

**Intent:**

**Don't use social media to impress people, use it to impact people. -Dave Wallis.**

**Whoever controls the Media, controls the mind. - Jim Morrison**

Creative Media at Altrincham College aims to build on and extend the cross-curricular knowledge developed at Key Stage 3. This encourages students to consider, with a curious, critical and ambitious eye, the digital world in which we live in. There are many different sectors within Media as well as limitless potential progression routes to which studying this qualification leads. Media is not just a subject to study, but it allows us to grasp a better understanding of the world around us, as we are constantly immersed within social media and technology.

The Creative Media department provides an exciting, safe and supportive environment in which students are able to have the opportunity to communicate creatively by expressing themselves and influencing the ways others think, feel and act by the work they produce. Media is all around us and in all its forms provides us with the material upon which society is built.

**Our Creative Media Journey Aims at Altrincham College**

- **Key Stage 4:** To embed a deep understanding and curiosity for what is the fundamental knowledge across all five sectors of Media to inspire students to use the wider knowledge they can bring to the subject and reach their maximum potential at GCSE.
- **Key Stage 5:** To develop the already firm foundations set at Key Stage 4, allowing students to further deepen their knowledge to expand their passion for Media and allow them to thrive within further education and make positive impacts towards their future vocation.

Students will develop a range of key knowledge that prove their aptitude in Creative Media and their suitability for further creative pathways:

- Demonstrate knowledge of enquiry, critical thinking, decision-making and analysis.
- Acquire knowledge and understanding of a range of important media issues.
- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics.
- Understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.
- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding.
- Develop practical knowledge by providing opportunities for creative media production.
- Investigating and developing ideas through pre-production, production and post-production of media products.
- Gaining experience in the processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas. Developing attitudes that are considered most important in creative media production, including personal management and communication.

- Developing knowledge that underpins effective use of knowledge, process and attitudes in the sector such as production processes and techniques.

#### **Implementation:**

During Key Stage 4, students are offered an academic and theoretical approach to the subject, enabling an informed approach to the practical and creative content. Through development and application of a wide range of transferable knowledge, students are able to consider how their knowledge has prepared them for Key Stage 5 Creative Media study, and puts them a step closer to a successful career in the media industry. Students are offered a contemporary, accessible and creative course which is designed to widen the intellectual horizons of the learner through the analysis of a wide range of media forms and contexts. The specification will enable learners to develop a wider understanding and appreciation of the media in both a historical and contemporary context.

#### **Key Stage 4 Implementation:**

- Delivery of both an 'Academic' and 'Embed, Experience, Enhance' GCSE Media Studies Curriculum
- Promotion of Key Stage 5 progression and how this links to existing knowledge/experience
- Key Stage 4 Knowledge Audit to determine Key Stage 2/3 knowledge and knowledge gained.
- Teaching delegation: staff to take responsibility for full curriculum, for allocated classes

At Key Stage 5 students are offered a balance of academic, practical and creative content, providing a well-rounded curriculum provision and development of a variety of transferable knowledge. This enables students to consider how their knowledge has prepared them for a successful career in the media industry, as well as the ongoing need to self-assess and professionally develop. There is a key focus on professional practice at this level.

Students will develop key knowledge that proves their aptitude in creative media production and their suitability for career, training and higher education provision such as:

#### **Key Stage 5 Implementation:**

- Delivery of both an 'Academic' and 'Embed, Experience, Enhance' Level Creative Media BTEC Curriculum
- Promotion of higher education, apprenticeship, training and career progression routes and how this links to existing and gained knowledge/experience
- Support students in creating professional CVs, ePortfolios and UCAS applications to enable successful progression.
- Key Stage 5 'Knowledge Audit' to determine Key Stage 4 knowledge and knowledge gained.
- Teaching delegation: teaching staff to deliver full units, dependent of subject specialisms: combined teaching of collective curriculum.

## Literacy within Creative Media as a discipline

We develop disciplinary literacy in Creative Media to foster a deeper conceptual understanding of the subject in its entirety. The subject specific literacy demands placed upon students in Creative Media ensure they use subject-specific key words and terminology in context to expand on their creativity and analytical knowledge. Strategies included are:

- Researching for critical analysis and creation of media texts.
- Evaluating their own coursework with the use of key codes and conventions terminology.
- Explaining in verbal and written form how their work evidences the key codes and conventions that they have studied within their work.
- Demonstrating an understanding of their own creations and how that can be compared to the real-life media texts.
- Comparing and commenting on methods and approaches to own work and the work of others.
- Explaining why they have chosen certain ideas for development and have rejected others.
- Writing about how they are able to make improvements to their own coursework.

Long Term Departmental Planning Overview			Subject:	Creative Media		
Key Stage 4 Provision:	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 Academic Curriculum	<p>Induction and Introduction to media forms and the theoretical framework</p> <p>Introduction to Media Language for print and online products – newspapers, magazines and online</p> <p>Introduction to Media Language for audio-visual products –</p>	<p>Analyse the similarities and differences in media language in the set music videos</p> <p>Analyse media representations in the set music videos</p> <p>Introduction to music magazines: explore magazine media language</p>	<p>Screen episode 1 of Cuffs.</p> <p>Media Language: to analyse crime drama genre conventions and narrative in Cuffs</p> <p>Analyse the media language elements and audience address in key sequences from Cuffs</p> <p>Analyse the representations and audience address in Cuffs</p>	<p>START NEA Preliminary production: research representations, media language and target audience in existing media products and write short statement of intent</p> <p>Preliminary production: produce a short product</p> <p>Preliminary production: complete</p>	<p>Final production, research and planning phase:</p> <ul style="list-style-type: none"> <li>• Analyse how existing media products use elements of media language to create meaning and decide whether to use similar or different strategies</li> <li>• Write the Statement of Intent</li> </ul>	<p>Final production: production phase</p> <p>Introduction to Media Industries: explore Warner Bros and The Lego Movie/The Lego Movie Game as a case study</p> <p>Review media language and</p>

	<p>television and music videos</p> <p>Introduction to Media Representations – music videos and advertising and marketing</p> <p>Introduction to Media Audiences - TV, radio, music videos, video games, online</p> <p>Introduction to music videos: to explore how different videos from different musical genres use media language and representations to differentiate the musical artist</p>	<p>and generic conventions</p> <p>Set music magazine: analyse the use of media language in MOJO to address its target audience</p> <p>Media language comparison of MOJO to another music magazine</p> <p>Analyse representations in MOJO and discuss how they address its target audience</p> <p>Representation and media language comparison of MOJO to another music magazine</p>	<p>Analyse the media language elements in the advertising for The Lego Movie</p> <p>Analyse the representations in the advertising for The Lego Movie</p> <p>Analyse the media language elements and audience address in the Observer website</p> <p>Analyse the media language elements and audience address in the Observer Instagram and Twitter feeds</p>	<p>short practice product and discuss what has been learned about creating productions</p>	<ul style="list-style-type: none"> <li>Plan the productions</li> </ul>	<p>representations in The Lego Movie posters in relation to social and cultural contexts, targeting audiences, and different audience interpretations</p>
<p>Yr10 Embed, Experience, Enhance Curriculum</p>	<p>Making of Katy Perry Roar music video (behind the scenes)</p>	<p>Visit to Bradford Media Museum</p> <p>Music magazine online interview with Salt Magazine, Manchester</p>	<p>Lego Movie Marketing Campaign case-study and timeline</p>	<p>Sixth Form Unit 3 student presentations</p>		<p>Lesson in sixth form</p> <p>Warner Bros Making of Harry Potter virtual tour and tasks</p>

<p>References - “the best of what has been thought and said”</p>	<p>Book: My Revision Notes: OCR GCSE (9–1) Media Studies</p> <p><a href="https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2017/">https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2017/</a></p> <p><b>Book: OCR Media Studies for GCSE</b></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/ztnygk7">https://www.bbc.co.uk/bitesize/subjects/ztnygk7</a></p>	<p>Mrs Fisher’s Media Studies Revision Channel://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg</p>	<p><a href="https://econsultancy.com/the-lego-movie-solid-social-marketing-strategy/">https://econsultancy.com/the-lego-movie-solid-social-marketing-strategy/</a></p>			<p><a href="https://www.wbstudiotour.co.uk/at-home/">https://www.wbstudiotour.co.uk/at-home/</a></p>
<p>Year 11 Academic Curriculum</p>	<p>Review media language, representations and audience address in The Lego Movie TV trailer and all-Lego ad break</p> <p>Explore media industries in relation to the advertising and marketing of The Lego Movie</p> <p>Explore video games in relation to media industries and audience</p>	<p>Analyse how these reflect historical social and cultural contexts Sample other mid-60s TV products</p> <p>Analyse media language in The Avengers – analysing key sequences in terms of ML elements</p> <p>Analyse The Avengers episode in terms of ‘macro’ media language (genre and narrative)</p>	<p>Explore possible differences in audience interpretations</p> <p>Explore how audiences use fandom and music videos to construct their identity</p> <p>Explore the influence of social/cultural contexts on music magazines Analyse the influence of social/cultural contexts on representations in MOJO magazine</p>	<p>Analyse the media language and representations in terms of the audience address and the ethos of the online Observer</p> <p>To compare the media language and representations in the Observer Twitter feed and Instagram feed with the Newspaper website To analyse and exemplify audience participation in the social media feeds and Comment is Free pages</p>	<p>Revision and exam practice, including:</p> <ul style="list-style-type: none"> <li>Active and passive audiences.</li> </ul> <p>Textual analysis of the print and online Observer.</p> <p>Revision and exam practice, including media contexts:</p> <ul style="list-style-type: none"> <li>Comparison of Cuffs and The Avengers in relation to contexts.</li> </ul> <p>Comparison of contemporary and historical editions of the Observer in</p>	

	<p>Analyse The Lego Movie Game in terms of audience and media language (use of intertextuality only) Explore the influence of social/cultural contexts Investigate the media industry behind the game</p> <p>Review the analysis of Cuffs Analyse how Cuffs is influenced by contemporary social and cultural contexts</p> <p>Explore television media industries, especially regulation, and how Cuffs fits the BBC</p> <p>Screen The Avengers episode. Analyse representation in The Avengers</p> <p>Analyse key differences in representations</p>	<p>Apply narrative theory to The Avengers and Cuffs Analyse The Avengers episode in terms of 'macro' media language (genre and narrative) Apply narrative theory to The Avengers and Cuffs</p> <p>Compare and contrast The Avengers and Cuffs in terms of audience Explore media industries and The Avengers</p> <p>Explore radio in terms of media industries, audience, and contexts</p> <p>Analyse the audience address of The Radio 1 Live Lounge in terms of its content and style</p>	<p>To investigate Media Industries and Audience for MOJO</p> <p>Explore media language and genre conventions on newspapers – the 'quality' and 'tabloid' press Explore political contexts for newspapers</p> <p>Investigate media industries issues for newspapers, including the Observer</p> <p>Investigate the Observer's target audience and media industry's values and beliefs</p> <p>Analyse representations and media language in the Observer print edition</p> <p>Analyse differences in representations and media language in the historical Observer front pages compared to contemporary front pages</p>	<p>Revision and exam practice, including:</p> <ul style="list-style-type: none"> <li>• Denotation and connotation.</li> <li>• Uses and gratifications (Blumler and Katz).</li> </ul> <p>Textual analysis comparison of MOJO magazine and other unseen music magazines.</p> <p>Revision and exam practice, including:</p> <ul style="list-style-type: none"> <li>• Textual analysis of Cuffs and The Avengers extracts.</li> <li>• Perspectives on representation (selection, construction and mediation) including feminist theory (patriarchy, objectification, gender stereotyping).</li> <li>• Genre (repetition/variation, change, hybridity, intertextuality) and narrative theory (Propp).</li> </ul>	<p>relation to contexts.</p>	
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	between The Avengers and Cuffs	Analyse the media language and representations in the chosen set music videos in terms of social/cultural contexts	Compare contemporary and historical editions of the print newspaper in terms of how these reflect historical changes in social, cultural and political contexts	Revision and exam practice, including: <ul style="list-style-type: none"> <li>Media industries terminology (conglomerate, vertical integration, diversification, convergence, PSB, names of regulators).</li> </ul> Textual analysis of The Lego Movie advertising.		
Year 11  Embed, Experience, Enhance Curriculum	Sixth Form Taster lesson  BBC Media City Tour	Radio 1 Making of and Behind the scenes	Newspaper front cover workshop (page layout, photography, typography, new values, new language)	Social media: student blog (leading to Yr12)		
<b>References -</b> "the best of what has been thought and said"			<a href="http://www.newsmediak.org/">http://www.newsmediak.org/</a>			
Key Stage 5 Provision:	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 12 Academic Curriculum	Unit 19 LOA: Examine the role of a scriptwriter	Unit 19 LOB: Explore scriptwriting	Unit 19 LOB: Explore scriptwriting formats and	Unit 19 LOC: Produce scripts for media products.	Unit 19 LOC: Produce scripts for media products.	Unit 21 LOC: Create a digitally edited sequence

	<p>Unit 21 LOA: Understand the techniques and applications of editing for film and television</p> <p>Unit 4 LOA: Understand the requirements of pre-production of a digital media product</p> <p>Unit 2 LOA: Understand employment and career opportunities in the media industry</p> <p>Unit 1 preparation for External Assessment in January</p> <p>Unit 8: preparation for External Assessment in January</p> <p>Unit 6 LOA: Understand the purpose and features of media campaigns</p>	<p>formats and conventions for media products</p> <p>Unit 21 LOB: Explore the use of editing tools, techniques and conventions for a specific purpose</p> <p>Unit 4 LOA: Understand the requirements of pre-production of a digital media product</p> <p>Unit 2 LOB: Understand the structure and job roles in a media sector</p> <p>Unit 1 preparation for External Assessment in January</p> <p>Unit 8 preparation for External Assessment in January</p>	<p>conventions for media products</p> <p>Unit 21 LOB: Explore the use of editing tools, techniques and conventions for a specific purpose</p> <p>Unit 4 LOB: Carry out pre-production for a digital media product</p> <p>Unit 2 LOC: Produce profiles to gain employment in the media industry</p> <p>Unit 1 external assessment</p> <p>Unit 8 External Assessment</p> <p>Unit 6 LOB: Develop a cross-platform media campaign</p>	<p>Unit 21 LOC: Create a digitally edited sequence for a specific purpose.</p> <p>Unit 4 LOB: Carry out pre-production for a digital media product</p> <p>Unit 2 LOD: Use networking techniques to explore employment opportunities in the media industry.</p> <p>Unit 6 LOB: Develop a cross-platform media campaign</p>	<p>Unit 21 LOC: Create a digitally edited sequence for a specific purpose.</p> <p>Unit 4 LOD: Review pre-production of a digital media product.</p> <p>Unit 2 LOD: Use networking techniques to explore employment opportunities in the media industry.</p> <p>Unit 6 LOC: Produce a cross-platform media campaign</p>	<p>for a specific purpose.</p> <p>Unit 4 LOD: Review pre-production of a digital media product.</p> <p>Unit 6 LOC: Produce a cross-platform media campaign</p>
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		Unit 6 LOA: Understand the purpose and features of media campaigns				
Year 12 Embed, Experience, Enhance Curriculum	Creative Media virtual career talks  Behind the scenes of video productions  Virtual tours of creative media companies	Edit existing trailer footage for a released film  Future Learn media course	Media equipment workshops  Visit from Media Campaign/Events Organiser (Q&A)	Creative Media Work Experience Placement  Visit to Factory Create Animation Studios re: Networking opportunity	Professional practice: submit complete scripts to relevant organisations  Mock interview for desired Creative Media roles	Networking evidence from UCAS convention  Visit and tour of Media City: University of Salford Campus
<b>References</b> - “the best of what has been thought and said”	Media Theorists: alevelmedia.co.uk  <a href="https://www.ocr.org.uk/Images/421658-academic-ideas-and-arguments-factsheet.pdf">https://www.ocr.org.uk/Images/421658-academic-ideas-and-arguments-factsheet.pdf</a>	filmeducation.org  Mrs Fisher’s Media Studies Revision Channel://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg				
Year 13 Academic Curriculum	Unit 32 LOA: Understand media, techniques and processes for concept art for games  Unit 10 LOA: Understand codes and conventions of	Unit 32 LOA: Understand media, techniques and processes for concept art for games  Unit 10 LOA: Understand codes and conventions of	Unit 32 LOB: Develop ideas for concept art for a digital game  Unit 10 LOB: Produce material for a fictional film of a specified genre	Unit 32 LOB: Develop ideas for concept art for a digital game  Unit 10 LOB: Produce material for a fictional film of a specified genre	Unit 32 LOC: Produce concept art for a digital game for a specific audience and purpose.  Unit 10 LOC: Apply post-production techniques to a	

	<p>fictional film production</p> <p>Unit 3 preparation for External Assessment in January</p> <p>Unit 5: preparation for External Assessment in January</p> <p>Unit 15 LOA: Understand the codes and conventions of advertising production</p> <p>Unit 14 LOA: Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms</p>	<p>fictional film production</p> <p>Unit 3 preparation for External Assessment in March</p> <p>Unit 5 preparation for External Assessment in January</p> <p>Unit 15 LOB: Prepare material for an advertising production</p> <p>Unit 14 LOA: Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms</p>	<p>Unit 14 LOB: Develop materials for magazine production</p> <p>Unit 19 LOC: Produce scripts for media products.</p> <p>Unit 5 external assessment</p> <p>Unit 3 preparation for External Assessment in March</p> <p>Unit 15 LOB: Prepare material for an advertising production</p> <p>Unit 14 LOB: Develop materials for magazine production</p>	<p>Unit 15 LOC Produce an advertisement for a specific digital media sector.</p> <p>Unit 3 external assessment</p> <p>Unit 14 LOC: Produce magazine layouts in the codes and conventions of a genre</p>	<p>fictional film utilising codes and conventions of a specified genre</p> <p>Unit 15 LOC: Produce an advertisement for a specific digital media sector.</p> <p>Unit 14 LOC: Produce magazine layouts in the codes and conventions of a genre</p>	
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<p>Year 13 Embed, Experience, Enhance Curriculum</p>	<p>University Comic and Concept Art course presentation from Leeds Art University</p> <p><a href="https://www.thinkbox.tv/creative/behind-the-scenes-of-great-ads/">https://www.thinkbox.tv/creative/behind-the-scenes-of-great-ads/</a></p>	<p>Refine Unit 2 e-Portfolios and Cvs for university and Apprenticeship applications</p> <p>Google Earth Fantasy Recce exercise</p> <p>Manchester School of Art Media Graduate exhibition</p>	<p>Tricks of advertising filming challenge</p> <p>Q&amp;A with Lisa Bhatti at Hearst Magazine, Sale (lisa.bhatti@hearst.co.uk)</p>	<p>Foley Recording workshop</p> <p>Sound effects Recording workshop</p>		
<p><b>References -</b> “the best of what has been thought and said”</p>	<p>Research Methods and Techniques: <a href="https://www.euacademic.org/BookUpload/9.pdf">https://www.euacademic.org/BookUpload/9.pdf</a></p>	<p><a href="https://www.thinkbox.tv/case-studies">https://www.thinkbox.tv/case-studies</a></p>				

**Careers/Gatsby Benchmark Links**

Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
<p>The Media Industry is encompassing everything that we do and for that reason there are millions of jobs available within the Media Industry.</p> <p>Producer Director Actor</p>	<p>Below you can find links to the top 10 careers students choose to explore after getting their qualifications.</p> <p>Each Link gives information on the expectations of the roles, the skills required and</p>	<p><a href="https://www.altrinhamcollege.co.uk/careers/websites">https://www.altrinhamcollege.co.uk/careers/websites</a></p> <p><a href="https://www.prospects.ac.uk/employer-profiles?sector=7870">https://www.prospects.ac.uk/employer-profiles?sector=7870</a></p>	<p>Film Studio, Magazine Company, Art Studio,</p> <p>UniFrog – student side</p>	<p>Link to 6<sup>th</sup> Form Creative Media Production</p> <p><a href="https://www.unifrog.org/student/subjects/keywords">https://www.unifrog.org/student/subjects/keywords</a></p>

Digital Marketing  
Graphic Designer  
(to name a few)

UniFrog – student side



find careers linked to your  
subject area using the search tool

UniFrog – log in – student side –  
careers library – keyword search

MEDIA

UniFrog – log in – student side –  
subjects library – keyword search

MEDIA

(choosing the best career to link  
to your lesson)

<https://www.unifrog.org/student/careers/keywords>

<https://www.unifrog.org/student/webinars>

a video diary from a member  
of the industry.

<https://www.unifrog.org/student/subjects/keywords/media-and-communications>

<https://www.unifrog.org/student/subjects/keywords/film-and-photography>

<https://www.unifrog.org/student/subjects/keywords/journalism>

<https://www.unifrog.org/student/careers/keywords/marketing-manager>

<https://www.unifrog.org/student/careers/keywords/social-media-manager>

<https://www.unifrog.org/student/careers/keywords/tv-or-film-producer>

<https://www.unifrog.org/student/careers/keywords/web-content-manager>

<https://www.unifrog.org/student/careers/keywords/video-editor>

<https://www.unifrog.org/student/careers/keywords/tv-or-film-director>

<https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design>

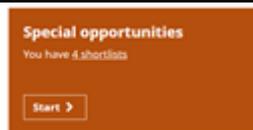
UniFrog – Student side



Research over 1000 career profiles  
by subject area which includes a  
full range of up-to-date national  
and regional LMI.



Research all live apprenticeship  
and traineeship  
opportunities including a range of  
LMI covering jobs available,  
average salary and employment  
rate.



Over 2000 Virtual WEX  
opportunities as well as  
numerous residential  
and summer schools.  
Students can search  
Virtual WEX  
opportunities by subject  
area.

These experiences can  
change week to week so  
it is good practice to  
search for the  
experience that you may  
be interested in to find  
what is right for you.

<https://www.unifrog.org/student/subjects/keywords>

<https://gmhigher.ac.uk/resources/>

<https://www.unifrog.org/student/opportunity/subjects>

UniFrog – student  
side



Undergraduate  
courses in the UK as  
well as every FE  
course including  
sixth forms.

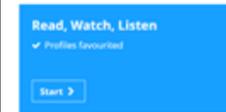


<https://www.unifrog.org/student/careers/keywords/graphic-designer>

Further information relating to careers can be found at:

T:\Careers & Enterprise\Career talks\National Careers Week Talks 2021\Recordings – On the T-Drive

Find a suitable MOOC linked to your subject for KS4 and KS5 – give students a taste for what it's like to study a module at university.



Select suitable subject specific resources from - Read, Watch & Listen tool allows students to access 1000s of wider reading materials, from journals and articles to podcasts and ted talks - subject specific.