CURIOSITY COMPASSION COURAGE

Academic Outline

		Subject				
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12:	Unit 1: Media Representations (A Media messages) (B Understanding media messages) Information on the use of media messages	Unit 1: Media Representations (C Stylistic codes) How stylistic codes are developed	Unit 1: Media Representations (D Effects of media messages) How the media impacts individuals and groups	Unit 8: Responding to a Commission (A Rationale for ideas in response to a commission) The importance of commissions in media	Unit 8: Responding to a Commission (B Developing a response to a commission) Practices involved in creating media products	Unit 8: Responding to a Commission (C Operational considerations of the proposal) How to create a successful pitch
Year 13:	Unit 4: Pre Production Portfolio (Learning aim A: Understand the requirements of pre-production of a digital media product) (Learning aim B: Carry out pre-production for a digital media product) The importance of pre-production	Unit 4: Pre Production Portfolio (Learning aim C: Produce a pre-production portfolio for a creative media production) The different sections of pre-production	Unit 4: Pre Production Portfolio (Learning aim D: Evaluation) The evaluation process	Unit 14: Digital Magazine Production (Learning aim A: Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms) Codes and Conventions of Magazines	Unit 14: Digital Magazine Production (Learning aim B: Develop materials for magazine production) how to plan the production of a magazine	Unit 14: Digital Magazine Production (Learning aim C: Produce magazine layouts in the codes and conventions of a genre) Step-by-step in making a magazine

Curriculum overview

Subject	subject	Year group	13
Vision statement:	At Landau Forte our curriculum exists to ensure all students regardless of background and ability can unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success. Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life: 'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.' As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.		
Curriculum intent:	Must include school values (3Cs) Our vision for the Media Curriculum at Landau Forte is to prepare learners for the society we envision for tomorrow, to enable learners to become curious, intelligent consumers of the mass media. We aim to foster an understanding of the media's power to influence, shape and define our concepts of identity, reality and social values. We want learners to be courageous in challenging aspects of media and take responsibility for their media consumption habits and help them understand the effects of their choices. We want our learners to use compassion to view aspects of media in the lens of others. Lastly, we aim to empower and inspire learners to express themselves through construction of creative, original and thought-provoking media products.		
Threshold Concepts (TCs):	Media, TV and Film Threshold Concepts TC1 - Demonstrate knowledge of different media sectors and products TC2 – Understand purposes of media products TC3 – Identify target audiences of media products TC4 – Understanding genre, narrative structures and representations within media products TC5 – understand the technical codes used within media products TC6 – To understand how elements within media products create meaning for audiences TC7 – The pre-production of media products TC8 – The production of media products		
KS2 National Curriculum summary:			

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Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing

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The Big Question	What is the process of producing a digital magazine					
Big picture questions:	What are the codes and conventions of a magazine?	How to plan for a digital magazine production?	How to produce a digital magazine?	What is the importance of planning?	Why is project management important?	
Content (Linked to TCs):	TC2, TC3, TC5 A2 Codes and conventions of magazine covers TC2, TC3, TC5 A2 Codes and conventions of page layout TC1 - A3 Platform considerations	TC1, TC7 B1 Source, log and generate appropriate content TC1, TC7 B2 Preparing content in appropriate format	TC1, TC8 C1 Magazine production stages TC1, TC8 C2 Creating magazine layouts	TC1, TC4, TC5- A1 Requirements for a specific media production TC2 - A2 The formats for pre-production processes TC1, TC2 - A3 The functions of pre-production processes TC1, TC2 - A4 The purposes of pre-production documentation TC1, TC2- B1 Procedures to follow TC1, TC2 - B2 Pre-production	TC5 - C1 Formats for documenting pre-production TC5 - C2 Contents of pre-production portfolio TC5 - C3 Maintaining a pre-production portfolio TC5 - D1 Elements of pre-production TC5 - D2 Project management	

				requirements relevant to specific media sector • Digital moving image production • Digital publishing • Digital audio production • Web production • Digital games production		
Key vocabulary:	Masthead sell-lines/coverlines strapline tagline or slogan price and bar code cover model or celebrity photo headings columns composition including grid structure, balance and use of white space page numbering colour typography layout	Text Photography Illustration Graphics Video Audio interactive elements primary content copyright and permissions for use Aesthetic and technical qualities of visual content. Preparation of text writing copy selection and editing of copy modes of address appropriateness of language importing cropping scaling image correction consideration of file format file size image quality.	Producing trial layouts Reviewing and selecting final design. Producing final layouts. Reviewing final layouts prior to publishing readability resolution Content placement composition balance and white space Typography Layout conventions Use of margins or bleed Use of colour Decorative elements. Aesthetic qualities	Sources of information Data analysis Appropriateness of response Ethos and reputation of the client Funding Competitors Affiliations Scope of operation Brainstorming. Measuring against clients' criteria. Selection, ordering and deselection of ideas. Final idea Developing justifications. Structured argument. Clear communication.	Mode of address appropriate for the client Appropriate length Presentation Written pitch Transcript Adapting Drafting Editing Refining.	

Assessment:	Written assessment	Written assessment	Written assessment	Written assessment	Written assessment	Written assessment
Key/Historical misconceptions in this unit:	Genres have similar conventions	Media language does not create meaning.	Footage cannot be manipulated to create meaning	Media production projects are only accessible for well-known media companies.	Media is linked to the business world.	The importance of planning and logistics in media.
Sequencing:	We have chosen to sequence the year 13 curriculum like this because learners can get the key knowledge and apply this into written assessment prior it is experimented into their practical work. By the time learners have come to their practical assessment, they will have the knowledge and understanding of how media producers construct production in a particular way and this will allow them to make informed choices.					
Values	Curiosity: Exploration of media texts provided by exam board Compassion: Learning about different groups of people globally. Courage: problem solving through analysis					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include key information on careers including exposure to media specific jobs and pathways into the media industry through Further Education, Apprenticeships, Higher Education and Employment.					