

Curriculum Content Map		Subject: Creative Media Production										
		Term 1					Term 2				Term 3	
		September	October	November	December	January	February	March	April	May	June	July
Cultural Transmission	National Curriculum area – KS5		Unit 4: Pre Production Skills			Unit 1 : Media Representations			Unit 10: Film (Fiction)			
	Substantive Knowledge	<i>The What!</i>	This unit will enable students to develop their understanding of the essential pre-production work that takes place as part of a creative media production. Students will gain an understanding of the requirements of the planning stage, from finance and logistics to regulations. Their investigations will help them develop the pre-production skills and experience needed to carry out their own tasks and to produce a digital media product. Students will create a portfolio and manage the pre-production for their own creative media production. The knowledge, skills and experience that they gain in this unit will give them valuable insight into the work that goes on during pre-production, along with transferable creative media production skills			This unit will provide a foundation for understanding semiotic analysis and the 'reading' of media texts, which is important when consuming messages and producing representations of students' own through the production of media in the optional units. In this unit, students' will draw on your learning from across the programme to complete assessment tasks. It also provides an introduction to fundamental media theory and analysis that is the basis for many progression routes at higher education level.			Film production is becoming increasingly accessible with advances in portable, high quality and relatively low-cost equipment and software. The requirements of telling a story through the medium of film or video, and the discipline required to communicate this to an audience, remain as necessary as ever. In this unit, students will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. Students will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. They will need to bring together a range of elements to successfully produce your product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.			
	Disciplinary knowledge	<i>The How!</i>	Learning Aim A: Understand the requirements of pre-production of a digital media product Learning Aim B: Carry out pre-production for a digital media product Learning Aim C: Produce a pre-production portfolio for a creative media Production Learning Aim D: Review pre-production of a digital media product			AO1 Demonstrate knowledge and understanding of media terminology, semiotics, theories, concepts and messages AO2 Apply knowledge and understanding of media concepts, semiotics, theories and formal techniques to constructed representations AO3 Analyse media texts to deconstruct representations and decode messages and evaluate their effectiveness and impact AO4 Make connections between polysemic messages underpinning media representations and their related values and effects on wider society			Learning Aim A: Understand codes and conventions of fictional film production Learning Aim B: Produce material for a fictional film of a specified genre Learning Aim C: Apply post-production techniques to a fictional film utilising codes and conventions of a specified genre.			
	Sequencing (Flow)	<i>Retrieval & Extension</i>	Recalling knowledge of: • formats and purposes • generic conventions and characteristics • audience expectations and interpretation • narrative structures, including application of narrative models and theory and use of characterisation			Review and revise: analyse, compare, evaluate, explain, identify, to what extent Recall knowledge of different types of media (website, magazine, film, television, newspaper, social media)			Recall knowledge from previous units - • continuity • running time and pace • iconography • use of stylistic codes and editing techniques to support narrative • whether to conform to, or subvert, generic conventions • diegetic and non-diegetic audio relevant to genre, pace and mood • titling conventions • music • sound effects.			
	Summative Assessment		1. A report on the format, function and purpose of the processes and documentation essential for pre-production. 2. Complete pre-production tasks with appropriate annotations to indicate the tasks undertaken by learners. Presentation of a pre-production portfolio containing relevant documentation and annotations. 3. A written/audio/video summary to document how pre-			This unit is assessed through an examination onscreen set and marked by Pearson. The examination will last two hours and will consist of short- and long answer questions. It will be taken under supervised conditions. Learners will have access to the unseen media product(s) or extracts during the examination and will be able to engage independently with onscreen material. Learners will use an electronic template to input their written responses. The number of marks for the paper is 80.			1. Analysis of a range of media texts and their use of narrative. Micro-analysis of visual storytelling for a specific genre. Analysis of formats and structural conventions. 2. Image and sound footage. Camera sheets and sound sheets of logged material. Image and sound files collated into scenes and shots. Logged copyright free music and effects. 3. Witness statement of post-production process. Final edited short genre film or film extract.			
Personal Empowerment	Virtue		Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Compassion	Good Sense
	Link to Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i>	Key study skills required for success at A Level include working together in a friendly and collegiate manner.		Confidence to make judgements based on individual analysis and interpretation. This will build personal empowerment and courage			Students will demonstrate good speech as they provide feedback about their analysis of Horror and SciFi Films.	Students will demonstrate good temper as they plan their film project.	Students will evidence self-mastery as they complete the pre-production of their film project.	Students will demonstrate compassion by providing feedback about the effectiveness of their film project.	Students will demonstrate good sense as they redraft their coursework.
Preparation for Work	Skill		Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Speaking	Teamwork
	Link to Skill	<i>Transferable skills</i>	The portfolio task is excellent preparation for work as students have to show maturity and take responsibility for their own outcomes. This is great for developing leadership skills.		The confidence to analyse and make interpretations will build creativity skills as well as confidence			Students will demonstrate good speech as they provide feedback about their analysis of Horror and SciFi Films.	Students will stay positive as they receive feedback to refine their analysis of Horror and SciFi Films.	Students will aim high by completing all work to a Distinction level.	Students will provide effective verbal feedback about the quality of film project.	Students will demonstrate teamwork by helping each other to understand assessment objectives.
Preparation for Citizenship	SMSC & British Values		Tolerance and diversity		Tolerance and diversity			Tolerance and diversity		Tolerance and diversity		
	Link to SMSC & British Values	<i>Developing opinions on current issues</i>	In respecting others' views and allowing for open discussion		In respecting others' views and allowing for open discussion			In respecting others' views and allowing for open discussion		In respecting others' views and allowing for open discussion		