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BTEC Level 1/2 Creative Media Production Curriculum Intent

Year 11

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.

Students 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

Component 2 – Developing Digital Media Production Skills (30%)
Learning Outcome B – Production and Post-production

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

In Term 6 of Year 10, students have completed the pre-production processes for Component 2, including research, storyboarding and drafting and pitching their idea, evidenced in their Digital Portfolio. They now focus on completing **Learning Outcome B – Production and Post-Production.**

Successful media products are created through a structured production process that combines technical skill, creativity and continuous refinement. Students apply the plans developed during pre-production to create a media product that meets the requirements of a creative brief and appeals to a specific audience.

Through production and post-production, students develop practical skills in audio, moving image or print media while learning to review, test and improve their work in response to feedback and self-evaluation. This reflects professional practice within the creative industries, where experimentation, editing and refinement are essential to producing high-quality media products that effectively communicate their intended message and purpose.

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

Component 2 – Task 2: Knowledge and Skills

Knowledge

Students will develop an understanding of:

- The production process for creating a media product.
- The purpose and importance of post-production.
- How production decisions affect audience engagement and communication.
- Technical workflows used in audio/moving image and print media.
- The importance of testing, reviewing and refining media products.
- How to prepare and export media products for digital distribution.
- Professional working practices used within the creative industries.

Skills

Students will develop and demonstrate the ability to:

- Apply production skills to create original media content.
- Use specialist equipment and software safely and effectively.
- Apply media production techniques appropriate to their chosen pathway (audio/moving image or print).
- Use post-production techniques to edit, combine and enhance media content.
- Manage digital assets and organise production files efficiently.
- Review and evaluate their work throughout the production process.
- Respond to feedback and testing by refining and improving their media product.
- Solve creative and technical problems independently.
- Produce a cohesive final media product that meets the requirements of the brief and appeals to the target audience.
- Export the completed media product in an appropriate format for digital distribution.

Audio/Moving Image Skills

- Camerawork and shot composition.
- Lighting and sound recording.
- Video and audio editing.
- Titles, transitions and visual effects.
- Colour correction and audio enhancement.

Print Skills

- Layout and page design.
- Typography and visual hierarchy.
- Photography and image manipulation.
- Graphic creation and image editing.
- Preparing print products for publication.

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By the end of Task 2, students will have combined the planning completed in Task 1 with practical production and post-production skills to create, review and refine a media product that demonstrates creativity, technical competence and an understanding of audience and purpose.

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 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.

In Term 6 Year 10, students have completed the pre-production processes for Component 2, including research, storyboarding and drafting and pitching their idea.

Pitch Up

How will we challenge ourselves?

Level 2 Distinction criteria for Component 2 identifies that students should work like a professional media practitioner. They don't simply follow their plan—they evaluate, adapt and improve their work throughout the production process. Every production decision is purposeful and linked to the audience and the creative brief. Technical skills are applied confidently, editing is polished, and the final media product is cohesive, engaging and of a consistently high standard.

Distinction Checklist:

✓ apply production skills confidently and accurately.

✓ use editing and post-production techniques to improve work.

✓ test and refine media product throughout production.

✓ final product is cohesive and fully meets the brief.

✓ every creative decision is justified by the needs of the audience and purpose.

Wider Framework

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

Task 2 reflects the professional workflows used throughout the creative media industries, where ideas developed during pre-production are realised through production, post-production and continual refinement. Students experience the importance of meeting deadlines, responding to a client brief, applying technical skills and improving work through testing and evaluation—key practices used in careers such as filmmaking, television production, graphic design, advertising and digital content creation.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

To improve their production skills, students should look beyond the classroom and explore how professional media products are made. Watching behind-the-scenes features, "making of" documentaries and interviews with filmmakers, designers and photographers can help students understand how creative ideas are developed into successful media products. Students should also explore how different roles, such as directors, editors, graphic designers and camera

This learning provides the essential foundation for **Component 3**, the externally assessed synoptic project. In Component 3, students are expected to work independently to interpret a Pearson-set brief, plan, produce and refine a media product within supervised conditions. The skills developed in Task 2—applying production and post-production techniques, managing a production workflow, making purposeful creative decisions and refining work in response to review—are directly transferable to the external assessment. By mastering these processes in Component 2, students gain the confidence, technical competence and professional approach needed to produce high-quality media products independently in Component 3.

operators, work together to create films, advertisements, magazines and online content.

Students can also develop their creative eye by analysing media they enjoy, asking questions such as: *Why has this camera angle been used? How does the editing create excitement? Why has this colour scheme or font been chosen?* Following film, television, gaming and design news through websites such as the British Film Institute (BFI), Into Film and BBC Academy will help students understand current trends and career opportunities in the creative industries. This wider knowledge will encourage students to become more confident, creative and reflective media producers while helping them understand how the skills they are developing are used in real-world media careers.

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.

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.
Adapting and Problem solving – the process of review and refine develops problem solving skills as students have to find solutions to meet the brief deadline
Teamwork – while the projects are individual, teamwork is essential for media production. In this component, students direct others who appear in their production and support others in the class.

PSHE/SMSC links

Discussion of stereotyping in media products and then exploring the responsibility as a media producer of making technical decisions in production that 'mediate' or construct representation is a powerful way to develop media literacy,

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Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*

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
StudioBinder Youtube channel
Outstanding professional explanations of various processes
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.
Corridor Crew (YouTube)
Fun behind-the-scenes explanations https://www.youtube.com/@CorridorCrew
Behance
Professional portfolios from designers and media creators.
https://www.behance.net
	Students will complete the Component 2 and submit on Teams Assignments as a Digital Portfolio:
	
	Component 2 – Task 2: Production and Post-Production
	Students should complete:
	• Create their media product using the plans developed in Task 1.
	• Apply appropriate production skills and techniques relevant to their chosen pathway (audio/moving image or print).
	• Use post-production techniques to edit, combine and refine content.
	• Demonstrate evidence of testing, reviewing and improving the product throughout production.
	• Export the finished media product in a suitable digital format.
	• Submit the final media product:
	  ○ **Audio/Moving Image:** approximately **30 seconds to 2 minutes**.
	  ○ **Print:** approximately **three pages**.

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Terms 3-5 Topic/Theme/Enquiry	**Component 3: Create a Media Product in Response to a Brief (40 %)**

Big Picture

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

At the beginning of Term 3, students begin Component 3; the externally assessed, synoptic component of the BTEC Tech Award in Creative Media Production. Students independently apply the knowledge, understanding and practical skills developed in Components 1 and 2 to respond to a Pearson-set creative brief. They are required to plan, produce and refine a media product that meets the requirements of the brief while demonstrating an understanding of audience, purpose and effective media production techniques.

Working under supervised controlled assessment conditions in class, students interpret the brief, generate creative ideas, produce appropriate pre-production materials and create a finished media product using production and post-production skills. Throughout the assessment, students are expected to review and refine their work to ensure it communicates effectively with the intended audience.

Component 3 provides students with the opportunity to demonstrate their ability to work independently, manage a creative project and produce a high-quality media product that reflects professional industry practice. It brings together all aspects of the qualification, preparing students for further study and careers within the creative and digital industries.

Zoom In

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

Students will apply the knowledge developed throughout the course to independently respond to a Pearson-set creative brief. They will demonstrate an understanding of:

- Audience and purpose.
- Interpreting and responding to a creative brief.
- Genre conventions and media language.
- Narrative structures and storytelling.
- Representation and audience appeal.
- Production workflows and industry practice.
- Pre-production, production and post-production processes.
- Reviewing and refining media products.

Students will develop and demonstrate the ability to:

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- Interpret a client brief and identify its requirements.
- Generate and develop creative ideas.
- Plan a media product using appropriate pre-production documents.
- Apply technical production skills in audio/moving image or print media.
- Use post-production techniques to edit, refine and improve their work.
- Manage time and resources effectively under supervised assessment conditions.
- Test, review and refine their media product.
- Produce a cohesive final outcome that meets the needs of the target audience.
- Work independently and make informed creative decisions.
- Evaluate how effectively the final product fulfils the brief.

Throughout Component 3, students are expected to combine the analytical understanding gained in Component 1 with the practical production skills developed in Component 2 to independently produce a high-quality media product that effectively addresses the requirements of the Pearson-set brief and reflects professional media practice.

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

Component 3 brings together everything students have learned throughout the course. From Component 1, students apply their understanding of audience, purpose, genre, narrative, representation and media language to create a product that effectively communicates with its intended audience.

From Component 2, students build on their pre-production, production and post-production skills, using professional planning techniques, creative problem-solving and technical skills to independently respond to a client brief. This prior learning enables students to make informed creative decisions and produce a polished media product that reflects industry practice.

Pitch Up
How will we challenge ourselves?

A Distinction student works like a professional media practitioner. Their planning is detailed, their production skills are accomplished, and every creative decision is purposeful. The final product is technically strong, visually or audibly engaging, and fully meets the client's brief while showing creativity, originality and a clear understanding of audience and purpose. Throughout the project, students continually review, refine and improve their work to produce the highest possible quality outcome.

Key Actions for distinction level production

✓ Read and interpret the brief carefully before starting.
✓ Research similar media products to inspire and inform your ideas.
✓ Keep your target audience at the centre of every creative decision.
✓ Produce detailed and well-organised pre-production materials.
✓ Apply production skills confidently and accurately.
✓ Demonstrate creativity while following appropriate genre conventions.
✓ Use editing and post-production techniques to improve quality and audience engagement.

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	✓ Test your work regularly and make purposeful improvements throughout the project. ✓ Ensure your final product is polished, cohesive and fully meets the brief. ✓ Work independently, manage your time effectively and present your portfolio professionally. ✓ Explain and justify your creative and technical decisions through clear technical records and evidence.

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 final unit of the course Component 3 prepares students for further study and future careers by bringing together the knowledge and practical skills developed throughout the two years. By independently responding to a client brief, students experience the type of work completed by professionals in the creative industries, developing confidence, creativity and resilience. The project strengthens transferable skills such as communication, organisation, time management, problem-solving and independent working, all of which are valued in further education, apprenticeships and employment. The component provides an excellent foundation for progression to Level 3 courses in Media, Film, Graphic Design, Photography, Games Design and Digital Production, while helping students understand how creative ideas are developed into professional media products.	To build on their learning, students should explore how media professionals create products that meet the needs of both clients and audiences. Looking at successful advertising campaigns, film posters, magazine covers, social media content and online creators will help students understand how creative ideas are used to communicate messages and attract audiences. Students should also keep up to date with new developments in the media industry, such as the use of artificial intelligence, streaming platforms and digital content creation. Exploring current media trends, film festivals and creative competitions will encourage students to think creatively, develop their own style and gain a wider understanding of how media products are created and shared in the real world.

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 final unit provides a further opportunity for a student to develop a portfolio or showreel and demonstrate how they have led a project in response to a brief – providing key vocational experience.

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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.
Adapting and Problem solving – the process of review and refine develops problem solving skills as students have to find solutions to meet the brief deadline
Teamwork – while the projects are individual, teamwork is essential for media production. In this component, students direct others who appear in their production and support others in the class.

PSHE/SMSC links
Component 3 supports students' PSHE and SMSC development by encouraging independence, resilience, creativity and effective time management as they respond to a client brief. Students develop confidence through making informed decisions, solving problems and reflecting on their work, while considering how media products represent people and ideas responsibly. Through creating media for specific audiences, students also develop cultural awareness, ethical understanding and the skills needed to become responsible digital citizens and creative professionals.

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

In addition to the links prov8ided for Component 2, the follow8ing can provide further information on careers and real production portfolios.

ScreenSkills – Explore careers, professional workflows and skills used across the UK film, television, games and creative industries. https://www.screenskills.com
The Art of the Title – Analyse award-winning title sequences to understand typography, motion graphics and visual storytelling.
https://www.artofthetitle.com
Lessons from the Screenplay (YouTube) – Clear breakdowns of storytelling, narrative structure and visual communication in film.
https://www.youtube.com/@LessonsfromtheScreenplay
Creative Boom – Current news, interviews and inspiration from professionals working across graphic design, photography, film and digital media.
https://www.creativeboom.com

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

Students work during lessons in Term 3 -5 towards the deadline at the beginning of May and submit each of the 4 tasks below as assignments on Teams to the published deadli8nes. This is completed in controlled conditions in class.

Task 1 – Understand the Brief and Develop Ideas
Students analyse the set brief to identify its purpose, target audience and requirements. They carry out research into similar media products, explore the theme and generate a range of creative ideas before selecting and justifying the strongest concept.
Task 2 – Plan the Media Product
Students develop detailed pre-production materials that communicate how their media product will be created. Depending on the chosen pathway, this may include storyboards, scripts, shot lists, mood boards, page layouts or other planning documents that demonstrate how the product will meet the needs of the audience and the brief.
Task 3 – Produce and Refine the Media Product
Students apply their production and post-production skills to create their media product. Throughout the process they review, test and refine their work, making improvements to ensure the final outcome is creative, technically competent and fit for purpose.
Task 4 – Test, Export and Record the Production Process
Students test their completed media product to ensure it functions as intended, export it in an appropriate digital format for distribution and produce technical

	records that explain the software, equipment and production techniques used to create the final outcome.