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| **Meden School Curriculum Planning** | | | | | | | |
| **Subject** | BTEC/Creative Media Prod. | **Year Group** | 11 | **Sequence No.** | 1 | **Topic** | C2 LA: Experimentation with media production skills and techniques/PIXLR |

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| **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. This will be achieved mainly through recapping prior knowledge learnt from representation topic. * Key prior knowledge includes: anchoring, cropping and captions. Also, the ethical and moral implications of this and the impact it can have on mental health. * Students shown prior examples to refresh memory of how this is done. Examples include newspaper clippings, magazines, adverts and questioning. | In this unit, students will be taught how to use Pixlr features to a high level. Core knowledge and skills will include being able to:   * Upload an image from the internet to edit * Upload own images to edit * Use the magic wand tool to Crop, Re-size and remove background layers on an image * Adjust colour, brightness & contrast, saturation levels * Add text and change typography styles to match the genre of the product * Adjust curves and levels * Add filter effects * Alternate between layers * Create a brand new product I.e. poster for a new movie, magazine front cover, advert. * Re-design a pre-existing advert/product.   Key questions to promote student thinking include:   1. How can it be used to edit, manipulate & create images? 2. How can I add gradients? 3. How can I crop and resize images? 4. How do I organize different layers in PIXLR X? 5. What is a Gaussian blur? 6. What are the lasso tools and how can I use them? 7. How can I use the red-eye tool and fix blurry images? 8. How can I upload and edit my own images? | 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? |