

Quality of Education: Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.



SUBJECT: Creative Media		CURRICULUM PROGRESSION PATHWAYS		CL: Mr J. Colebrook	
KS3 (Level 1)	KS4 (Level 2)	KS5 (Level 3)	Further Education and training	Careers	
<p>Subject not taught at KS3.</p> <p>However, there are some key skills and knowledge taught within the Creative Studies rotation at KS3 which directly feeds into the KS4 Media course. These include: Art concepts such as composition, colour theory and the design iteration process. Skills using software such as Photoshop.</p>	<p>Year 10: R093 Knowledge: Students are introduced to the industry, including sectors and job roles.</p> <p>They are also introduced to work planning and the different types of pre-production document and what they are used for.</p> <p>This unit also covers knowledge of demographics and how media products are designed for purpose and to appeal to these groups. This moves into looking at media conventions, how these convey meaning and how audiences are engaged.</p> <p>Students also gain an understanding of technical elements such as the properties and formats of file types and of the legal issues that affect media.</p> <p>Skills:</p>	<p>Year 12: Unit 1: Knowledge: This unit is based on media theory and the understanding of how to apply these to media texts. Whilst students will have encountered demographics previously, they now have to use theories such as reception theory to analyse audiences in greater depth. This also develops their knowledge of how different cultures respond to media texts in much more detail.</p> <p>They will also develop their knowledge of how media conventions create meaning, which were introduced at KS4 but are now explored in more detail.</p> <p>Skills: Whilst there was an element of analysis at KS4, the focus at KS5 and particularly for this unit, is on close textual analysis and</p>	<p>The majority of students will enter higher education. In the games industry this is essential as over 95% of those entering the sector are graduates. This is because of the specialist knowledge and training needed that the industry is not set up to provide in actual work placements.</p> <p>In moving video sectors however (advertising, film and television) some students may enter higher education but a lot do go on to be runners or take on low paid internships.</p> <p>Some students combine talents in</p>	<p>There is a wide array of careers open to students completing courses in Creative Media. These include jobs across the creative industries, including:</p> <ul style="list-style-type: none"> • Producer • Director • Production Designer • Editor • Camera Operator • Art Director • Games Designer • Level Editor • Licensing Manager • Advertising Executive • Events Manager 	

Core knowledge and skills mapped across the curriculum

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	<p>Students develop the skills to be able to create and evaluate pre-production documents. They also practice skills in conducting research and compiling work plans.</p> <p>R094 Knowledge: Building on the previous unit, students develop their knowledge of design features to create a visual identity for a client. This also involves using their knowledge of target audiences and pre-production to produce initial ideas. When they produce their final products for the client, they will need to draw on their knowledge of file types from the previous unit, as well as that of legal requirements to make sure they adhere to legislative practices.</p> <p>Skills: As mentioned above, the students will put into practice here their pre-production skills, as well as learning new skills using image editing software to create and prepare assets, as well as saving and exporting products for their client.</p> <p>Year 11:</p>	<p>students learn the skills needed to apply their newly found knowledge of media theories to both seen and unseen texts.</p> <p>Unit 8: Knowledge: This unit introduces students to the stages of a commission and the appropriate formats and content for each one. The rationale will build on previous knowledge of demographics, whilst the treatment will utilise their previous knowledge of pre-production documents such as storyboards. They are introduced to more technical knowledge for the proposal, building on elements from KS4 such as suitability of file types and choices of cameras for specific scenarios/projects. This unit also requires much more in-depth knowledge of legislation around media products than in the KS4 R093 unit.</p> <p>Skills: As this is a timed assessment the students will hone their ability to creatively respond to a brief</p>	<p>media and art to go on to study graphic design and other related areas.</p>	<ul style="list-style-type: none"> • Marketing Manager • Media Planner • Photographer • Production Manager <p>There is a wealth of transferable skill taught in these courses so students may not go directly into the media industry. Many large corporations have communications sectors and these students are well suited in roles where media literacy and communication and production skills are essential.</p>
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	<p>R098: Knowledge: This unit specifically builds on their knowledge of composition and shot type from R093 in year 10, as well as from their KS3 art/photography course. This will be extended in this unit as they explore in more detail the effects of camera, lighting, sound and editing.</p> <p>Students knowledge of pre-production documents for moving image work will be extended here as they have to produce detailed elements for their digital video project.</p> <p>Similarly knowledge of file types and their properties from R093 will be developed in this unit as they plan the technical settings and outputs for their practical work.</p> <p>The student's knowledge of cameras and their technical capabilities is introduced in this unit.</p> <p>Finally, the knowledge of evaluating work and its appropriateness for a client is further developed here as they review their work.</p>	<p>with appropriate suggestions. Whilst this was a skill at KS4, the level of detail and tighter time periods make this a skill they need to develop, especially when developing quality pre-production documents such as storyboards.</p> <p>Year 13: Unit 4: Knowledge: There is a large element of pre-production at KS4, but for this unit the students are expected to develop this to professional standards. This requires a more detailed understanding of the principles behind pre-production and also the correct forms and functions of a broader range of documents. There is also more in-depth knowledge required of the legislation around specific media, specifically putting this into practice by having to acquire talent release permissions and recording legal status of footage.</p> <p>Skills:</p>		
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	<p>Skills: Skills with digital cameras will be introduced in this unit, with students completing workshops and practice assignments to help with this. This will extend to lighting and sound recording also.</p> <p>Students will also learn non-linear editing software, specifically cuts, transitions, synching audio and visual, motion graphics and export settings. They will build on their use of Photoshop from R094 in editing photographs for a client.</p>	<p>This unit has the most connection with the KS4 course. Here the student's skill in producing pre-production documents and following professional practices and workflows will extend their skills from the previous course. They will be expected to produce an entire portfolio of documents following professional practice, including some documentation that they did not encounter at KS4.</p> <p>Unit 10/13: Knowledge: Students develop their previous learning from both R098 and the KS4 course, developing greater knowledge of either the practical elements of filming or games design. This includes use of lenses and lighting, as well as advanced use of mechanics and progression systems within games.</p> <p>Skills: Perhaps the steepest curve within the course, students are introduced to new software</p>		
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		<p>(Unreal engine and DaVinci Resolve) and have to master the tools and techniques to create polished final projects. There will have been some use of non-linear editing software in KS4, but this would have only been with basic tools and now students will need to use colour grading and other advanced post-production techniques.</p>		
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