

## 2017 CURRICULUM SUMMARY – BTEC Digital Creative Media Production

### YEAR 9

TERM 1	TERM 2	TERM 3
<b>CONTENT</b> Introduction to digital platforms, formats, devices and synergy. Audience and production development.	<b>CONTENT</b> Introduction to moving image and digital and analog audio. Developing production ideas and skills. Introduction to pre - production planning	<b>CONTENT</b> Exploring the formats of moving image. Introduction to developing ideas Digital editing and project management
<b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• End of term summary of documentation</li> <li>• Assessment of classwork and development of professional conduct</li> </ul>	<b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• End of term summary of written work.</li> <li>• Assessment of creativity and presentation</li> <li>• Practical skills development</li> </ul>	<b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• End of term assessment of documents and pitch presentations</li> <li>• Summary of communication skills and teamwork</li> <li>• Assessment of digital format, platform and device knowledge.</li> </ul>
<b>HOW PARENTS CAN SUPPORT LEARNING</b> <ul style="list-style-type: none"> <li>• Encourage students to analyze television program formats at home.</li> <li>• Ensure students have access to computers, tablets, smartphones and video cameras.</li> </ul>	<b>HOW PARENTS CAN SUPPORT LEARNING</b> <ul style="list-style-type: none"> <li>• Encourage students to analyze television program formats at home.</li> <li>• Ensure students have access to computers, tablets, smartphones and video cameras.</li> </ul>	<b>HOW PARENTS CAN SUPPORT LEARNING</b> <ul style="list-style-type: none"> <li>• Encourage students to analyze television program formats at home.</li> <li>• Ensure students have access to computers, tablets, smartphones and video cameras.</li> </ul>

**YEAR 10**

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Exploring factual broadcast television</li> <li>Digital video editing</li> <li>Documentary film production</li> <li>Television advertising</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Digital files and formats, mobile apps. Music style and film sound tracking</li> <li>Developing ideas for digital media products.</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Practical production skills</li> <li>Managing and producing broadcast content</li> <li>Codes and conventions</li> <li>Pre – production planning portfolio</li> <li>Moving image analysis</li> </ul>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Assessment of media portfolio</li> <li>Observation of conduct and professionalism</li> <li>Use of terminology</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Observation of conduct and professionalism</li> <li>Use of terminology</li> <li>Written exercises</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Observation of conduct and professionalism</li> <li>Use of terminology</li> <li>Pre-production portfolio</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to analyze moving image content and news</li> <li>Encourage students to film family events, in particular travel to foreign countries.</li> <li>Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to analyze moving image content and news</li> <li>Encourage students to film family events, in particular travel to foreign countries.</li> <li>Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>Encourage students to analyze moving image content and news</li> <li>Encourage students to film family events, in particular travel to foreign countries.</li> <li>Provide access to digital media equipment.</li> </ul>

**YEAR 11**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Pitching and development/Narrative and interpretation</li> <li>• Pre-production work</li> <li>• Post production</li> <li>• Formats, audience types</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Moving image production (Practical and written)</li> <li>• Production planning</li> <li>• Past exam papers and revision</li> </ul>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Film production</li> <li>• Post production</li> <li>• Unit 1 Exam</li> </ul>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Media portfolio assessment</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Media portfolio assessment</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Media portfolio assessment</li> <li>• Moving image production assessment</li> <li>• Unit 1 exam</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze moving image content and news</li> <li>• Encourage students to film family events, in particular travel to foreign countries.</li> <li>• Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze moving image content and news</li> <li>• Encourage students to film family events, in particular travel to foreign countries.</li> <li>• Provide access to digital media equipment.</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage students to analyze moving image content and news</li> <li>• Encourage students to film family events, in particular travel to foreign countries.</li> <li>• Provide access to digital media equipment.</li> </ul>

**YEAR 12**

**Level 3 Creative Digital Media Production**

Commented [SW1]:

**Week 1**

lesson	Outcome	Unit	activity
Introduction to Media 1	Learn about the different units	1 representation	Discussion/analysis of posters on the walls
Introduction to Media 2	To understand how to read images and Learn about denotation/connotation	1 representation	Poster analysis from PP
Introduction to Media 3	Recap over denotation/connotation and apply analysis to a film clip The Usual Suspects	1 representation/ 10A film genre	Analysis of film clip/ Work through PP
Introduction to Media 4	Recap over The Usual Suspects – write paragraph of analysis Understand the basics of semiotics – the difference between sign, signifier and signified	10A Film Genre/ 1 representation	Write paragraph of analysis on The Usual Suspects. Go through PP examples and posters
Introduction to Media 5	Apply semiotic analysis to film posters evaluating the sign, signifier and signified	1 representation/10A film genre	PP- Analysis of film posters and how meaning is conveyed through media language.

**Week 2**

lesson	Outcome	Unit	activity
Introduction to technical codes- sound	Learn about the difference between diegetic and non-diegetic sound	1 – representation/10A film genre/10 B,C Film production	PP – Listen to sound clips from different films and genres.
Sound techniques part 2	Analyse the way sound techniques are used in	1 – representation/10A film genre/10 B,C Film production	PP- Watch and analyse sound techniques in Kill Bill – write short essay

	Kill Bill to create meaning for audiences		on sound techniques in Kill Bill.
Introduction to mise-en-scene	Examine the different areas covered by mise-en-scene – through analysis of The Usual suspects opening sequence and Kill Bill	1 – representation/10A film genre/10 B,C Film production/	PP- Analysis of film posters – shutter island and opening sequence of The Usual Suspects.
Introduction to camera techniques	Recap on m/e/s -learn how camera techniques convey information to the audience	1 – representation/10A film genre/10 B,C Film production/	PP - Analysis of different camera angles in film shots on power-points/ watch film clips on camerawork - YouTube
Camera movement and angles	Recap over camera angles – learn how to apply the correct terminology to different camera techniques	1 – representation/10A film genre/10 B,C Film production/	PP Analysis of key scenes of camera movement – Hitchcock – The dolly zoom/Goodfellas tracking shot on YouTube – Write a paragraph of analysis on Goodfellas and how meaning is conveyed through the single tracking shot.

H/W Complete essay on how sound creates meaning in the burial scene in Kill Bill vol 2

Week 3

lesson	Outcome	Unit	Activity/resources
Introduction to Continuity editing	Learn about editing styles and structures in films	1 -representation/10A film genre/10 B,C Film production/ PP	PP Watch Die Another Day sequence and compare to Secrets and Lies.
Editing part 2	Montage and 180 degree rule	1 – representation/10A film genre/10 B,C Film production/ PP	PP Watch Hitchcock doc on Kuleshov effect and

Analysing the technical codes part 1	To analyse a film sequence using the technical codes	1 – representation/10A film genre/10 B,C Film production/PP	Activity sheet Watch clip from Skyfall
Analysing the technical codes part 1	To analyse and write an essay on a film sequence using the technical codes	1 – representation/10A film genre/10 B,C Film production/PP	Activity sheet Watch clip from Skyfall
Introduction to filming	To plan and shoot a film sequence	1 – representation/10A film genre/10 B,C Film production/	Storyboard Hand-out and activity sheet

#### Week 4

lesson	Outcome	Unit	activity
Introduction to editing a film sequence	To begin editing film sequence. To learn about film editing	1 – representation/10A film genre/10 B,C Film production/	Begin using premiere pro
Introduction to adding sound to a film sequence	Add sound effects and finish editing	1 – representation/10A film genre/10 B,C Film production/	Premiere Pro
Introduction to Representation	To learn about different types of representations in the media and how representations are formed.	1 – representation/10A Film genres	PP Analysis of images
Dominant ideology and stereotyping part 1	To understand how the media plays a role in stereotyping	1 – representation/10A Film genres	PP Article analysis on stereotyping
Dominant ideology and stereotyping part 2	To understand how ideology plays a role in the media. To learn about left and right wing bias	1 - Representation	PP Newspaper analysis

H/W To research examples of stereotypes and dominant ideologies in the news and write short essay (500 words)

#### Week 5

lesson	Outcome	unit	activity
Representation of gender part 1	To learn how gender roles have changed	1 – representation/10A film genres	PP/ Film clip Mad Men

	over time and how the media have adapted their representations to changing ideologies.		
Representation of gender part 2	Analyse the representation of gender in Mad Men and Desperate Housewives	1 – representation/10A film genres	PP/ Film clip Mad Men
Binary opposition in the media	Examine the way in which binary opposition is used to construct meaning in the media.	1 – representation/10A film genres	PP/ Skyfall Mad Men
Essay writing structure -	Using the PEEL paragraph technique	1 – representation/10A film genres	Hand-out Write essay on How Binary opposition is used in Mad Men to represent traditional gender roles.
The male Gaze part 1	To learn and apply the concept of the male gaze to media texts part 1	1 – representation/10A film genres	PP/ Music video clips Justin Bieber Britney Spears/Taylor Swift

#### Week 6

lesson	Outcome	unit	Activity/resources
The male Gaze part 1	To learn and apply the concept of the male gaze to media texts part 2	1 – representation/10A film genres	PP/ Alfred Hitchcock's Vertigo and Rear Window
The conventions of Newspapers	To learn and apply the different terms attributed to Newspaper/magazine front covers.	1 – representation	PP/ Newspaper/magazine front cover analysis
Representation of ethnicity	To examine the way different Newspapers represent ethnicity and	1 – representation/10A film genres	PP/ Newspaper/magazine front cover analysis

	how this informs their agenda on their front covers.		
Representation of ethnicity in the media	To create a collage that reflects the way different ethnic groups are represented in the media.	1 – representation/10A film genres	Collage/ Newspapers/Magazines
Representation of ethnicity in the media	To analyse the way The People Vs OJ Simpson reflects institutional racism in the police force	1 – representation/10A film genres	PP/ TV Series – The people vs OJ Simpson
H/W – To complete essay on ‘ the way ethnicity is represented in the opening sequence of The People vs OJ simpson episode 5.			

#### Week 7

lesson	Outcome	unit	Activity/resources
Representation of ethnicity in the media	To analyse the way The People Vs OJ Simpson reflects institutional racism in the police force and contrast this with more recent representations	1 – representation/10A film genres	TV series – The people vs OJ Simpson Music video - Childish Gambino – This is America
The concept of Intertextuality	To examine the way Intertextuality is used to attract audiences to products	1 – representation/10A film genres	PP/ YouTube clips
Intertextuality part 2	To examine the concept of synergy and its application in the film industry	1 – representation/10A film genres	Past papers/ Guardian article on Marvel/Disney



Audience readings and polysemic texts	Analysis of different types of audiences in the media	1 –Representation/10A Film Genres/4 B,C Pre-production portfolio	PP
Stuart Hall – Audience readings	Examine the difference between preferred, negotiated and oppositional readings	1 –Representation/10A Film Genres/4 B,C Pre-production portfolio	PP/YouTube – Borat clips

#### Week 8

lesson	Outcome	resources	activity
Media copycats	To examine whether the media induces copycat behaviour.	1 –Representation	YouTuce clip/ read article on media violence
Stereotypes and age representation	Compare and contrast the way age is represented in different forms of the media	1 –Representation/10A Film Genres	Watch Catherine Tate show/ Breaking Bad
Binary opposition and age in the media	Analyse the way in which the media use binary opposition to convey stereotypical beliefs about young people	1 –Representation/10A Film Genres	Read article from Chavs/ watch extract from Trainspotting
Representation of age	Discuss the way in which age is represented in the media.	1 Representation/10A Film Genres	Read Guardian article on Skins/Read Daily Mail article on skins.
Essay	To use lesson to write timed essay	1 Representation	

#### Week 9

lesson	Outcome	resources	activity
Genre theory	To understand why the media classifies different products according to their similarities	1 Representation/10A Film Genres	Work through PP slide/ discussion

Steve Neale genre theory	To examine Steve Neale's genre theory in relation to the film industry	1 Representation/10A Film Genres	Research task on the history of genre/ Worksheet
Genre presentation work	As above	1 Representation/10A Film Genres	Research task on the history of genre/ Worksheet
Genre presentation work	Presentation on genre work cont	1 Representation/10A Film Genres	Research task on the history of genre/ Worksheet
Class presentation	Presentation	1 Representation/10A Film Genres	Presentation – each student produces 5-10 minutes presentation on a film and how we understand the genre from the opening few minutes.

#### Week 10

lesson	Outcome	resources	activity
Todorov's narrative theory	To understand and be able to apply Todorov's theory to a particular film.	1 Representation/10A Film Genres	Pp/YouTube/ Hand-outs to read/discussion
Propp's stock character types	To be able to analyse the way Propp's theory is still applicable to films.	1 Representation/10A Film Genres	Pp/YouTube/ Hand-outs to read/ film clip - Shrek
Bordwell/ Altman – different types of narrative structures	To understand the different narrative structures of films.	1 Representation/10A Film Genres	Read Film article/ YouTube clips/discussion
Presentation work	To develop research and critical thinking skills	1 Representation/10A Film Genres	Worksheet
Presentation	To develop critical thinking and presentation skills	1 Representation/10A Film Genres	Presentation

H/W To apply the narrative theories you have learnt in class to a film of your choice. (500 words)

#### Week 11

lesson	Outcome	resources	activity
Introduce the brief for Unit 10A	To begin the research into film genre (10A)	10A Film Genres	PP/Hand-out/ Pearson's unit guidance
Research for 10A	Develop research for 10A by focussing on specific films	10A Film Genres	PP/Hand-out/ Pearson's unit guidance
Conventions of a thriller	Analyse the conventions of a thriller film	1 Representation/10A Film Genres/10 B,C Film Production/4 B,C – pre-production portfolio	Worksheet/ discussion/PP/Teacher led
Research for 10A	Develop research for 10A by focussing on specific films	10A Film Genres	PP/Hand-out/ Pearson's unit guidance
Research for 10A	Develop research for 10A by focussing on specific films	10A Film Genres	PP/Hand-out/ Pearson's unit guidance

#### Week 12

lesson	Outcome	resources	activity
Representation of disability in the media	To analyse the changing nature of representations in the media	1 Representation/10A Film Genres	Watch Para Olympics advert on YouTube/
Stereotypes/Ideology and disability	To challenge stereotypical media assumptions about disability	1 Representation/10A Film Genres	Watch The street extract episode 3/ Worksheet
Stereotypes/ideology and disability part 2	To challenge stereotypical media assumptions about disability	1 Representation/10A Film Genres	Discussion/ Bond Villains article in The Guardian
Research for 10A	Develop research for 10A by focussing on specific films	10A Film Genres	PP/Hand-out/ Pearson's unit guidance
Research for 10A	Develop research for 10A by focussing on specific films	10A Film Genres	PP/Hand-out/ Pearson's unit guidance

H/W To work on Unit 10A

Week 13

lesson	Outcome	resources	activity
Audience readings – Frankfurt school/ recap over Stuart Hall/ Polysemic media texts.	To understand the media effects model and how it has changed over time	1 Representation/10A film Genres/ 4A Film finance	PP/discussion/ watch YouTube clips
Uses and Gratifications model	To examine the way in which the uses and gratifications model changed audience theory	1 Representation/10A film Genres/ 4A Film finance	PP/Discussion
Uses and Gratifications model part 2	Apply the uses and gratifications model to different media texts	1 Representation/10A film Genres/ 4A Film finance	PP/Discussion
Research for 10A	Develop audience research for 10A	1 Representation/10A film Genres/ 4A Film finance	worksheet
Research for 10A	Develop audience research for 10A	1 Representation/10A film Genres/ 4A Film finance	worksheet

Week 14

lesson	Outcome	resources	activity
Conventions of a music video	To be able to apply different conventional techniques to a music video	1 Representation/10A film Genres/4 B,C Pre-production portfolio	PP/ worksheet/ YouTube music video clips
Conventions of music video – camera work	To be able to apply camera movement and angles to music video analysis	1 Representation/10A film Genres/4 B,C Pre-production portfolio	PP/ worksheet/ YouTube music video clips
Conventions of music video editing	To be able to apply editing techniques to music video analysis	1 Representation/10A film Genres/4 B,C Pre-production portfolio	PP/ worksheet/ YouTube music video clips
10A Film genre – textual analysis	Develop textual analysis skills in chosen media texts for 10A	1 Representation/10A film Genres/4 B,C Pre-production portfolio	Worksheet

10A Film genre – textual analysis	Develop textual analysis skills in chosen media texts for 10A	1 Representation/10A film Genres/4 B,C Pre-production portfolio	Worksheet
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Term 2

Week 1

lesson	Outcome	UNIT	Activity/ resources
Conventions of a magazine	To understand the way in which magazine covers target audiences	1 Representation/6 B – Media campaigns	PP/ magazine front covers
Magazine front cover analysis	To analyse the way in which stereotypical images are used on magazine front covers	1 Representation/6B Media campaigns	Magazine front covers/ worksheet
Anchorage of texts	To evaluate the way meaning is produced in magazines and computer game adverts.	1 Representation	PP/ Worksheet/ YouTube
Denotation/connotation/ semiotics revision	To apply analysis to magazine and computer game adverts	1 Representation	Worksheet/ hand-outs of images.
10 A Film Genre	To continue working on first essay draft	1 Representation/10A Film genres	worksheet
h/w To work on 10A			

Week 2

lesson	Outcome	unit	Activity/resources
Representation of places	To evaluate the way in which the media represents different parts of the country	1 Representation	PP/YouTube clips EastEnders/Coronation street
Stereotypical representation of places	To analyse the way that media texts draw on stereotypes when representing different places and people	1 Representation/10A Film Genre	PP/YouTube clips EastEnders/Coronation street

Dominant ideologies and the representation of places	To examine the way in which the media reinforce dominant ideologies about people and places	1 Representation/10A Film Genre	Chavs Extract – Owen Jones/ YouTube
Hand –in date Film Genre	Class to finish off and hand- in first draft	10A Film Genre	n/a
Revision over key concepts of representation	To revise the key concepts of representation – short in class test	1 Representation	PP/ Set questions

### Week 3

lesson	Outcome	unit	Activity/resources
Film Finance	To understand the way in which films are financed differently according to budgets.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	YouTube clips/hand-out to read/discussion
Different models of film finance	To learn about the different models of film finance	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	YouTube/Hand-outs/ discussion/PP
The big budget film production and distribution model	To learn about the big 6 film production companies and media conglomerates.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	YouTube/Hand-outs/ discussion/PP
The big budget film production and distribution model	To examine the way horizontal and vertical integration impact on film production budgets.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	YouTube/Hand-outs/ discussion/PP
The way synergy and conglomerate convergence benefit the institutions	To learn about the concept of synergy and conglomerate convergence and how	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	YouTube/Hand-outs/ discussion/PP

	it benefits big institutions		
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H/W – To revise for mock

Week 4

lesson	Outcome	unit	activity
Media mock	n/a	Exam - 1 representation	exam
Media mock	n/a	Exam – 1 representation	exam
Research lesson – students to research into a media conglomerate and film of their choice from one of the big 6	Students to learn about box office receipts, marketing and distribution of the film and how this impacts on the choices of film at the cinema	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	worksheet
Research lesson 2 – Students to research into a low budget film production company and a film.	Students to learn about box office receipts, marketing and distribution of the film and how this impacts on the choices of film at the cinema	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	worksheet
presentation	Students to learn about box office receipts, marketing and distribution of the film and how this impacts on the choices of film at the cinema	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission.	Presentations/PP/ Hand-outs

Week 5

lesson	Outcome	unit	Activity/resources
The low budget model	Students to develop understanding of the way in which budgeting can impact film production	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	PP/ Hand-out/discussion

The lottery funding model	Students to learn how UK film production and distribution differs from the USA.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	PP/Hand-out/discussion
Crowdfunding/ no-budget and the film festival circuit	Students to learn about the low budget models of film production.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	PP/Hand-out/discussion
Above the line vs below the line costs	Students to compare the different models and how the budget impacts production values.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	PP/hand-out/discussion
Essay	Students to write timed essay on the different types of film finance.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold
H/W To research into the different types of film finance and find examples of films that fulfil each category.			

#### Week 6

lesson	Outcome	resources	activity
The logistics of film production	Students to develop understanding of how film production is organised.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	YouTube clips/hand-outs/discussion
The importance of meeting deadlines, timescales for film production and location recce.	Students to learn about the importance of meeting deadlines and properly sourcing locations for film shoots.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	YouTube clips/discussion/ Guardian article lost in la Mancha.



The management of risk on film sets.	Students will develop understanding of the pitfalls of film production through analysis of bad decision making on Fitzcarraldo.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	YouTube clip Fitzcarraldo
Research task	Students to develop understanding of the problems of set management in production through SWOT analysis of Jaws, Fitzcarraldo and Waterworld	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Hand-out
Low budget logistics	Pupils to develop understanding of how to manage low budget film production effectively through analysis of This is England	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	YouTube clips/ Guardian article

#### Week 7

lesson	Outcome	unit	Activity/resources
The importance of rules and regulations in the film industry	Students will develop understanding of the codes of practice for filming through analysis of Monsters and guerrilla filmmaking	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	YouTube/ discussion/PP
The importance of fulfilling legal procedures	Students to develop knowledge of copyright and its necessity in film production	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	YouTube/discussion/PP
The importance of trade unions and risk assessments	Students to develop knowledge and understanding of how to combat risk and	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8	YouTube/ discussion/PP

	follow procedures on film sets.	Responding to a commission	
Why the film industry uses standardised formats	Class to research and explain why the industry use set templates for scripts and storyboards	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	YouTube clips.
Recap and revision over film finance	Students to begin writing the essay for Film Finance.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

h/w To complete second draft of 10A

#### Week 8

lesson	Outcome	Unit	Activity/resources
Media mock recap  Hand – in date for second draft 10A	To evaluate the strengths and weaknesses of the media mock	1 representation	PP/discussion/ hand-out
Representation of social class	Students to note the way stereotypes reinforce dominant ideological beliefs about class	1 Representation/10A Film Genre	Chavs – article to read/ YouTube Owen Jones/ Prezi
Representation of working class in the media	Students to examine the way tabloid newspapers represent class differences	1 Representation/10A Film Genre	Demonisation of the working class YouTube/ Sun front covers
Representation of the upper class in the media	Students to examine the way binary opposition is used to reflect ideological differences in class status in Downton Abbey	1 Representation/10A Film Genre	PP/ Downton Abbey episode 1
Representation of class in Downton Abbey	Students to examine the way binary opposition is used to	1 Representation/10A Film Genre	PP/ Downton Abbey episode 1

	reflect ideological differences in class status in Downton Abbey		
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#### Week 9

lesson	Outcome	resources	activity
Timed essay	Class to write essay on How social class is represented in the opening episode of Downton Abbey	1 Representation/10A Film Genre	essay
Unit 4A Film finance report	Students to begin research for unit 4A	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to continue with unit 4 research for film finance	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to continue with unit 4 research for film finance	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to continue with unit 4 research for film finance	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

h/w – To continue working on unit 4 LAA

#### Week 10

lesson	Outcome	resources	activity
Unit 4A Film finance report	Students to begin research on film logistics and budgeting	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

Unit 4A Film finance report	Class to continue developing their research skills on logistics and pre-production budgeting	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Class to continue developing their research skills on logistics and pre-production budgeting	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Class to continue developing their research skills on logistics and pre-production budgeting	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to develop their understanding of above the line and below the line budget management.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

#### Week 11

lesson	Outcome	Unit	activity
Recap over timed essay and revision on stereotypes and ideologies	Students to reflect on what went well/ even better if and revise stereotyping and ideologies in the media.	1 representation	Discussion/PP
Unit 4A Film finance report	Pupils to research into copyright and clearance in the film industry	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to research and explain the following industry standard formats for scripts and storyboards.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

Unit 4A Film finance report	Students to research and explain the following industry standard formats for scripts and storyboards.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to research and explain the importance of feasibility ( expertise, costs, timescales)	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

H/W To continue working on unit 4 A

Week 12

lesson	Outcome	unit	Activity/resources
Unit 4A Film finance report	Students to research and explain the importance of feasibility ( expertise, costs, timescales)	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to explain the importance of adhering to codes of practice.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to explain the importance of keeping records and sharing information on film sets.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to evaluate the importance of legal documentation on a film set.	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance
Unit 4A Film finance report	Students to reflect on how the pre-production requirements	Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

	contribute towards a successful film.		
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Term 3

Week 1

lesson	Outcome	unit	Activity/resources
Introduction to the pre-production portfolio	Students to begin thinking about their film ideas.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Hand-out/ Pearson's unit guidance/ workbook
Developing an idea	Students to develop research skills in finding news articles that could form the basis for their films.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Hand-out/ Pearson's unit guidance/ workbook
Developing an idea x2	Students to develop research skills in finding news articles that could form the basis for their films.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Hand-out/ Pearson's unit guidance/ workbook
Developing an idea x 3	Students to work on one idea for presentations. All should evaluate the strengths and weaknesses of their ideas	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Hand-out/ Pearson's unit guidance/ workbook
Developing an idea x 4 Students submit Film Finance report first draft.		Unit 4A Film finance/ 4 B, C pre-production portfolio/ Unit 8 Responding to a commission	Writing scaffold Hand-out/ Pearson's unit guidance

H/W To continue planning ideas for the unit 10 film/ unit 4 B AND C

Week 2

lesson	Outcome	resources	activity
Presentation of ideas	All students to have a 5 minute slot presenting their ideas and gaining feedback from the class	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Presentations and write up

Presentation of ideas x 2	All students to have a 5 minute slot presenting their ideas and gaining feedback from the class	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Presentations and write up
Allocation of groups	Students to begin choosing their favourite project and allocate group roles	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group work/ Pre-production google docs
Allocation of roles	Students to begin choosing their favourite project and allocate group roles	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group work/ Pre-production google docs
Group presentations	Groups to present their ideas and the itineraries for roles and deadlines.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group work/ Pre-production google docs

### Week 3

lesson	Outcome	units	activity
Recap over key theories of representation	Students to reflect and build upon prior knowledge of the key concepts of Dyer and Stuart Hall	Unit 1	Discussion/note-taking/workbook
Recap over audience theories part 1 – Hall/ Frankfurt school/copycat/Gerbner	Students to reflect and build upon prior knowledge of the key concept of audience theories	Unit 1	Discussion/ note-taking/workbook
Recap over the male gaze	Students to reflect and build upon prior knowledge of the key concept of the male gaze	Unit 1	Discussion/ note-taking/workbook
Recap over Genre theory and intertextuality	Students to reflect and build upon prior knowledge of the key concept of genre theory and intertextuality	Unit 1	Discussion/ note-taking/workbook/YouTube clips

Recap over stereotypes and ideology	Students to reflect and build upon prior knowledge of the key concept of stereotyping and ideology	Unit 1	Discussion/ note-taking/workbook
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h/w complete essay on how is gender represented in the opening sequence of Primeval

#### Week 4

lesson	Outcome	unit	activity
Recap over key theories of representation	Students to reflect and build upon prior knowledge of the key concepts of age, gender, ethnicity, places and class.	Unit 1	Discussion/ note-taking/workbook/ YouTube clips
Recap over key theories of representation	Students to reflect and build upon prior knowledge of the key concept of age, gender, ethnicity, places and class.	Unit 1	Discussion/ note-taking/workbook/YouTube clips
Recap over semiotics, polysemic texts and denotation/connotation	Students to reflect and build upon prior knowledge of the key concept of semiotics	Unit 1	Discussion/ note-taking/workbook
Recap over audience theories part 2 Uses and gratifications	Students to reflect and build upon prior knowledge of the key concept	Unit 1	Discussion/ note-taking/workbook/YouTube
Final revision session Students submit Unit 4 A film finance final draft.	To ease and allay last minute fears!	Unit 1	Discussion/ note-taking/workbook/YouTube

H/W Exam revision

#### Week 5

lesson	Outcome	units	activity
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Exam week 1			
Exam week 1			
Exam week 1			
Exam week 1			
Exam week 1			

Week 6

lesson	Outcome	units	activity
Exam week 2			
Exam week 2			
Exam week 2			
Exam week 2			
Exam week 2			

Week 7

lesson	Outcome	units	activity
Low budget filmmaking aesthetics	To build on students prior knowledge of film finance and apply it to their own films	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Discussion/ note-taking/workbook/YouTube
Low budget filmmaking aesthetics part 2	Students to analyse key opening sequences from low budget film Following to evaluate how to successfully utilise minimal props and locations.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Discussion/ note-taking/workbook/YouTube
Low budget aesthetics part 3	Students to evaluate how el Mariachi utilised low budget filmmaking aesthetics through camerawork	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Discussion/ note-taking/workbook/YouTube
Creating a mood board	Class to create a mood board for their films and explain how this has helped them visualise their ideas.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Discussion/ note-taking/workbook

Planning a film sequence	Students to re-watch key scenes from Goodfellas and	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Discussion/ note-taking/workbook/YouTube
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H/W Students to continue planning for their unit 10 B and C/Unit 4 B,C and D

Week 8

lesson	Outcome	units	activity
Audience profiling – How to ask the write questions.	Students to learn key skills in audience profiling to gather information from their target audience	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Discussion/ note-taking/YouTube
From page to screen	Class to learn how to develop a storyboard and script for a film.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	YouTube clips/discussion/ hand-out
Formatting scripts and drawing storyboards	Students to learn how to properly format a scrips and storyboard	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Worksheets/YouTube
Group work -Creating a script/storyboard	Students to continue developing their scripts and storyboards.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Worksheets/YouTube
Group work -Creating a script/storyboard	Students to complete scripts and storyboards	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Worksheets/YouTube

Week 9

lesson	Outcome	units	activity
Group work -Creating a script/storyboard	Students to begin creating their scripts and storyboards	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Worksheets/YouTube
How to location scout	Students to learn how to location recce and the importance of continuity on film sets.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Worksheets/YouTube

How to manage contingencies and props	Students to learn how to source their props.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	YouTube clips/discussion/ hand-out
The importance of planning	Students to understand the importance of the pre-production portfolio for documenting their planning	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Exemplars/discussion/ hand-out
Lighting for films		Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	YouTube clips/PP

h/w Students to make sure their portfolios are up to date with no outstanding work for Unit 4 and 10  
Week 10

lesson	Outcome	units	activity
Casting choices for low budget films	Students to evaluate their choices for key acting roles.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Exemplars/discussion/ hand-out
How to create a Shot lists	Students to compose their shot list for filming.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Exemplars/discussion/ hand-out
How to complete a Call lists	Groups to complete their call list and evaluate the importance of a call list for planning.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Exemplars/discussion/ hand-out
The importance of Shooting schedules	Groups to compile their shooting schedules and explain the reasoning behind their choices.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Exemplars/discussion/ hand-out
How to complete and manage Risk assessments/contingencies	Groups to manage contingencies and alleviate risks prior to filming.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Exemplars/discussion/ hand-out

Week 11

lesson	Outcome	units	activity
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
H/W – Check all storyboards and planning is complete.			

Week 12

lesson	Outcome	units	activity
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Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning for opening sequence	To continue planning and working towards completing their pre-production portfolios for their opening sequences.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs

Week 13

lesson	Outcome	units	activity
Work Experience			
Work Experience			
Work Experience			
Work Experience			
Work Experience			

**Year 2**

Week 1

lesson	outcome	units	Activity/resources
Planning and preparation for opening film sequences	To reconvene after holiday and students to be aware of the plans for the academic year.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning and preparation for opening film sequences	To begin preparing for final stages of pre-production	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning and preparation for opening film sequences	To have locations finalised and actors have scripts	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Planning and preparation for opening film sequences	To have shot lists ready.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs

H/W Make sure all work is ready for handing in next week.

Week 2

lesson	outcome	units	Activity resources
To finalise call lists for shoot day	To have call lists completed	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
Final group meetings and write ups.	To make sure all groups are fully prepared and have clear ideas of their roles and responsibilities.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
To finalise last minute changes to pre-production and contingencies	To have planned for all eventualities.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/google docs
To complete final stages of pre-production	To have completed the pre-production portfolio Unit 4 and C	Unit 4 B,C, D/Unit 8 responding to a	Group-work/discussion/google docs

		commission/Unit 10, B & C	
Hand-in date for first draft of Unit 4 B and C. Hand out for 4D	Students to reflect on their pre-production portfolio for 4D.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Group-work/discussion/ google docs

### Week 3

lesson	Outcome	units	Activities/resources
All students to shoot run through in school	All groups to have a run through to help with planning for final shoot day	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming/using the software
All students to shoot run through in school	All groups to have a run through to help with planning for final shoot day	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming/using the software
All students to shoot run through in school	All groups to have a run through to help with planning for final shoot day	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming/using the software
All students to begin editing run through	All groups to practice uploading footage and going through clips	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming/using the software
All students to begin editing run through	All students to edit a short section of footage.	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming/using the software

H/W – To make sure run through/animatic is edited and uploaded.

### Week 4

LESSON	OUTCOME	UNITS	ACTIVITIES/RESOURCES
All students to be filming their opening film sequences or completing draft 2 for Unit 4 B and C.	To complete units for 4 B,C and/or 10 B	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming for Unit 10 B AND C

All students to be filming their opening film sequences or completing draft 2 for Unit 4 B and C.	To complete units for 4 B,C and/or 10 B	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming for Unit 10 B AND C
All students to be filming their opening film sequences or completing draft 2 for Unit 4 B and C.	To complete units for 4 B,C and/or 10 B	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming for Unit 10 B AND C
All students to be filming their opening film sequences or completing draft 2 for Unit 4 B and C.	To complete units for 4 B,C and/or 10 B	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming for Unit 10 B AND C
All students to be filming their opening film sequences or completing draft 2 for Unit 4 B and C.	To complete units for 4 B,C and/or 10 B	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Filming for Unit 10 B AND C

Week 5

LESSON	OUTCOME	UNITS	ACTIVITIES/RESOURCES
All students to begin editing their film sequences	To upload their footage	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Editing their footage using premier pro
All students to begin editing their footage	Groups to log footage and begin deleting clips and marking footage in log bins	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Editing their footage using premier pro
Groups to begin assembling footage	Students to begin assembling footage on the timeline	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Editing their footage using premier pro
Groups to continue assembling rough cut	Students to continue assembling footage on the timeline	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Editing their footage using premier pro



Rough cut assembled on the timeline in completed order.	First draft is assembled on timeline	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Editing their footage using premier pro
H/W To have rough cut completed			

Week 6

lesson	outcome	units	Resources/activities
Introduction to Responding to a commission	Students to gain more of an understanding of the requirements of the unit	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
Breakdown of the key areas of the exam. Focus on the four tasks	To understand the mark scheme and criteria	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/Discussion
The purpose of a commission	To look at previous exam papers and go through the commission process	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/Discussion
The requirements of the commission	To learn more about the commission process through analysis of contemporary examples	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion/ YouTube examples and hand-outs - Warburtons example
Hand in date for final submission unit 4 B,C	Final submission and last minute adaptations for Unit 4B,C	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	N/A

WEEK 7

lesson	outcome	units	Resources/activities
The Rationale	To understand the requirements of the rationale	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
How to consider the commission	Understand how to plan for the rationale	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
How to interpret the commission part 1	Understanding how to research into competitors through	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion

	an analysis of different examples		
How to interpret the commission part 2	An understanding of what the Commission wants, and the work required to prepare for that.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
Understanding audience and research	To develop an understanding of the ways to target an audience – difference between primary and secondary target audience	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
h/w research into different types of audience and audience data Apply your research to specific examples.			

WEEK 8

lesson	outcome	units	Resources/activities
Understanding audience and research	To be able to directly relate research into planning for the target audience	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
Research lesson	To research into campaigns aimed at 15-24 year olds and present findings	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion/ activity sheet
Research lesson	To research into campaigns aimed at 15-24 year olds and present findings	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion/activity sheet
Presentation	To create a corollary between the campaigns research and their own campaign	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion/presentation

Different types of questionnaire	To learn the differences between open and closed questions/ qualitative and quantitative data and responses.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
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WEEK 9

lesson	outcome	Unit	Activity/resources
The Rational	All students to generate 3 ideas and justifications for them.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	PP/discussion
The Rational	All students to generate 3 ideas and justifications for them.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Research/ discussion/feedback
Textual analysis	Analysing how different moving image adverts appeal to the target audience through textual analysis	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Model response and example/YouTube/ discussion/research
Textual analysis	Students to research and analyse adverts.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C/ Unit 1 representation	Research based/ YouTube.
Example brief	Students to respond to set questions on textual analysis and write up responses	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/YouTube
H/W Class to complete textual analysis of 3 moving image adverts.			

WEEK 10

lesson	outcome	unit	Activity/resources
Understanding the pitch	Examine how to write a pitch by going through previous examples.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	BTEC exemplars/Worksheet/PowerPoint
Writing the pitch	Students to write up a pitch using a scaffolded set of prompts.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/ set questions

The Proposal	Understanding the requirements of the proposal. Go through previous examples and set questions to develop students understanding	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	BTEC exemplars/Worksheet/PowerPoint
Scene by scene guide	Students to plan their 2 minute films scene by scene	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	BTEC exemplars/Worksheet/PowerPoint
Locations/ assets/equipment	Students to look back over unit 4 and re-evaluate how they can better prepare and plan for this film	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	BTEC exemplars/Worksheet/PowerPoint

WEEK 11

lesson	outcome	unit	Resources/activity
Legal and ethical issues in your film	Students to create risk assessments and evaluate for all possible eventualities in the production process.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/powerpoint
Logistics and scheduling	Students to create a schedule for their film. Including contingencies and timescales.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/powerpoint
Writing a proposal part 1	Students to answer set questions on the proposal to develop their planning skills.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/powerpoint
Writing a proposal part 2	Students to answer timed, set questions, on the proposal to develop their planning skills.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/powerpoint
The treatment	Class to watch clips and answer set questions to develop their understanding of the	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/powerpoint/YouTube

	treatment process impacts the production		
H/W Class to complete write up on the treatment			

WEEK 12

lesson	outcome	unit	Resources/activity
How to focus on the brief when writing the treatment.	All students to develop their understanding of how the brief influences the treatment	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/power-point/group-work
How to storyboard correctly	Class to develop their storyboarding skills and understand the requirements for distinction level storyboards.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/power-point/group-work
Writing a justification	Understanding how to write a detailed frame by frame guide to each sequence.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/power-point/group-work
Developing character analysis	Students to gain a deeper understanding of how to develop character analysis	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/power-point/group-work/ YouTube CLIPS
Last minute changes in preparation for the official release.	Students to work through set questions on the treatment to improve the quality of their responses.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Worksheet/exemplars/power-point/group-work

WEEK 13

lesson	outcome	unit	Resources/activity
Lesson 1 – understanding the requirements of the commission	All students to develop an understanding of the requirements for the responding to a commission exam.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out

Lesson 2 – research into competitors	Students to conduct Independent research into the competition.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 3- target audience and developing ideas	Students to research into the audience and start generating ideas for their commission.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 4 – developing their primary idea	Students to begin developing the technical codes for their idea	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 5 - characterisation	Students to be developing characterisation for their ideas.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
H/W Complete planning for unit 8			

WEEK 14

lesson	outcome	unit	Resources/activity
Lesson 6 – planning and logistics	Students to location recce, budgeting and planning.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 7 – legal and ethical issues/ Proposal	Students to look at contingencies/ legal and ethical issues pertaining to filming and develop their 350 proposal	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 8 – The Proposal	Students to complete 350 proposal	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 9 – Storyboard/shot lists/ shooting schedule/ scene by scene guide	Students to draw storyboard	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 10 Storyboard/shot lists/ shooting schedule/ scene by scene guide	Students to write up shot lists/ shooting schedule and scene by scene guides.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out

Term 2

Week 1

lesson	outcome	unit	Resources/activities
Last minute planning	Finalise last minute changes to planning	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	n/a
Last minute planning	Make sure the 3 pages of notes are completed	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	n/a
Study leave	n/a	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	n/a
Exam	n/a	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	n/a
Exam	n/a	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	n/a

Week 2

lesson	outcome	units	Activities/resources
The review for unit 4 Learning aim D	All students to reflect on their input to the pre-production portfolio	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Hand-out. Pre-production portfolios, Pearson's – learning aims/ Discussion/ group-work
To begin writing Unit 4 L.A D	Class to begin drafting report	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Writing frame/discussion/group work
Reflective writing part 1	Students to write report	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Writing frame/discussion/group work
Reflective writing part 2	Students to write report	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Writing frame/discussion/group work

Hand-in date for draft 1 Unit 4 L.A D	Students to complete report	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	n/a
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Week 3

lesson	outcome	units	Activities/ resources
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro

Week 4

lesson	outcome	units	Activities/ resources
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro
Editing opening film sequence	Editing film sequence	Unit 10, B & /Unit 4 B,C	Premiere pro

H/W TO CONTINUE WORKING ON SECOND SUB FOR UNIT 4

Week 5

lesson	outcome	units	Activities/resources
Editing opening film sequence	Add sound effects and colour correct	Unit 10, B & /Unit 4 B,C	Premiere Pro
Editing opening film sequence	Add sound effects and colour correct	Unit 10, B & /Unit 4 B,C	Premiere Pro
Editing opening film sequence	Add sound effects and colour correct	Unit 10, B & /Unit 4 B,C	Premiere Pro
Editing opening film sequence	Add sound effects and colour correct	Unit 10, B & /Unit 4 B,C	Premiere Pro



Editing opening film sequence	Add sound effects and colour correct	Unit 10, B & /Unit 4 B,C	Premiere Pro
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Week 6

lesson	outcome	units	Activities/resources
Preview to class for feedback	Students to watch their work and feedback with constructive criticism.	Unit 10, B & /Unit 4 B,C	Premiere Pro
Editing opening film sequence	Make last minute changes post feedback	Unit 10, B & /Unit 4 B,C	Premiere Pro
Editing opening film sequence	Make last minute changes post feedback	Unit 10, B & /Unit 4 B,C	Premiere Pro
Editing opening film sequence	Make last minute changes post feedback	Unit 10, B & /Unit 4 B,C	Premiere Pro
Editing opening film sequence	Make last minute changes post feedback	Unit 10, B & /Unit 4 B,C	Premiere Pro
Second submission unit 4D			

h/w to begin revising over the key concepts for unit 1 representation

Week 7

lesson	outcome	units	Activities/resources
Complete unit 10 L.A C and D	Reflect on the process involved in production and post-production	Unit 10, B, C & D /Unit 4 B,C	Pre-production portfolio, production log, exemplars
Begin write up of post-production log	Find screen grabs from film and reflect on the processes involved	Unit 10, B, C & D /Unit 4 B,C	Pre-production portfolio, production log, exemplars
Write up individual contribution to the post-production processes	Reflect and write up your contribution to the project	Unit 10, B, C & D /Unit 4 B,C	Pre-production portfolio, production log, exemplars
WWW/EBI	Evaluate what went well and where you need to improve for future projects	Unit 10, B, C & D /Unit 4 B,C	Pre-production portfolio, production log, exemplars
First sub for Unit 10 B,C and D	Complete Unit 10 and hand-in.	Unit 10, B, C & D /Unit 4 B,C	Pre-production portfolio, production log, exemplars

Week 8

lesson	outcome	units	Activities/resources
Representation	To acquaint the students with the requirements of unit 1	Unit 1	Pp/ discussion
Stereotyping/representation	To go back over the key concepts of Dyer/Hall and re-familiarise students with the ideas and theories	Unit 1	PP/discussion clips
Representation of ethnicity	Re-examine the case studies pertaining to ethnicity	Unit 1	PP/discussion clips
Representation of ethnicity	Re-examine the case studies pertaining to ethnicity	Unit 1	PP/discussion clips
Representation of ethnicity	Students to acquaint themselves with completing work under timed conditions.	Unit 1	Timed essay

H/W complete essay on how ethnicity is represented in the opening sequence of Hotel Babylon

Week 9

lesson	outcome	unit	activities
Representation of age	Re-examine the case studies pertaining to age	Unit 1	PP/discussion clips
Representation of disability	Re-examine the case studies pertaining to disability –look at Paralympics advert 2021	Unit 1	PP/discussion clips
Representation of places	Re-examine the case studies pertaining to places	Unit 1	PP/discussion clips
Representation of gender	Re-examine gender in the media	Unit 1	PP/discussion clips
Feedback on essay Essay on gender representation in the media	Feedback on essay. Students to reflect on WWW/EBI	Unit 1	Feedback/PP – WWW/EBI – discussion Essay hand-out and writing frame.

Week 10

lesson	outcome	unit	activities
Responding to a commission	Students to reflect on WWW/EBI in January exam	Unit 4 B,C, D/Unit 8 responding to a commission/Unit 10, B & C	Feedback/ BTEC mark scheme/discussion
Audience theories part 1	Students to re-examine the theories of Hall encoding/decoding	Unit 1	PP/discussion clips
Audience theories part 2	Students to re-examine the theories of Frankfurt school and evaluate their ideas	Unit 1	PP/discussion clips
The male gaze part 1	Students to re-examine the theory of Laura Mulvey and critically engage with it in 2021.	Unit 1	PP/discussion clips
Male gaze essay	Students to write an essay on the male gaze	Unit 1	Writing frame

H/W Discuss the way Hitchcock uses the male gaze in Vertigo.

Week 11

lesson	outcome	unit	activities
Steve Neale genre theory	Class to re-examine the theory of Steve Neale on genre and apply it to texts.	Unit 1	PP/discussion clips/ discussion questions
Copycat behaviour	Class to look over the copycat theories and apply them to media texts.	Unit 1	PP/discussion clips/discussion questions
intertextuality	Class to re-examine the theory of intertextuality and apply it to texts .	Unit 1	PP/discussion clips/ discussion questions
Uses and gratifications	Students to look over the uses and gratifications theory. Give examples and	Unit 1	PP/discussion clips/ discussion questions

	critique its relevance to 21 <sup>st</sup> century life.		
Magazine analysis	Students to re-examine the key terms in magazine composition. And apply them to set texts.	Unit 1	PP/discussion clips/ discussion questions/

Week 12

lesson	outcome	unit	activities
Textual analysis part 1	Students to re-examine the key terms in film/tv clips and apply them to set texts.	Unit 1	PP/discussion clips/ discussion questions/
Textual analysis part 2	Students to re-examine the key terms in film/tv clips and apply them to set texts.	Unit 1	PP/discussion clips/ discussion questions/
Mock exam	Mock exam part 1	Unit 1	
Mock exam	Mock exam part 2	Unit 1	
Peer marked mock exam.	Students to peer mark papers from mark scheme and give examples of WWW/EBI	Unit 1	Peer marking/ mark scheme/discussion

Term 3  
Week 1

lesson	outcome	Unit	activity
Unit 1 recap	Students to re-familiarise themselves with the requirements of the exam paper and the command words.	Unit 1	Past papers/ discussion/ mark scheme
Unit 1 recap	Recap over the key terms. Students to have in class test on key terms and definitions	Unit 1	Quiz/ peer marked.

Unit 1 recap	Students to recap over key concepts of representation	Unit 1	Discussion/PP/activity/ YouTube clips
Unit 1 recap	Students to analyse key scenes to familiarise themselves with the technical codes	Unit 1	Discussion/PP/activity/ YouTube clips
Unit 1 recap	Students to analyse key scenes to familiarise themselves with the technical codes	Unit 1	Discussion/PP/activity/ YouTube clips

H/W revision for unit 1 representation exam

Week 2

lesson	outcome	Unit	activity
Responding to a commission	To re-evaluate the requirements of the commission and how to improve from the January exam	Unit 8	PP/discussion clips/ discussion questions/exam paper
What is a rationale?	To go through the rationale for January's paper and develop students responses.	Unit 8	PP/discussion clips/ discussion questions/exam paper
What is a pitch?	To go through the pitch for January's paper and develop students responses.	Unit 8	PP/discussion clips/ discussion questions/exam paper
How to develop your proposal skills	To examine ways of improving the skills for the proposal	Unit 8	PP/discussion clips/ discussion questions/exam paper
How to develop your treatment skills.	To examine ways of improving the technical skills for storyboarding and shot analysis	Unit 8	PP/discussion clips/ discussion questions/exam paper

Week 3

lesson	outcome	unit	activity
lesson	outcome	unit	Resources/activity

Lesson 1 – understanding the requirements of the commission	All students to develop an understanding of the requirements for the responding to a commission exam.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 2 – research into competitors	Students to conduct Independent research into the competition.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 3- target audience and developing ideas	Students to research into the audience and start generating ideas for their commission.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 4 – developing their primary idea	Students to begin developing the technical codes for their idea	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 5 - characterisation	Students to be developing characterisation for their ideas.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out

h/w revision for unit 8 exam

Week 4

lesson	outcome	unit	activity
Lesson 6 – planning and logistics	Students to location recce, budgeting and planning.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 7 – legal and ethical issues/ Proposal	Students to look at contingencies/ legal and ethical issues pertaining to filming and develop their 350 proposal	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 8 – The Proposal	Students to complete 350 proposal	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
Lesson 9 – Storyboard/shot lists/ shooting schedule/ scene by scene guide	Students to draw storyboard	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out

Lesson 10 Storyboard/shot lists/ shooting schedule/ scene by scene guide	Students to write up shot lists/ shooting schedule and scene by scene guides.	Unit 8 responding to a commission/Unit 10, B & /Unit 4 B,C	Group-work/activity sheet/ exemplars/ BTEC hand-out
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Week 5

lesson	outcome	unit	Resources/activities
Final in class test	Students to complete in class test that is marked against the mark scheme.	Unit 1	Discussion/PP/activity/ YouTube clips
Final in class test	Students to complete in class test that is marked against the mark scheme.	Unit 1	Mark scheme
In class revision	Students to independently revise in class and ask last minute questions	Unit 1	Discussion/note-taking
Study leave for exam	n/a		
Study leave for exam	n/a		

Week 6

Lesson	outcome	Unit	Resources/activities
Responding to a commission	Students to finalise research for the brief	Unit 8	Independent Research
Responding to a commission	Students to complete their notes	Unit 8	Independent research
Responding to a commission	Students to complete their notes	Unit 8	Independent research
Study leave for unit 8 exam			
Study leave for unit 8 exam			

Lesson	outcome	Unit	Resources/activities
Students should have completed the course, however this week will	To complete outstanding units	n/a	n/a

be allocated for any who have to make changes to units that were deemed to be incorrectly marked.			
Students should have completed the course, however this week will be allocated for any who have to make changes to units that were deemed to be incorrectly marked.	To complete outstanding units	n/a	n/a
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Students should have completed the course, however this week will be allocated for any who have to make changes to units that were deemed to be incorrectly marked.	To complete outstanding units To complete outstanding units	n/a	n/a





**YEAR 13**

