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BTEC Level 1/2 Creative Media Production Curriculum Intent

Year 10

At New Line Learning Academy, The Creative Media Production BTEC Level 1/2 course provides an ambitious curriculum that equips learners with the knowledge, skills and understanding required to succeed in the rapidly evolving creative industries. Through the exploration of media products across audio/moving image, print and interactive sectors, learners develop a critical understanding of how media communicates meaning, engages audiences and reflects contemporary society. The curriculum is designed to inspire curiosity, encourage analytical thinking and foster a lifelong appreciation of media and digital communication.

Learners engage with industry-relevant practices in a real-world context, investigating professional media products and responding to authentic creative briefs. Through practical experiences in pre-production, production and post-production processes, students develop technical proficiency alongside transferable skills such as communication, teamwork, project management and problem solving. Students use our suite of iMacs, iPads and Adobe Creative Suite software to develop their technical skills in photography, filming and editing. By applying their learning to realistic vocational scenarios, learners gain valuable insight into the expectations and opportunities within the creative media sector.

At the heart of the curriculum is creativity. Students are encouraged to experiment, innovate and refine their ideas while developing confidence in their own creative voice. The course nurtures independent learners who can respond effectively to feedback, evaluate their work and create purposeful media products for specific audiences. Through a balance of theoretical understanding and practical application, the curriculum prepares learners for progression to further study, apprenticeships and future careers within the creative and digital industries.

Term 1-2

Topic/Theme/Enquiry

Introduction to Media Production Key Concepts

Big Picture

What are the main ideas and big questions in this topic?

This introductory unit provides learners with the foundations of creative media analysis and production, encouraging them to become critical consumers and confident creators of media. Through exploring their own media consumption habits and investigating how media products are planned, produced and distributed, learners develop an understanding of the relationship between producers, audiences and media texts.

The big picture centres on how meaning is created and communicated through media language, genre, narrative and representation. Key questions include: What are my own media consumption habits? Who is responsible for producing media products? How are audiences segmented and targeted? How does media language create meaning? What is genre and why does it matter? How are different social groups represented in the media? How do narrative structures engage audiences and shape media products?
Through these lines of enquiry, learners build the analytical and practical skills needed to understand and create media in a real-world context.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

For the first two terms, students will explore the knowledge and skills to research and analyse media products and begin to acquire the foundational technical knowledge and skills to plan, produce and edit a media product.

Analytical knowledge and skills

- What is 'the media' – understand the different sectors of the media, with examples of media ownership, media conglomerates and the difference between participatory media, mass media and independent media production
- Who are media audiences and consumption patterns – reflect on their own consumption of media texts, carry out primary and secondary research methods, understanding of demographic and psychographic audience segmentation
- Understand active and passive media consumption – through interactive, participatory media compared to 'old technologies'.
- What is media language – learn and identify key production techniques and discuss how meaning is created, through key concept of 'Semiotics'
- What is genre and why does it matter – explore repetition and differentiation in a variety of media sectors
- How are women and men represented in media products – looking at how stereotypes are used and constructed and exploring the impact of these on society

Technical knowledge and skills

- Use MS Forms to carry out primary research – selecting a sample, designing open and closed questions
- Apply knowledge of camera shot sizes for different purposes by taking photographs using iPad and tripod
- Photoshop image editing knowledge and skills – file creation, crop, use layer palette, colour, text tools, masks to remove backgrounds, adjustment tools

Key terminology

Print media products:

- layout and design, e.g. alignment, balance, contrast, proximity, repetition, white space
- typography, e.g. serif and sans serif typefaces, fonts and font size, continuity, letter spacing and line height, readability
- photographic techniques, e.g. composition, image quality, lighting effects, depth of field, aesthetic
- image editing techniques, e.g. adding filters, colour and contrast, layering images, distorting images.

Moving image products:

- camerawork, e.g. set-up, framing, shot type/length, angle, movement
- mise en scène, e.g. sets, props, lighting, costume, blocking, production design
- use of sound, e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, music,

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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Creative Media Production is a new course for students and not studied at Key Stage 3, however there are a number of key links with prior learning in other subjects that will help with this topic: **English** – analysing linguistic devices in literature is a similar process to analysing media texts and understanding the author's intent is the same as the purpose and intent of the media producer. **English** – using PEEZLE structure to structure in analytical writing will support critical analysis is Creative Media Production and students are provided with a media version **Design Technology** – the design process using in DT to respond to a creative brief and produce an outcome is the same as media production	Level 2 Distinction criteria for Component 1 identifies that students should: ✓ Make effective and insightful links between products, producers, purposes and audiences. ✓ Consider different audience responses and viewpoints in depth. Over term 1 and 2, by exploring key concepts and theorists, students will challenge themselves to understand and apply the following: • Stuart Hall – 'Encoding/Decoding' • Semiotics – connotation and denotation • Representation and stereotyping
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
The introduction to key concepts provides the foundational knowledge needed to research and analyse media products – particularly visual code terminology, key theorists. The opportunity to learn Photoshop, iMovie and using the iPad to film and take photographs develops core technical competencies to support the practical experimentation in Component 1 and the more in-depth practical production in Component 2 and 3. Students have the opportunity to choose the media form they want to create, early opportunities to experiment give them the experience to make an informed decision.	To strengthen our understanding of the media industries and achieve success on the course, students should engage with a wide range of media products beyond those studied in lessons. This could include following developments in film, television, gaming, and social media, exploring who owns and controls major media organisations, and considering how ownership can influence content and audience expectations. Students should critically evaluate how different social groups are represented across media platforms, identifying stereotypes, challenging assumptions and recognising examples of positive and diverse representation. They should also explore the impact of participatory media by analysing how content creators, influencers and online communities shape contemporary media culture.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students have the opportunity to develop a number of Skills Framework employability skills in this topic:

- ✓ Listening, speaking and leadership skills – responding in groups to a creative brief to generate ideas, discussing and interpreting audience readings of media texts
- ✓ Problem solving and creativity – taking photographs / filming to deadline to respond to a brief

This topic has a number of real world links as it introduces the sector of Creative Media Industries which employ approximately **2.4 million people across the UK** and continue to grow. The South East is one of the largest creative employment regions outside London. Kent itself has thousands of creative industry jobs across:

- digital media;
- design;
- publishing;
- marketing;
- film and video production.

This unit introduces each of these sub-sectors and lessons include case studies of job roles in the media, including a film director, film producer, gaming developer, sub-editor.

PSHE/SMSC links

Discussion of stereotyping in media products of gender and ethnicity link to wider social and moral debates about the impact of the media on people's lives and in reinforcing stereotypes.

Resources

What books, websites, videos and materials will support our learning?

Students will use Knowledge Organisers for key concepts:

1. Audience
2. Industry
3. Media Language
4. Representation

Video resources explaining key concepts

What is Media Studies
https://youtu.be/qE-B_XkoAgQ?si=Pmrt4gZ_mVBY0ruL
Why do audiences react differently? Reception Theory
Stuart Hall Reception theory explained!
What is genre theory

Assessment

How will we show what we know, remember and can apply?

Formative assessment is a key part of all lessons, through low stakes quizzes, feedback on practical experimentation and application of new concepts.

During the Introduction to Media unit, students will demonstrate knowledge by applying it to vocational brief style tasks. There are four mini assignments over two terms to prepare for the standard of work expected for Component 1. These are marked to the BTEC Component 1 marking rubric with 4 bands. The assignments are set on Teams and are a digital portfolio is submitted to deadline, on PowerPoint. The student receives feedback in digital 'purple pen' on the assignment commentary and can act on the feedback to improve and refine their work. All tasks can be included in Component 1 as part of Task 1.

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Steve Neale's genre theory explained! Semiotics Semiotics analysis for beginners! | How to read signs in film | Roland Barthes Media Theory Representation What is Representation in Media? How to Analyze ANY Media Text | GCSE & A-Level Media Studies	1. **Primary research into consumption of media products** Create a word form and analyse results to sample 10 people's media consumption 2. **Analysis of an advertising campaign** Students create a moodboard and analyse 2 adverts, applying key concepts of media language and representation to show how meaning is created 3. **Analysis of audience readings of a media text** Students apply 'Encoding and Decoding' reception theory to an advert to demonstrate understanding of how audiences can interpret or 'read' a media text in multiple ways. 4. **Production experimentation 1: create an advert to brief** Students experiment in creating a media product; plan an advert, take photographs, create a contact sheet and edit the advert in Photoshop. This is submitted as a PPT on Teams

Terms 3-5 Topic/Theme/Enquiry		**Component 1: Exploring Media Products (30%)**

Big Picture
What are the main ideas and big questions in this topic?

At the beginning of Term 3, students begin the first component that is submitted in the June 2027 assessment window. All work is completed by the beginning of May 2027.

In Component 2, students develop understanding of how media products are created for specific audiences and purposes in each of these sectors: audio/moving image, print and interactive media. They will explore the relationship between genre, narrative and representation in media products, and develop their understanding of how they are interpreted by audiences. They will learn how media production techniques are used to create different effects to communicate meaning to audiences. This component provides an understanding of media practitioners' work, and how techniques and technology are used to contribute to the creation of media products.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Task 1
Learning outcome A: Investigate media products
Students produce a **digital research portfolio** in response to the brief. Students will explore the following content as a group and respond individually by developing their digital research portfolio in controlled conditions. Their research will explore the following content:

Researching media products and practice, to include:
- primary sources, e.g. observations, discussions, interviews conducted by learners, surveys
- secondary sources, e.g. internet, film, television, magazines.

Media research techniques, to include:
- textual analysis, e.g. denotation and connotation, encoding, anchorage, polysemy
- personal response, e.g. interpretation, identification o practical experimentation, e.g. sketches, plans, practical skills exercises
- recording research outcomes, e.g. note taking, audio-visual recordings, screen recordings, research logs.

Contemporary (post-2000) and historical (pre-2000) media products, to include:
- audio/moving image products, e.g. TV programmes, films, music videos, animations, advertisements, radio broadcasts, podcasts
- print products, e.g. newspapers, magazines, comics, brochures, advertisements
- interactive media products, e.g. websites, mobile apps, interactive magazines, mobile games, video games, online games, advertisements.

Context of production, to include:
- media producer, e.g. media conglomerate, public service broadcaster, independent media producer, community media organisation o purposes of media products, e.g. to entertain, inform, educate, persuade, inspire, challenge
- motivations of the media producer, e.g. generate profit, raise awareness, benefit a community, self-expression, innovation, experimentation, public service responsibilities
- aims of the producer, e.g. to create media products that are high quality, distinctive, accessible, diverse, inclusive, impartial.

Audience interpretation, to include:
- defining primary and secondary audiences, e.g. gender, age, socio-economic groupings, lifestyle profiles
- audience statistics, e.g. box office figures, circulation, sales, hits, subscriptions, followers
- situation, e.g. the effect of where, when and with whom the audience engages with a media product
- audience involvement, e.g. using interactive features, online voting, consumer-generated content, passive audiences o audience responses, e.g. preferred, negotiated and oppositional readings
- audience uses and gratifications, e.g. information, entertainment, escapism, personal identity, social interaction.

Task 2
Learning outcome B: Explore how media products are created to provide meaning and engage audiences

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Students produce a **written report to explore how two films / TV programmes explore the set theme**. One media product is studied as a class and students write an individual response to the key concepts below. The second media product is chosen by the student and provides an opportunity to demonstrate critical independence.

Genre, narrative and representation
Students develop their understanding of how media products combine genre, narrative and representation to create meaning for audiences through analying a range of sequences as a class and applying knowledge and skills to a moving image text independently.

Genre, to include:

- identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page
- how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions
- repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to generic codes and conventions and introduces elements of originality.

Narrative, to include:

- storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app
- narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand
- point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game
- characterisation, e.g. character functions in film, print advertisements, computer games
- themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games
- setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game
- mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game.

Representation of people, places, issues and events, to include:

- audience positioning and perspective
- audience identification
- use of stereotyping
- positive and negative representations.

Media production techniques
Students will deconstruct media products to examine how media production techniques are combined in media products to create specific effects and engage audiences, with a focus on moving image for Task 2 analysis.

- camerawork, e.g. set-up, framing, shot type/length, angle, movement
- mise en scène, e.g. sets, props, lighting, costume, blocking, production design

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- use of sound, e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, music, sound bridges, audio beds, aural motifs, ambient sound, silence
- editing techniques, e.g. continuity, montage, flashbacks, transitions, synchronising, pace, rhythm, flow, tone, balance
- effects, e.g. audio effects, visual effects, motion graphics.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Through the Introduction to Media Concepts, students have learnt key terminology, concepts and application of these to media products. They have completed 4 mini-assignments that can be incorporated into Task 1 Digital Portfolio and helped to develop analytical and technical production skills.

Key concepts of audience reception theory, semiotics and understanding of wider production contexts and ownership will support Task 1 and Task 2 research and analysis.

Pitch Up
How will we challenge ourselves?

New theory introduced as part of Component 1 when analysing film
- Narrative theory – Toderov / Propp and binary oppositions

The difference between a Pass and a Distinction is often the difference between describing and analysing. Distinction-level work consistently answers:

- How does this create meaning?
- Why has the producer done this?
- What effect does it have on the audience?
- How does it link to purpose, genre and representation?

Throughout Component 1, students are challenged to analyse and make sophisticated connections, for example:

- ✓ Make effective links between genre, narrative, representation and production techniques.
- ✓ Demonstrate an in-depth understanding of how these elements combine to create meaning and engage audiences.
- ✓ Use a wide range of relevant examples to support points.
- ✓ Compare and evaluate examples rather than discussing them separately.
- ✓ Use subject-specific terminology confidently and accurately throughout.

Wider Framework
How does this learning connect to future topics and bigger goals?

Component 1 provides the essential knowledge and understanding that underpins all future learning within the Creative Media Production course. By exploring how media products use genre, narrative, representation, audience targeting and media language to create meaning, learners develop the analytical

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

To deepen their understanding of media products and audiences, learners should explore the wider creative industries and the increasingly interconnected relationship between film and gaming. Modern media franchises often operate across multiple platforms, with films inspiring games, games being adapted into films and television series, and both industries using shared storytelling

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skills needed to make informed creative decisions in later practical units. This knowledge is directly applied in Component 2, where learners plan and create their own media products, and in Component 3, where they respond independently to a professional brief.

Beyond the qualification, Component 1 encourages learners to become critical consumers of media, developing an understanding of how media influences attitudes, behaviours and perceptions. These analytical, research and communication skills support progression to further study in media, film, journalism, marketing, advertising and the wider creative industries, while fostering the critical thinking skills needed to navigate an increasingly media-rich world.

techniques, characters, genres and visual styles to engage audiences. Learners should investigate how major media companies create synergistic media ecosystems through cross-promotion, merchandising, streaming services and transmedia storytelling.

By exploring examples such as superhero franchises, fantasy worlds and video game adaptations, learners can develop a broader understanding of how media products are created, marketed and consumed across different sectors. This wider contextual knowledge will support learners in analysing audience appeal, narrative structures, genre conventions and representation, while developing a richer appreciation of how the creative media industries collaborate to maximise audience engagement and commercial success.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Component 1 makes a significant contribution to students' Spiritual, Moral, Social and Cultural (SMSC) development through the exploration of media products, audiences and representations. Students are encouraged to reflect on their own values, beliefs and media consumption habits while considering how media products shape attitudes and perceptions. Through the study of representation, stereotyping and audience interpretation, students develop moral awareness by evaluating how individuals, groups and issues are portrayed in the media. The component promotes social understanding by exploring how different audiences engage with and respond to media products, while cultural awareness is enhanced through the analysis of media texts from different contexts, time periods and perspectives. Students are encouraged to think critically about the influence of media within society and their role as informed and responsible media consumrs.e

Communication skills are enhanced through discussing ideas, presenting findings and using specialist media terminology accurately. The component also promotes independent learning, organisation and attention to detail as students manage research tasks and analyse complex media texts.

Resources

What books, websites, videos and materials will support our learning?

StudioBinder
Excellent professional explanations of filmmaking, storytelling and visual language.
StudioBinder YouTube Channel
Recommended videos:

- "Video Game Movies: Why They Often Fail"
- "What is Transmedia Storytelling?"
- "How Storyboards are Used in Film Production"

Assessment

How will we show what we know, remember and can apply?

The component is worth 60 marks, 30% of the final qualification and is made up of two tasks, completed during lessons. Students are allocated 10 hours of controlled conditions time and this is done between January and May. The brief is released by Pearson in Autumn and provides a theme to explore.

Students can include 'experimentation' practical tasks as part of their research, however Component 1 assesses knowledge and understanding of media concepts and research techniques.

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Media Studies - Semiotics Explained (Mr Brown Media) https://www.youtube.com/results?search_query=Mr+Brown+Media+Semiotics **The Media Insider – Semiotics in Media** https://www.youtube.com/results?search_query=semiotics+media+studies **Crash Course Media Literacy** https://www.youtube.com/playlist?list=PL8dPuuaLjXtM6jSpzb5gV4p4Ck8vO3j1F **Representation and Stereotyping - Mr Brown Media – Representation** https://www.youtube.com/results?search_query=Mr+Brown+Media+Representation **Media Studies Theory – Stereotypes and Representation** **https://www.youtube.com/results?search_query=stereotypes+representation+media+studies** **TED-Ed: The Danger of a Single Story** https://www.youtube.com/results?search_query=the+danger+of+a+single+story+ted **Documentary and Behind-the-Scenes Material** **The Movies That Made Us (Netflix)** Shows how professional productions develop from concept to screen. **Light & Magic (Disney+)** Demonstrates the importance of planning, experimentation and creative problem solving in media production.	**Assessment Tasks:** **Task 1:** Research and select media products from different sectors linked to the set theme. **Task 2:** Analyse how the selected products use genre, narrative, representation and production techniques to create meaning and engage audiences. Both tasks are completed on Teams Assignments and the teacher can provide 'purple pen' feedback in the comments section throughout to support progress up to submission. Task 1 is submitted as a digital portfolio of research on PowerPoint and Task 2 as a report on Word. Assessment criteria and banding is available on the Creative Media Production specification.

Term 6 Topic/Theme/Enquiry		**Component 2 – Developing Digital Media Production Skills** *Learning Outcome A – pre-production*

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Big Picture
What are the main ideas and big questions in this topic?

Pre-production is the 'research and planning' aspect of creating media products. This term, the students will begin Component 2 and explore how successful media products begin with effective planning, creativity and purposeful decision-making. Students will develop the skills used by professional media practitioners to research, generate and refine ideas before production begins.

Students will learn how to respond to a creative brief, explore a range of creative possibilities and transform initial concepts into detailed pre-production materials. By developing storyboards, scripts, shot lists, mood boards, house styles and page layouts, students will understand how careful planning helps ensure that media products are engaging, purposeful and suitable for their intended audience and complete this stage of their digital portfolio for Component 2 on Teams.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Learning outcome A: Develop and apply media pre-production processes, skills and techniques

Students will read and respond to the set brief for Component 2 and choose the media product that they would like to make to explore the set theme.

Develop techniques for generating and developing ideas in response to a creative brief:

- Research, discover and evaluate.
- Generate ideas through creative techniques, e.g. brainstorming, mind-mapping, visualisation, making new connections
- developing ideas, e.g. narratives and storylines, synopsis, dialogue, visual appearance, content outline
- Practical experimentation.
- Review ideas, e.g. expand, reject and refine ideas.

Develop and apply media pre-production skills and techniques to shape their ideas into pre-production material relevant to the media sector:

- Produce, review and refine material for the audio/moving image sector relevant to the production, such as: storyboards, audio scripts, screenplays, shot lists.
- Produce, review and refine material for the print sector relevant to the production, such as: mood boards, a house style, thumbnails and sketches, page mock-ups.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Component 2 builds directly on the knowledge and understanding developed in Component 1. Through analysing existing media products, learners have already explored how media producers use genre, narrative, representation and media production techniques to engage specific audiences and achieve particular purposes. This understanding informs the planning stage of their own media productions, enabling

Pitch Up
How will we challenge ourselves?

A Distinction student does not simply complete the required planning documents. They produce detailed, purposeful and professional pre-production materials that clearly demonstrate how research, audience understanding and creative decision-making have shaped the final

them to make purposeful creative decisions when responding to a brief. Learners draw on their knowledge of audience segmentation, media language and production techniques to generate ideas, develop concepts and create effective pre-production materials such as storyboards, scripts, mood boards and page layouts. By understanding how successful media products are constructed, learners are better equipped to plan and create their own media products that meet audience needs and industry expectations. Skills in photography and Photoshop, as well as recorded iMovie clips and editing provide foundational digital production skills to support planning.	concept. Every planning document has a clear purpose and contributes to a coherent production plan. Students will challenge themselves in this first part of Component 2 to: ✓ Generate ideas that are creative, relevant and well suited to the brief. ✓ Make decisions that are justified and purposeful. ✓ Explore several possible ideas before selecting the strongest concept. ✓ Demonstrate experimentation rather than settling on the first idea. ✓ Review ideas critically. ✓ Explain why ideas were expanded, rejected or refined. ✓ Show evidence of improvement throughout the planning process. ✓ Professional-quality storyboard with clear visual detail. ✓ Detailed mood boards linked to audience and purpose. ✓ Detailed page mock-ups showing layout, typography and visual hierarchy. ✓ Make links between planning decisions, audience needs and the final outcome. ✓ Present work clearly and professionally.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
The **pre-production planning stage** provides the foundation for all future practical work within the course and mirrors the professional processes used throughout the creative industries. By learning how to research, generate ideas, respond to briefs and develop detailed planning materials, learners build the skills needed to successfully complete the production and post-production stages of Component 2 and the externally assessed Component 3. These planning and organisational skills are highly transferable and support progression to further study in media, film, journalism, graphic design and creative arts. More broadly, learners develop creative thinking, problem-solving, project management and reflective practice skills that are valued across a wide range of careers. Understanding the importance of planning also helps learners recognise that successful media	To develop a richer understanding of pre-production and strengthen their creative decision-making, students should explore how professional media creators generate, develop and refine ideas before production begins. This could include studying behind-the-scenes documentaries, director commentaries, production blogs and design portfolios to understand the planning processes used within the film, television, advertising and publishing industries. Learners should investigate how writers, directors, producers, photographers and designers use research, audience insights and creative experimentation to shape successful media products. By engaging with professional creative processes and understanding that successful media products are often the result of multiple drafts, feedback and refinement,

products are rarely created by chance, but through a process of research, experimentation, collaboration and refinement.	learners will develop greater confidence as independent and reflective media practitioners.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Developing digital production skills links to wider career and future pathway aspirations.
This component is practical and requires real production methods so gives the students the vocational experience to explore if this way of working, responding to a brief to deadline and producing creative material is something that they would like to explore further. Students record a pitch presentation, explaining their proposed production and this provides a real world experience in developing presentation skills.

Listening and speaking – pitch presentation

Planning – project planning in detail and considering the brief, target audience and feasibility of their proposal
Creativity – developing a range of creative responses to the brief.

Resources

What books, websites, videos and materials will support our learning?

BBC Academy: Provides insights into professional media production workflows, planning processes and industry practice.
https://www.bbc.co.uk/academy

Into Film: Resources exploring filmmaking, story development, audience engagement and production planning.
https://www.intofilm.org

Canva Design School: Useful for mood boards, visual communication, layout planning and creative ideation.
https://www.canva.com/designschool

Storyboard That
Excellent for understanding and creating professional storyboards.
https://www.storyboardthat.com

Assessment

How will we show what we know, remember and can apply?

Students will complete the first task of Component 2 and submit on Teams Assignments as a Digital Portfolio:

Task 1: Generate ideas and create pre-production materials such as storyboards, scripts, shot lists, mood boards, house styles, thumbnails or page mock-ups in response to the brief. The digital portfolio will include:

- Moodboards
- Range of initial responses to brief:
- Research into similar media texts – particularly media language, audience readings, representation, narrative
- Initial drafts
- Developed production materials
- Pitch presentation recording

The British Film Institute (BFI) Industry case studies, film production resources and wider contextual understanding of the UK creative industries. **https://www.bfi.org.uk** **StudioBinder Youtube channel** Outstanding professional explanations of various processes Recommended videos: • How to Create a Storyboard • What is a Shot List? • Film Pre-Production Process Explained **Every Frame a Painting – Youtube channel** Excellent short analyses of visual storytelling and directorial decisions that can inspire planning work. **The Futur** Particularly useful for print media learners studying design processes, branding and creative thinking.	