Intent:

'We live in a society in which spurious realities are manufactured by the media. I ask, 'What is real?' Because unceasingly we are bombarded with pseudo realities manufactured by very sophisticated people using very sophisticated electronic mechanisms.' (Philip K. Dick)

'Media play a powerful role in establishing and perpetuating social norms.' (Jackson Katz)

"Media study does not replace text. It broadens and deepens our understanding of texts." (Philip M. Anderson)

Key Stage 4 Intent:
KS4 Creative Media at Altrincham College aims to build on and extend the cross-curricular knowledge and skills developed at KS3 and encourage students to consider, with a curious, critical and ambitious eye, the digital world in which we live, some of the many sectors within it, and the potential progression routes to which studying this qualification leads.

At this level students are provided with 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 skills, students are able to consider how their skills and knowledge have prepared them for KS5 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.

Students will develop key skills that prove their aptitude in creative media production and their suitability for KS5 study:

- demonstrate skills 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 skills by providing opportunities for creative media production

Key Stage 5 Intent:

Creative Media at Altrincham College aims to continue to encourage students to consider, with a curious, critical and ambitious eye, the digital world in which we live, more of the many sectors within it, and the many, many job opportunities for which they aim to seek. Additionally, we aim for all students to progress onto one of the following Creative Media-based post 18 progression routes: apprenticeship, training, higher education, career.

At this level, students are offered a balance of academic, practical and creative content, providing a well-rounded curriculum provision and development of a variety of transferable skills. This enables students to consider how their skills and knowledge have 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 skills that prove their aptitude in creative media production and their suitability for a related career, training and Higher Education provision such as:

- 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 skills, process and attitudes in the sector such as production processes and techniques.

Implementation:

Key Stage 4 Implementation:

- An induction period at the start of the course covers the Media Framework which enables students to consider specific concepts across and range of media texts, and then apply this gained knowledge to the Set Products. This will provide opportunity for scaffold, recap and revisit.
- This approach also encourages engagement as students grasp a concept and increase confidence as it is recapped and their level of understanding is embedded.
- Coverage of the Theoretical Framework for media forms, covering print, online and audio-visual products, are prioritised in Yr10. This is in preparation for the individual practical production (NEA) where this knowledge is essential and transferable.
- Year 2 focuses on the remaining Set Products, with opportunity to revisit all areas of Media Framework
- The final term of Y11 focuses on recall on exam technique, areas in the last term and further develop exam technique, which is also embedded throughout the course.
- All course learning, knowledge and set tasks are recorded in online work booklets. This approach enables students to create easy-accessible, ongoing revision material.
- A dedicated Teams group is accessible for all students. This groups provides access to course resources and revision material
- Fortnightly independent study tasks set that link to lesson content and provide opportunity for hinterland knowledge

- Promotion of KS5 progression and how this links to existing knowledge/experience
- Teaching delegation: staff to take responsibility for full curriculum, for allocated classes

Key Stage 5 Implementation:
- Promotion of higher education, apprenticeship, training and career progression routes and how this links to existing and gained knowledge/experience
- Teaching delegation: teaching staff to deliver full units, dependent of subject specialisms: combined teaching of collective curriculum
- Unit 1 provides the foundation of knowledge for Unit 10, so needs to be delivered alongside or in advance
- 2 external units are distributed fairly across the 2-year course
- Unit 4 is sequenced in advance of Unit 10, as it focuses on creating all the pre-production techniques for the short video outcome of unit 10.
- Lesson sequenced according to unit assessment objective i.e. scaffolded to ensure all assessment objectives are met in a logical order, always striving for the distinction criteria

Literacy within Creative Media as a discipline

Literacy is fundamental to the study of creative media. The goal of developing literacy in Creative Media is to foster a deeper conceptual understanding of this subject and to ensure that students can understand and apply subject-specific terminology accurately and effectively, as well as develop an informed and critical understanding of the nature of mass media, the techniques used by them, and the impact of these. Media literacy empowers students to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound
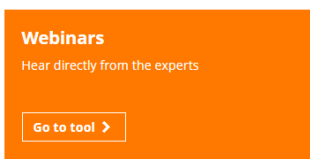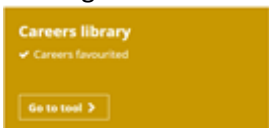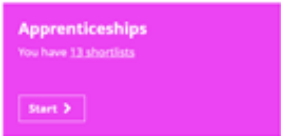
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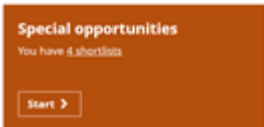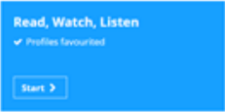
- Embedding technical terminology into lesson content where appropriate
- Recapping terminology at regular and appropriate stages in the curriculum sequencing
- Displaying Key Words and definitions in the classroom environment
- Providing key words to support students' application of knowledge tasks
- Students to maintain a subject glossary
- Etymology of words on display and embedded into lesson delivery

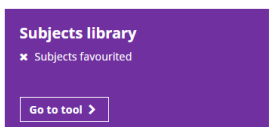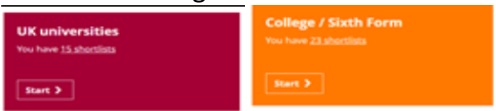In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to Creative Media, the implementation of the intended curriculum sees teachers of Creative Media ensuring a shared pedagogy. Here, key definitions are routinely embedded into lesson, command words are explicitly discussed and deconstructed for understanding, with the frequency of open-ended questions and the guidance of tier 2 & 3 vocabularies in all aspects of the curriculum.

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
Yr10 Academic Curriculum Red = recall opportunity	Course overview and Introduction to media forms and the theoretical framework **INDUCTION:** **Media Language Media Audience Media Representation**	**Set Product: Vigil Season 1, Episode 1** Language Audience Representation Institutions Context **Set Product: The Avengers, Season 4, the Gravediggers** Language Audience Context	**Set Product: The Avengers, Season 4, the Gravediggers** Representation Institutions **Set Product: Music video 1&2** Media language Media representations Media audiences Contexts **Set Product: MOJO** Language Context	**START NEA** **Set Product: MOJO** Audience Representation Institutions **Workshops 1-3** **Production Log:** Preliminary production: research **representations, media language** and target **audience** in existing media products and write short statement of intent	Preliminary production: produce a short product Preliminary production: complete short practice product and discuss what has been learned about creating productions Final production, research and planning phase: • Analyse how existing media products use elements of media language to create meaning and decide whether to use similar or different strategies • Write the Statement of Intent • Plan the productions	Final production: production phase **Set Product: Radio1 Live Lounge** Audience Institutions Context **Set Product: The Lego Movie promotion (posters)** Language Context
Yr11 Academic Curriculum	**Set Product: The Lego Movie promotion (posters)** Language (recap)	**Set Product: The Lego Movie promotion (trailer and ad break)**	**Set Product: The Observer** Language Audience	Exam technique Revision	Revision	

	Audience Representation Institutions Context (recap)	Language Audience Representation Institutions Context **Set Product: The Lego Movie Game** Audience Institutions Context	Representation Institutions Context **Set Product: Newspaper online** Language Audience Representation Institutions Context			
Key Stage 5 Provision:	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Yr13 Academic Curriculum	**Unit 19 LOA:** Examine the role of a scriptwriter **Unit 21 LOA:** Understand the techniques and applications of editing for film and television **Unit 1** preparation for External Assessment in January **Unit 6 LOA:** Understand the purpose and	**Unit 19 LOB:** Explore scriptwriting formats and conventions for media products **Unit 21 LOB:** Explore the use of editing tools, techniques and conventions for a specific purpose **Unit 1** preparation for External Assessment in January	**Unit 19 LOB:** Explore scriptwriting formats and conventions for media products **Unit 21 LOB:** Explore the use of editing tools, techniques and conventions for a specific purpose **Unit 1** external assessment **Unit 3:** brief released	**Unit 19 LOC:** Produce scripts for media products. **Unit 21 LOC:** Create a digitally edited sequence for a specific purpose. **Unit 6 LOB:** Develop a cross-platform media campaign **Unit 15 LOC** Produce an advertisement for a specific digital media sector.	**Unit 19 LOC:** Produce scripts for media products. **Unit 21 LOC:** Create a digitally edited sequence for a specific purpose. **Unit 6 LOC:** Produce a cross-platform media campaign **Unit 3** design brief **Unit 32 LOC:** Produce concept art for a digital game for a specific audience and purpose.	

	features of media campaigns **Unit 32 LOA: LOB:** Develop ideas for concept art for a digital game **Unit 10 LOA:** Understand codes and conventions of fictional film production **Unit 3** preparation for External Assessment in January	**Unit 6 LOA:** Understand the purpose and features of media campaigns **Unit 32 LOA: LOB:** Develop ideas for concept art for a digital game **Unit 10 LOA:** Understand codes and conventions of fictional film production **Unit 3** preparation for External Assessment in March	**Unit 6 LOB:** Develop a cross-platform media campaign **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 LOB:** Produce material for a fictional film of a specified genre **Unit 3** external assessment	**Unit 15 LOC:** Produce an advertisement for a specific digital media sector. **Unit 10 LOC:** Apply post-production techniques to a fictional film utilising codes and conventions of a specified genre	
Yr12 Academic Curriculum	**Unit 1** preparation for External Assessment in January **Unit 4 LOA** Understand the requirements of pre-production of a digital media product	**Unit 1** preparation for External Assessment in January **Unit 4 LOA** Understand the requirements of pre-production of a digital media product	**Unit 1** External Assessment **Unit 4 LOB** Carry out pre-production for a digital media product	**Unit 4 LOB** Carry out pre-production for a digital media product **Unit 10 LOA** Understand codes and conventions of fictional film production	**Unit 10 LOA** Understand codes and conventions of fictional film production **LOB** Produce material for a fictional film of a specified genre	**Unit 8 mock brief** **Unit 10 LOB** Produce material for a fictional film of a specified genre **(Yr13: complete Unit 4 LOC, LOD.** **Unit 8.** **Unit 10)**

Careers/Gatsby benchmark links				
Links to careers/jobs	Career Talks (Possible contacts)	Career and labour market information	Work place visits	Encounters wither higher/further education
Unifrog – student side **Careers library** ✔ Careers favourited Go to tool › find careers linked to your subject area using the search tool https://www.unifrog.org/student/careers Eg https://www.unifrog.org/student/careers/geography find careers linked to your subject area https://www.prospects.ac.uk/job-profiles/browse-sector	Unifrog – student side - **Webinars** Hear directly from the experts Go to tool › Search here and find a suitable webinar for your subject https://www.unifrog.org/student/webinars These career clips below will be edited to shorter clips **T:\Careers & Enterprise\$Career talks\$National Careers Week Talks 2021\$$Recordings** Search career videos linked to your subject https://icould.com/explore/#subject Eg https://icould.com/explore/categories/subject/media/	LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link https://www.altrinchamcollege.com/careers/websites Unifrog – Student side **Careers library** ✔ Careers favourited Go to tool › Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI. **Apprenticeships** You have 13 shortlists Start › Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate. https://www.prospects.ac.uk/employer-profiles	Unifrog – student side **Special opportunities** You have 4 shortlists Start › Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area. See AC careers bulletin – you could select any suitable virtual work experiences https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships	Unifrog - student side **Subjects library** ✖ Subjects favourited Go to tool › search your subject area to find University course videos/info https://www.unifrog.org/student/subjects E.g. https://www.unifrog.org/student/subjects/area-sciences Unifrog – student side **UK universities** You have 15 shortlists Start › **College / Sixth Form** You have 23 shortlists Start › Undergraduate courses in the UK as well as every FE course including sixth forms. **MOOC** You have 23 shortlists Start › 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. **Read, Watch, Listen** ✔ Profiles favourited Start › 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.

		Job profiles include recent LMI https://www.prospects.ac.uk/job-profiles/browse-sector See poster below Select any relevant information linked to your subject		GM higher – search for a 'What can I study' for your subject https://gmhigher.ac.uk/resources/ Eg https://gmhigher.ac.uk/resources/what-can-i-study-part-4-business-law-mathematics/