

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 Yr11 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

We do this by:

- 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.

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 2025- 2026	Course overview and Introduction to media forms and the theoretical framework INDUCTION: Media Language Media Audience Media Representation Media Industries	<u>Component One Section A:</u> Quality Street Media Language Media Representation Media contexts	<u>Component One Section A:</u> Analysis: NHS 111 (from 2027) Media Language Media Representation Media contexts Recall period – Quality Street	<u>Component One Section A:</u> Magazines Analysis: GQ and Vogue Media Language Media Representation Media contexts Recall period – NHS 111	<u>Component One Section A:</u> Analysis of The Man with the Golden Gun & No Time to Die Media Language Media Representation Media contexts Recall period – Magazines	NEA Component 30 Creating Media Introduction to briefs, initial ideas/research Research and Planning Planning Statement of Aims Final Production Phase Recall period – Media Language Media Audience Media Representation
Yr11 Academic Curriculum 2026- 2027	<u>Component One Section B:</u> Film Industry and Film Marketing for No time to Die Media Industries	<u>Component One Section A and B:</u> <u>Newspapers:</u> The Sun and The Guardian Media Language Media Representation	<u>Component Two Section B:</u> Music video & online media - overview of topic & music industry Analysis of contemporary video 1-	<u>Component Two Section B:</u> Analysis of older music video TLC Waterfalls Media Language Media Audience Media Representation Media Industries	<u>Component One Section B:</u> Radio Industry & Desert Island Discs (from 2027) (BBC, PSB); sense of evolving media product Media Audience Media Industries	

	<p>Component Two Section A: Introduction to TV genre Sitcom, Modern Family, Season 8 Episode 2: A Stereotypical Day</p> <p>Plus a ten minute extract from: Friends, Season 1, Episode 1</p> <p>Media Language Media Audience Media Representation Media Industries Media contexts</p> <p>Recall period – Film marketing and industry and</p>	<p>Component One Section B: Industry & The Sun Audience & The Sun</p> <p>Media Industries Media Audience</p> <p>Recall period – Sitcoms</p>	<p>Taylor Swift, The Man (2020)</p> <p>Analysis of contemporary video 2- Stormzy, Superheroes (2020)</p> <p>Media Language Media Audience Media Representation Media Industries Media contexts</p> <p>Recall period – Newspapers</p>	<p>Media contexts</p> <p>Component One Section B: Video Games- Fortnite</p> <p>Media Audience Media Industries</p> <p>Recall period – Music Videos</p>	<p>Exam technique Recall Strategy</p>	
Key Stage 4 Provision:	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Yr10 Academic Curriculum 2024-2025</p> <p>Red = recall opportunity</p>	<p>Course overview and Introduction to media forms and the theoretical framework</p> <p>INDUCTION: Media Language Media Audience Media Representation</p>	<p>Set Product: MOJO</p> <p>Audience Representation Institutions Language Context</p> <p>Set Product: Music video 1&2</p> <p>Media language Media representations Media audiences Contexts</p>	<p>Set Product: Radio1 Live Lounge</p> <p>Audience Institutions Context</p>	<p>START NEA</p> <p>Magazine recall</p> <p>Workshops 1-3</p> <p>Production Log:</p> <p>Preliminary production: research representations, media language and target audience in existing media products and write short statement of intent</p>	<p>NEA</p> <p>Preliminary production: produce a short product</p> <p>Preliminary production: complete short practice product and discuss what has been learned about creating productions</p> <p>Final production, research and planning phase:</p> <ul style="list-style-type: none"> Analyse how existing media products use elements of media language to create 	<p>Final production: production phase</p> <p>Recall period – MOJO Music videos Radio 1 Live Lounge Vigil</p> <p>Set Product: Vigil Season 1, Episode 1</p> <p>Language Audience Representation</p>

					<p>meaning and decide whether to use similar or different strategies</p> <ul style="list-style-type: none"> • Write the Statement of Intent • Plan the productions 	Institutions Context
Yr11 Academic Curriculum 2025-2026	<p>Set Product: The Avengers, Season 4, the Gravediggers</p> <p>Language Audience Context Representation Institutions</p>	<p>Set Product: The Observer</p> <p>Language Audience Representation Institutions Context</p>	<p>Set Product: Newspaper online</p> <p>Language Audience Representation Institutions Context</p> <p>Set Product: The Lego Movie promotion (posters)</p> <p>Language (recap) Audience Representation Institutions Context (recap)</p>	<p>Set Product: The Lego Movie promotion (trailer and ad break)</p> <p>Language Audience Representation Institutions Context</p> <p>Set Product: The Lego Movie Game</p> <p>Audience Institutions Context</p>	<p>Exam technique Recall Strategy</p>	
Key Stage 5 Provision:	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6

<p>Yr12 Academic Curriculum</p> <p>BTEC Extended Certificate</p>	<p>PWY Unit 4 Pre Production Portfolio LOA Understand the requirements of pre-production of a digital media product</p> <p>KBN Unit 8 Working to a Creative Media Brief mock brief in preparation for Dec-Jan external assessment</p>	<p>PWY Unit 4 LOA Understand the requirements of pre-production of a digital media product</p> <p>KBN Unit 8 mock brief in preparation for Dec-Jan external assessment</p> <p>Externally assessed design brief released Dec 2024</p>	<p>PWY Unit 4 LOB Carry out pre-production for a digital media product</p> <p>KBN Unit 8 external assessment Jan 2025</p>	<p>PWY Unit 4 LOB Carry out pre-production for a digital media product</p> <p>KBN Unit 1 externally-assessed unit – AOC Stylistic codes To support Unit 4 and Unit 10</p>	<p>PWY Unit 4 LOD: Review pre-production of a digital media product.</p> <p>KBN Unit 1 externally-assessed unit – AOC Stylistic codes To support Unit 4 and Unit 10</p>	<p>PWY Unit 4 LOD: Review pre-production of a digital media product.</p> <p>KBN Unit 1 externally-assessed unit – AOC Stylistic codes To support Unit 4 and Unit 10</p>
<p>Yr12 Academic Curriculum</p> <p>A Level Media Studies</p> <p>KBN: 2 lessons per fortnight</p> <p>PWY: 8 lessons per fortnight</p>	<p>Approx 35 hours</p> <p>Course introduction</p> <p>KBN (7 hours)</p> <p>(7/10 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p><i>Poster advertisement for: Shelter</i></p> <p>PWY (28 hours)</p>	<p>Approx 35 hours</p> <p>KBN (7 hours)</p> <p>(remaining 3/10 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p><i>Poster advertisement for: Shelter</i></p> <p>(4/10 hours) Exam Paper 1 MEDIA MESSAGES</p>	<p>Approx 30 hours</p> <p>KBN (6 hours)</p> <p>(remaining 6/10 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p><i>Poster advertisement for: River Island</i></p> <p>PWY (25 hours)</p> <p>(final 2 out of 12 hours) Exam Paper 2 EVOLVING MEDIA</p>	<p>Approx 30 hours</p> <p>KBN (6 hours)</p> <p>(6/10 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p><i>Poster advertisement for Dove</i></p> <p>PWY (25 hours)</p>	<p>Approx 30 hours</p> <p>KBN (6 hours)</p> <p>(remaining 4/10 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p><i>Poster advertisement for Dove</i></p> <p>(6/12 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p>	<p>Approx 30 hours</p> <p>Exam Paper 1 mock exam</p> <p>KBN (6 hours)</p> <p>(remaining 6/12 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p>MAGAZINES: x2 front covers of <i>The Big Issue</i> in relation to Language Representation Context</p>

	<p>(13 out of 30 hours) Exam Paper 2 EVOLVING MEDIA Section B: Long form TV Drama</p> <p>TV</p> <p>2 complete episodes of <i>Stranger Things</i> and <i>D83 TV Drama</i></p> <p><u>In relation to</u> Industries Contexts Language</p>	<p>Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p><i>Poster advertisement for: River Island</i></p> <p>PWY (28 hours)</p> <p>(remaining 17 out of 30 hours) Exam Paper 2 EVOLVING MEDIA Section B: Long form TV Drama</p> <p>TV</p> <p>2 complete episodes of <i>Stranger Things TV Drama</i></p> <p><u>In relation to</u> Industries Contexts Language</p> <p>(10 out of 12 hours) Exam Paper 2 EVOLVING MEDIA Section A: Media Audience and Industries <u>In relation to</u> audience, industries and contexts</p>	<p>Section A: Media Audience and Industries <u>In relation to</u> audience, industries and contexts</p> <p>VIDEO GAME <i>Animal Crossing</i> Extracts of the video game <u>in</u> <u>relation to</u> industries and contexts</p> <p>(15 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p>MUSIC VIDEOS (1)</p> <p><u>in relation to</u> Language Representation Context</p> <p>(12 out of 15 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p>MUSIC VIDEOS (2)</p> <p><u>in relation to</u> Language</p>	<p>(remaining 3 out of 15 hours) Exam Paper 1 MEDIA MESSAGES Section B: Media Language and Representation</p> <p>ADVERTISING & MARKETING</p> <p>MUSIC VIDEOS (2)</p> <p><u>in relation to</u> Language Representation Context</p> <p>(22 out of 30 hours) NEA Responding to a Brief</p>	<p>ADVERTISING & MARKETING</p> <p>MAGAZINES:</p> <p>x2 front covers of <i>The Big Issue</i> <u>in relation to</u> Language Representation Context</p> <p>PWY (25 hours)</p> <p>(remaining 8 out of 30 hours) NEA Responding to a Brief</p> <p>(15 hours) Exam Paper 1 MEDIA MESSAGES Section A: News and Online Media</p> <p><u>In relation to</u> Industries, Audience,</p> <p>NEWSPAPERS</p>	<p>PWY (20 hours)</p> <p>(15 hours) Exam Paper 1 MEDIA MESSAGES Section A: News and Online Media</p> <p><u>In relation to</u> Industries, Audience,</p> <p>ONLINE NEWSPAPERS</p>
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		<p>VIDEO GAME <i>Animal Crossing</i> Extracts of the video game <u>in relation to industries and contexts</u></p>	Representation Context			
Yr13 Academic Curriculum	<u>KBN</u> (4 lesson per fortnight) Unit 1/8 resits	<u>KBN</u> (4 lesson per fortnight) Unit 1/8 resits	<u>KBN</u> (4 lesson per fortnight) Unit 1/8 resits	<u>KBN</u> (4 lesson per fortnight) Unit 1/8 resits	<u>KBN</u> (4 lesson per fortnight) Unit 1/8 resits	
BTEC Extended Certificate	<u>PWY</u> (6 lessons per fortnight) Unit 14: Digital Magazine	<u>PWY</u> (6 lessons per fortnight) Unit 14: Digital Magazine	<u>PWY</u> (6 lessons per fortnight) Unit 14: Digital Magazine	<u>PWY</u> (6 lessons per fortnight) Unit 14: Digital Magazine	<u>PWY</u> (6 lessons per fortnight) Unit 14: Digital Magazine	
Yr13 Academic Curriculum	Approx 35 hours <u>KBN</u> (15 hours)	Approx 35 hours <u>KBN</u> (15 hours)	Approx 30 hours <u>KBN</u> (15 hours)	Approx 30 hours <u>KBN</u> (15 hours)	Recall and exam practise period	
A Level Media Studies	(10 hours) Exam Paper 1 MEDIA MESSAGES Section A: News and Online Media <u>In relation to</u> Industries, Audience, NEWSPAPERS ONLINE (5/10 hours) Exam Paper 1 MEDIA MESSAGES Section A: News and Online Media <u>In relation to</u>	(remaining 5/10 hours) Exam Paper 1 MEDIA MESSAGES Section A: News and Online Media <u>In relation to</u> Language, Representation NEWSPAPERS (10 hours) Exam Paper 1 MEDIA MESSAGES Section A: News and Online Media <u>In relation to</u> Language, Representation	(15/20 hours) Exam Paper 2 EVOLVING MEDIA Section A: Media Audience and Industries FILM <i>Snow White (1937) AND Shang Chai and the Legend of Ten Rings (2021)</i> Extracts of the films <u>In relation to</u> industries and contexts <u>PWY</u> (15 hours)	(Remaining 5/20 hours) Exam Paper 2 EVOLVING MEDIA Section A: Media Audience and Industries FILM <i>Snow White (1937) AND Shang Chai and the Legend of Ten Rings (2021)</i> Extracts of the films <u>In relation to</u> industries and contexts (10 hours) Exam Paper 2 EVOLVING MEDIA		

	<p>In relation to Language and representation</p> <p>NEWSPAPERS</p> <p>PWY (15 hours)</p> <p>(10 hours) Exam Paper 2 EVOLVING MEDIA Section A: Media Audience and Industries <u>In relation to</u> audience, industries and contexts</p> <p>VIDEO GAME <i>Animal Crossing</i> Extracts of the video game <u>in relation to</u> industries and contexts</p> <p>(5/30 hours) Exam Paper 2 EVOLVING MEDIA Section B: Long form TV Drama</p> <p>TV</p> <p>2 complete episodes of <i>Stranger Things TV Drama AND Deutschland 83 TV Drama</i></p> <p><u>In relation to</u> Industries</p>	<p>ONLINE NEWSPAPERS</p> <p>PWY (15 hours)</p> <p>(15/30 hours) Exam Paper 2 EVOLVING MEDIA Section B: Long form TV Drama</p> <p>TV</p> <p>2 complete episodes of <i>Stranger Things TV Drama AND Deutschland 83 TV Drama</i></p> <p><u>In relation to</u> Industries Contexts Language</p>	<p>(remaining 10/30 hours) Exam Paper 2 EVOLVING MEDIA Section B: Long form TV Drama</p> <p>TV</p> <p>2 complete episodes of <i>Stranger Things TV Drama AND Deutschland 83 TV Drama</i></p> <p><u>In relation to</u> Industries Contexts Language</p>	<p>Section A: Media Audience and Industries</p> <p>RADIO <i>One complete episode of The BBC Radio One Breakfast Show</i></p> <p><u>In relation to</u> audience, industries and contexts</p> <p>PWY (15 hours)</p> <p>Recall and exam practise period</p>		
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	Contexts Language					
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Careers/Gatsby benchmark links				
Links to careers/jobs	Career Talks (Possible contacts)	Career and labour market information	Work place visits	Encounters with higher/further education

Unifrog – student side



find careers linked to your subject area using the search tool

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

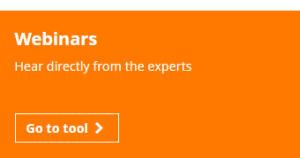
Eg

<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 -



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/>

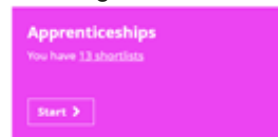
LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link

<https://www.altrinchamcollege.com/careers/websites>

Unifrog – Student side



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.

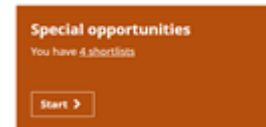
<https://www.prospects.ac.uk/employer-profiles>

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

Unifrog – student side

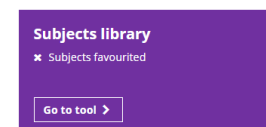


Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.

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

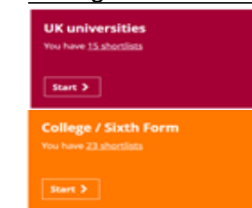


search your subject area to find University course videos/info
<https://www.unifrog.org/student/subjects>

Eg

<https://www.unifrog.org/student/subjects/area-sciences>

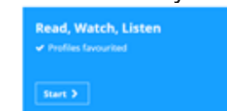
Unifrog – student side



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



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.

				<p>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/</p>
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