

Cambridge Technical Level 3: Digital Media extended certificate

Welcome to Digital Media at KS5. I am very excited about our new course and know you will enjoy it. This course will teach you the skills and knowledge you will need to either go onto further education, apprenticeship or into work in the media industry.. This course can be adaptable to meet your individual aspirations to provide you with a portfolio of case studies and practical evidence to move onto the next stage of your media career. I am really looking forward to start working with you in September.

COURSE STRUCTURE

UNIT	DESCRIPTION
UNIT 1	<p>MANDATORY UNIT: MEDIA PRODUCTS AND AUDIENCES- 2hr external exam in Jan y12</p> <p>Develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. You will learn about the different ownership models within media industries, and how to analyse different media products within the sector in order to understand the fundamentals of how meaning is created for audiences. Students will learn about how audiences are categorised, researched and targeted by media producers. They will also learn about how media institutions distribute and advertise their products to audiences.</p> <p>September to January</p>
UNIT 2	<p>MANDATORY UNIT PRE-PRODUCTION AND PLANNING-2hr external exam in June y12</p> <p>By completing this unit, you will understand the pre-production process the creative media industry follows when creating a product. You will learn how to carry out research and about the various acts of legislation that need to be considered. You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create preproduction documents in relation to client requirements and how to plan projects to meet these needs.</p> <p>February to May</p>
UNIT 3	<p>MANDATORY UNIT CREATE A MEDIA PRODUCT</p> <p>Media products have a range of different purposes. Whether it is to advertise and promote a product or service, inform an audience of a cause or engage and entertain an audience. The aim of this unit is for you to develop knowledge and understanding of the production processes of producing a media product from one of the following:</p> <ul style="list-style-type: none"> • Print-based product • Audio-visual product • Audio product. <p>You will apply their learning gained in Units 1 and 2 to plan and produce a media product. You will complete planning materials to take forward in the production and post–production stages of an intended media product. You will plan, produce and edit original content for their intended product. By completing this unit students will have the skills to:</p> <ul style="list-style-type: none"> • Create a proposal to meet a client brief • Produce planning materials • Create and manage original content for the product • Apply editing techniques. <p>June- November</p>

At the end of the three mandatory units we will choose two further units for you to complete. These will be dependent on the cohorts future aspirations. The choice we would make is from the following:

UNIT 7: Journalism and news industry- This unit allows students to investigate the contemporary news industry and how audiences receive news. They will also investigate news gathering techniques, research methods and press regulation and have the opportunity to apply this learning to your own work. Students will learn how articles are constructed and use this understanding to help them write their own original article. Students will learn the importance of sub-editing their own article.

UNIT 16: The creation and use of sound in media- By completing this unit your students will understand the sound elements used in media products and how they are produced. Students will be able to develop ideas for, and plan the production of, a soundtrack containing a range of sound elements. They will gain some practical skills by recording and editing sound elements for use in the production of a final soundtrack.

UNIT 20: Advertising media- In completing this unit, your students will understand advertising campaigns and how audio-visual, print based or audio advertising media are used within them. They'll plan an advertising campaign for a product or service, selecting the appropriate media components to produce it. Students will produce original media components for incorporating into a campaign, considering the market and its target audience, as well as legal and ethical constraints, to ensure that all components comply with the required codes and conventions of the genre.

UNIT 22: Script writing -By completing this unit your students will understand scripts and the part they play in a range of media products. Students will be able to generate a range of ideas and then use one of these ideas to produce a script for a media product, in response to a client brief.

UNIT 23: create a media profile-The creative media sector is competitive and being prepared is one step nearer to your students achieving their chosen career. This unit will be a showcase of the work they have created, supported by a personal media profile. Students will identify content to be included in their showcase, as well as create an adaptation of a piece of their existing media work. They'll evidence their personal media profile by exploring their skillset, abilities and achievements and learn how to combine their creative work and personal profile to create a digital professional identity suitable for sharing with prospective employers, higher education institutions and for other career progression pathways.

UNIT 24: cross media industry awareness- The aim of this unit is for your students to develop their understanding of how different media sectors operate and what products they produce. Students will develop awareness about how concepts and brands are adapted into different products (such as books into films) in order to widen audience reach. They'll learn about the impact that new technologies have had on the industry in terms of revolutionising the production and distribution of their products and opportunities for synergy. Students will investigate different job roles within the media industry, be able to compare and contrast skills needed and plan a suitable route of progression into the career that they have an interest in working within.

What will my grade be?

Each examined unit achieved will be graded Near-Pass, Pass, Merit or Distinction.

Each internally assessed unit achieved will be graded as Pass, Merit, or Distinction.

Learners who don't achieve at least a Near-Pass or a Pass in a unit will be unclassified.

Summer task:

- Your assignment is to show me what you already know about media.
- You are asked to **choose a film** of your choice and create a case study around it.
- I have given you some prompt areas to consider but this will show me how independent you are, your level of writing skill and
- Research techniques.
- All writing must be your own including your own analysis and conclusions

Areas to consider:

What film genre is it?

How do you know?

What is the narrative structure?

What are the characters and how are they presented to the audience?

How does the producers use costume/make-up to support the character role or narrative?

How does the production designer use location/set dressing and props to create the 'look' of the film?

How does the actor use body language and facial expressions?

Camera shots used?

How does the audio support the narrative?

How are the characters represented?

What ethnic groups are being shown?

Are any stereotypes used?

What age are the characters and how does the creators show these different ages?

How are genders constructed?

Who is this films target audience?

How do you know this?

Give me a profile of the target audience?

What age rating is it? What does that mean? (BBFC)

Who is the parent company?

What company made the film?

Who distributed the film?

How many countries is it sold in?

What was its gross profit?

Please use full sentences and paragraph when analysing

You may submit this in your way showing me how you like to work:

- hand write,
- use a word processor,
- create a PowerPoint,
- add images, analyse
- spider diagrams
- Screen shots to support descriptions or analysis

Any questions or further guidance please email me on ledsterh@haileyburyturnford.com