li> </ul>	<ul style="list-style-type: none"> <li>• page layout</li> <li>• page design</li> <li>• typography</li> <li>• colour</li> <li>• paragraph styles</li> <li>• character styles</li> <li>• text wrap</li> <li>• columns</li> <li>• visual hierarchy</li> <li>• white space</li> </ul>	
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Learning aim B: Apply media production skills and techniques				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>B1: Pre-production processes and practices</b>	Students will apply relevant media production skills and techniques through the following media practices: pre-production, production and post-production when reworking extracts of an existing media product/s such as a movie trailer, a magazine cover or a platform game.	Publishing pre-production processes and practices, such as producing: <ul style="list-style-type: none"> <li>• thumbnails</li> <li>• sketches of page layouts</li> <li>• design comps (comprehensive layout)</li> <li>• page mock-ups</li> </ul>	<ul style="list-style-type: none"> <li>• thumbnails</li> <li>• sketches</li> <li>• design comps</li> <li>• page mock-ups</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• reading</li> <li>• effective writing</li> <li>• oracy</li> <li>• literacy</li> <li>• IT</li> <li>• research</li> <li>• communication</li> <li>• working collaboratively</li> <li>• analysis</li> <li>• reflective practice</li> <li>• self-management</li> <li>• self-monitoring</li> <li>• Photoshop skills</li> <li>• camera work</li> <li>• photography techniques</li> </ul>
<b>B2: Production processes and practices</b>		Publishing production processes and practices, such as: <ul style="list-style-type: none"> <li>• preparing copy</li> <li>• taking photographs</li> <li>• image manipulation</li> <li>• creating graphics</li> <li>• saving images in appropriate file formats</li> </ul>	<ul style="list-style-type: none"> <li>• copy</li> <li>• photographs</li> <li>• image manipulation</li> <li>• graphics</li> <li>• file formats</li> </ul>	
<b>B3: Post-production</b>		Publishing post-production processes and practices, such as: <ul style="list-style-type: none"> <li>• assets</li> <li>• page layout</li> <li>• design concepts</li> </ul>	<ul style="list-style-type: none"> <li>• assets</li> <li>• page layout</li> <li>• design concepts</li> </ul>	

<p><b>processes and practices</b></p>		<ul style="list-style-type: none"> <li>• combining assets into a page layout and design that makes effective use of colour and the design concepts of balance, proximity, alignment, repetition, contrast and space</li> <li>• exporting files for digital publication</li> </ul>	<ul style="list-style-type: none"> <li>• balance</li> <li>• proximity</li> <li>• alignment,</li> <li>• repetition</li> <li>• contrast</li> <li>• space</li> <li>• exporting</li> </ul>	<ul style="list-style-type: none"> <li>• image editing techniques</li> <li>• lighting</li> <li>• desktop publishing</li> </ul>
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<b>Learning aim C: Review own progress and development of skills and practices</b>				
<b>Topic</b>	<b>Rationale</b>	<b>Knowledge acquisition</b>	<b>Key vocabulary</b>	<b>Skills and enrichment</b>
<p><b>C1: Review of progress and development</b></p>	<p>Students must track their progress, reflecting on their development of skills and techniques through to the application of pre-production, production and post-production processes and practices. Students will use a skills audit to highlight strengths and areas for improvement, which should be used to set future targets.</p>	<p>The review can include audio-visual commentaries (such as screen recordings), annotated practical work and/or written content, with reference to the following:</p> <ul style="list-style-type: none"> <li>• development of skills and techniques</li> <li>• responding to audience/user feedback</li> <li>• identifying strengths and areas for development</li> <li>• actions and targets for future production work</li> <li>• reference to professional working practices</li> <li>• use of terminology appropriate to the media field</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• user feedback</li> <li>• working practices</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• reading</li> <li>• effective writing</li> <li>• oracy</li> <li>• literacy</li> <li>• communication</li> <li>• working collaboratively</li> <li>• analysis</li> <li>• evaluation</li> <li>• reflective practice</li> <li>• self-management</li> <li>• self-monitoring</li> </ul>