

# Sackville School iMedia Curriculum - Year 10



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	<p>1.1 Media industry sectors and products</p> <p>1.2 Job roles in the media industry</p>	<ul style="list-style-type: none"> <li>To understand that there are multiple sectors to the media industry</li> <li>An awareness of the different types of products used within the industry and an ability to look intrinsically at the products and their purpose.</li> <li>An understanding of the varying roles within the industry                             <ul style="list-style-type: none"> <li>The roles and responsibilities of these roles</li> </ul> </li> <li>It is important to understand that teams play a vital role in the industry</li> </ul>	<ul style="list-style-type: none"> <li>Before they look at anything within the subject it's important to know about the subjects broader roles and industry standards</li> <li>Provides aspiration and a pursuance of the end goal within the subject</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to:                             <ul style="list-style-type: none"> <li>The different sectors that form the media industry and how these are evolving</li> <li>The types of products produced by, and used in, different sectors</li> <li>That the same product can be used by different sectors</li> <li>How each role contributes to the creation of media products</li> </ul> </li> </ul>	Assessments on each topic area
Aut 2	<p>2.1 How style, content and layout are linked to the purpose</p> <p>2.2 Client requirements and how they are defined</p>	<ul style="list-style-type: none"> <li>Although marketing and media surrounds us on a daily basis, intrinsically looking at these mediums doesn't often happen</li> <li>Looking at a clients wants and needs and analytically assessing what is doable is vital to customer/client satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>The NEAs all work to a brief</li> <li>Looking at marketing and media we discuss the correct format of media and the way it is presented.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to:                             <ul style="list-style-type: none"> <li>How each role contributes to the creation of media products</li> <li>The main responsibilities of each role in the creation of media products</li> <li>That some job roles are specific to pre production, production or post-production phases</li> <li>That some job roles span multiple production phases</li> <li>Why the size and scale of projects/productions means that individuals may perform more than one role</li> </ul> </li> </ul>	Practice briefs
Spr 1	<p>2.1 How style, content and layout are linked to the purpose</p> <p>2.2 Client requirements and how they are defined</p> <p>2.3 Audience demographics and segmentation</p>	<ul style="list-style-type: none"> <li>Students need to understand the purpose: advertise/promote, educate, entertain, inform, influence</li> <li>An appreciation of content and layout: colour, conventions of genre, formal/informal language, positioning of elements, style of audio representation, style of visual representation, tone of language</li> <li>Being able to write a client requirements</li> <li>An awareness of an audience their demographics</li> <li>Be able to conduct a variety of</li> </ul>	<ul style="list-style-type: none"> <li>How computer devices communicate with one another is different to a solo device and so this builds from singular, to multiple device requirements.</li> <li>Understanding systems and protocols within a network allows for a deeper understanding of network threats</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to:                             <ul style="list-style-type: none"> <li>The different purposes of media products</li> <li>How to recognise keywords and information in client briefs</li> <li>The requirements in client briefs that inform planning</li> <li>Why requirements in client briefs can constrain planning and production</li> <li>How to interpret requirements in client briefs to generate ideas and plan</li> <li>The different ways that client briefs are communicated</li> </ul> </li> </ul>	<p>Assessment on each topic area on educake</p> <p>QWC assessment</p>

	2.4 Research methods, sources and types of data	research methods			
Spr 2	2.4 Research methods, sources and types of data  2.5 Media codes used to convey meaning, create impact and/or engage Audiences  3.1 Work planning  3.2 Documents used to support ideas generation	<ul style="list-style-type: none"> <li>Being able to conduct primary research methods: focus groups, interviews, online surveys, questionnaires in real life scenarios</li> <li>Being able to credibly conduct secondary research sources: books and journals, internet sites/research,</li> <li>Students need to understand how documents are used in the media industry and what their purpose is</li> <li>Mind map: digital, hand drawn</li> <li>Mood board: digital, physical</li> </ul>	<ul style="list-style-type: none"> <li>In preparation for physical application</li> <li>Understanding the importance of planning before conducting a project</li> <li>Being able to look analytically at a project and plan effectively</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>The reasons for, and benefits of, conducting research</li> <li>The advantages and disadvantages of primary and secondary research and data</li> <li>How research is carried out using different methods and/or sources</li> <li>The advantages and disadvantages of each primary research method and secondary research source • The differences between qualitative and quantitative data/information</li> <li>The different technical, symbolic and written codes used to convey meaning, create impact and/or engage audiences • How codes are used to convey meaning, create impact and/or engage audiences</li> <li>How the codes used relate to audience, purpose and context</li> <li>How the combination of content and codes work together to convey meaning, create impact and engagement</li> </ul>	A range of planning material and research tasks
Sum 1	3.4 The legal issues that affect media	<ul style="list-style-type: none"> <li>There are a range of legislation linked to the wide use of IT and IT industry</li> <li>The ethical side of computing needs to be considered</li> <li>Understanding the difference between an ethical, moral and legal impact of IT</li> <li>Discussion surrounding ethical issues including environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>The global changes seen due to the mining of raw materials for disposable technology means that its prudent to discuss the wider spread impact</li> <li>A good understanding of legislation can be a preventative measure to laws being broken.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>The purpose of, and reasons for, each legal consideration</li> <li>What is required of media producers to comply with each legal consideration</li> <li>The impact on individuals and media producers of media producers using and publishing inaccurate personal information</li> </ul>	QWC Questions
Sum 2	Mock Practice Project	<ul style="list-style-type: none"> <li>Developing an understanding of NEA structure and constructs</li> <li>In preparation for Year 11 NEAs</li> </ul>	<ul style="list-style-type: none"> <li>Practice the skills required for NEA</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Product robust programs</li> </ul>	Mock NEA

Links to L4L Curriculum and Gatsby Benchmarks:

- [L4L Online Safety](#)
- [2 - Learning from career and labor market information](#)
- [5 - Linking curriculum learning to careers](#)
- [5 - Encounters with employers and employees](#)
- [8 - Personal Guidance](#)