



Y11 - 10 Week Plan

Subject	BTEC Creative Media																								
Paper	<p>Component 3 Create a Media Product in Response to a Brief</p> <p>Task set and marked by Pearson completed under supervised conditions in class. The set task will be completed in 10 hours of supervised sessions in a period timetabled by Pearson. 60 marks.</p>																								
<p>Work/skills/activities being covered in lesson leading to exams</p>	<p>*As you will have already started the component 3 exam, please see below for an overview of the sequence of tasks you need to complete for the exam:</p> <table border="1" style="width: 100%; border-collapse: collapse; background-color: #003366; color: white;"> <thead> <tr style="background-color: #003366; color: white;"> <th style="width: 10%;">Assessment Weeks</th> <th style="width: 20%;">Assessment Stages</th> <th style="width: 60%;">Essential Content</th> <th style="width: 10%; text-align: right;">2</th> </tr> </thead> <tbody> <tr style="background-color: #003366; color: white;"> <td style="text-align: center;">1 2 3 4</td> <td style="background-color: #003366; color: white;">Ideas and Planning</td> <td style="background-color: #003366; color: white;"> <p>During this time students will carry out research to support them in the generation of ideas in response to the brief. 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<p>Areas to revise as a priority leading to exams</p>	<ul style="list-style-type: none"> • Idea Generation: Be able to generate creative ideas for media products and justify why these ideas would appeal to a target audience. • Planning and Timelines: In the practical aspects of the course, students may need to work to deadlines. Efficient planning of production tasks is essential. • Media Codes and Conventions: Understand and analyze how technical (e.g., camera angles, lighting), symbolic (e.g., colors, setting), and written (e.g., text, fonts) codes are used to convey messages. • Representation: Understand how different groups (gender, race, age) are represented in media products and how these representations can reinforce or challenge stereotypes. • Audience Theory: Grasp the relationship between media producers and their target audiences. Key theories include Uses and Gratifications Theory and Hypodermic Needle Model. • Editing Software Knowledge: Be familiar with common media editing tools like Pixlr X/E especially for visual analysis and creating your own media products. • Pre-production Skills: Be prepared to design and plan media products. This includes creating mood boards, storyboards, and scripts. • Evaluative Skills: Be able to critically evaluate media products. This involves discussing strengths, weaknesses, and how well the product meets its intended purpose.
<p>Suggested methods of revision</p>	<ul style="list-style-type: none"> • Flashcards for key terminology in Media • Complete 'brain vomits' to check knowledge and fill in any gaps of unknown content. Prioritise spending time revising the unknown content. • Going over past mocks and component 3 assignments on Teams • Use the following links to help make notes on the Component 3 exam: • https://www.youtube.com/watch?v=l8aBTMUfNa0 • https://www.youtube.com/watch?v=5fB7c0hrBcE