|  |
| --- |
| **Meden School Curriculum Planning** |
| **Subject**  | BTEC Media  | **Year Group**  | 11 | **Sequence No.** | 3 | **Topic** | C2: LA Experimenting with various publishing techniques I.e. colour palettes, blurb writing, typography.  |

|  |  |  |
| --- | --- | --- |
| **Retrieval** | **Core Knowledge** | **Student Thinking** |
| What do teachers need to **retrieve** from students before they start teaching **new content**?  | What **specific ambitious knowledge** do teachers need to teach students in this sequence of learning?  | What real life examples can be applied to this sequence of learning to **develop our students’ thinking, encouraging them to see the inequalities around them** and ‘do something about them!’  |
| Before starting this unit of work, I will retrieve and assess the following:* Level of implied knowledge about the Media and its power to influence, manipulate and represent people both positively and negatively.
* Knowledge of how the media cultivates stereotypes and the ways it does this.
* Level of knowledge about the ethical and moral implications of this and whether students have their own examples of this.
* Taught knowledge of using ICT software like Pixlr/CANVA from KS3 Computing curriculum SOL.
 | Key knowledge includes: * To understand how to edit, combine, create and manipulate images for effect.
* To understand how to upload/download and save content
* To understand how to create a variety of media related industry products related to publishing i.e. mood board, mock up templates, taking different camera shots for effect
* To understand how to respond to an industry style client brief and create a relevant mood board for a specific consumer
* To understand how images can be edited and manipulated to achieve different effects and meanings (related to representation)
* To experiment with creating colour palettes, typography styles and blurb writing.

General skills and knowledge include:* Create a mock up design/template
* Take different camera shots, both internal/external
* Experiment with lighting, setting and angles
* Write a blurb/article using appropriate language for different audiences
* Wrap text
* Use white space effectively to create meaning in a product
* Create a mood board for different target audiences/consumers
* Respond to industry style briefs and create a target audience profile
* To be able to save work and put it in a folder
* To be able to email using the school email account
* To be able to confidently use Microsoft Teams when needed to access and send work

Tier 2 vocab:* Layout
* Create
* Design template/sketch
* Positioning
* Typical features
* Setting
* Outline
* Camera angles
* Lighting
* Body language

Tier 3 Vocab:* Wrap
* White space
* Internal/External
* Colloquial language
* Industry
* Codes and conventions
* Gutenberg Diagram
* Proxemics
* Location
* Blurb
* Composition
* High/Low key lighting
* Dress codes
* Mock-up
* Mood board
 | Real life examples and links to real-world scenarios include: * How to respond to an industry style brief.
* Briefs tailored to local businesses to give students contextual examples i.e. local newspaper want you to create a new social-media campaign
* Create work for a client and respond to their needs.
* Evidence all their editing and skill development to put into a portfolio for an employer.
* Case study analysis of how newspapers and magazines airbrush and photoshop images of celebrities to create representations that are unrealistic and unattainable for young people.
* Mental-health issues such as anorexia and body dysmorphia and how the advertising industry contributes to this.
* Consider the moral and ethical implications of editing and manipulating images and reflect on what editing they have done in their work.
* Stereotypes in the media: how can editing be used to reinforce stereotypes and what impact can this have? Have they reinforced a stereotype in their work or created a countertype? Is their work positive or part of the problem?

Key questions to prompt student thinking:1. How can use my camera effectively to take different camera shots?
2. How can I create different representations by varying setting, lighting + composition, dress codes, angles etc?
3. How can these images be uploaded onto programs like <https://www.yourcover.com/> and <https://www.canva.com/templates/> to create magazine templates and sketches?
4. What is a mood board and how do I create one?
5. Why are they used by industry and media professionals? What important purpose do they serve when creating a media product?
6. What is a blurb?
7. How can I tailor my language to suit different target audiences and genres when writing my own blurb or article?
8. What is text wrapping and white space?
9. How are they both used to create a professional looking piece of work? How can I wrap my text around my images?
 |