

Subject: Pearson BTEC Level 3 National Diplomas in Creative Digital Media Production Film and Television Production

Year: 12

General staff numbers - 1 teacher for the external units and 2 teachers for the internal units.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|--|--|---|---|----------|
| Content Knowledge | <p>Unit 19: Scriptwriting <i>(Internal)</i> Learners will develop their understanding of the role of script writers before exploring script writing techniques and developing scripts for media products.</p> <p>Unit 18: Storyboarding <i>(Internal)</i> Learners will gain an understanding of the storyboarding techniques used for digital media production and develop skills to produce storyboards for a</p> | <p>Unit 18: Storyboarding <i>(Internal)</i> Continues into Autumn 2</p> <p>Unit 36: Lighting Techniques <i>(Internal)</i> This unit will focus on the use of lighting in creative digital media production and the way it can have a dramatic impact on the audience of a product.</p> | <p>Unit 21: Film Editing <i>(Internal)</i> Learners will explore the purposes and techniques of editing for film and television and develop skills in different editing tools to produce a final, edited sequence.</p> <p>Unit 8: Responding to a Commission <i>(External)</i> This unit considers the commissioning process and how media producers respond to clients by generating ideas using a range of skills.</p> | <p>Unit 8: Responding to a Commission <i>(External)</i> Practice for the above external assessment throughout this half term. External assessment takes place in this half term.</p> | <p>Unit 10: Film Production - Fiction <i>(Internal)</i> This unit will focus on the process of producing a short narrative film or film extract that uses generic conventions.</p> | |

| | | | | | |
|--------|--|--|--|--|--|
| | range of media. | | | | |
| Skills | <p><u>Unit 19</u> In this unit, learners will look at the roles and responsibilities of scriptwriters in the television, film, radio and computer games industries, examining the legal and ethical considerations involved in their work. Learners will expand on their knowledge of the nature and purpose of scripts for different media products. They can then apply their understanding of the conventions of this process to the research and development of industry-appropriate scripts.</p> <p><u>Unit 18</u> In this unit, learners will develop the skills that allow them to plan and contribute to pre-production planning for a range of audio-visual productions in a range of contexts. They will start by exploring the use of storyboards in creative digital media productions and gain an understanding of their significance to the production process. They will also explore and practise applying a range of techniques that will enable them to construct and create their own storyboards for their own media</p> | <p><u>Unit 21</u> In this unit, learners will learn about the development of different editing purposes, conventions and techniques. They will explore how the pioneers of film editing have used editing techniques and how they have developed more sophisticated applications. Learners will develop skills in digital editing techniques and create a final, edited sequence for a specific purpose.</p> <p><u>Unit 8</u> In this unit, learners will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. They will work within the requirements and constraints of the client's specifications and consider their response in terms of ethos, format, budget, platform and duration. This unit will develop their ability to respond to briefs and understand the commissioning process, which is an essential aspect of successful, commercial media production.</p> | <p><u>Unit 10</u> In this unit, learners will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. They will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. Learners will need to bring together a range of elements to successfully produce their product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.</p> | | |

| | | | |
|---------------|---|---|---|
| | <p>productions. Learners will gain an understanding of the purpose and use of storyboards in the creative media sector as a pre-production tool used in the planning and development of a range of moving image productions.</p> <p><u>Unit 36</u> In this unit, learners will investigate the use of lighting and its purpose in a range of media products. The ability to understand how lighting helps create meaning in a media product, or how it is used in a purely practical sense to light important aspects of the programme, will lead to learners designing lighting setups for given purposes.</p> | | |
| Key Questions | <p><u>Unit 19</u> What is the role of a scriptwriter? What are the scriptwriting formats and conventions for media products? How are scripts for media products produced?</p> <p><u>Unit 18</u> How are storyboards used in a range of digital media sectors? What are the storyboard skills for production purposes? How are storyboards for digital creative media production created and reviewed?</p> | <p><u>Unit 21</u> What are the techniques and applications of editing for film and television? How are editing tools, techniques and conventions used for a specific purpose? How is a digitally edited sequence for a specific purpose created?</p> <p><u>Unit 8</u> How is knowledge and understanding of media production processes and related considerations when responding to a brief demonstrated? How is knowledge and understanding of</p> | <p><u>Unit 10</u> What are the codes and conventions of fictional film production How is material for a fictional film of a specified genre produced? How are post-production techniques to a fictional film utilising codes and conventions of a specified genre applied?</p> |

| | | | |
|--------------------------|--|--|--|
| | <p><u>Unit 36</u> How does lighting create meaning in media production? What are the technology and lighting techniques used in the industry? How is lighting equipment safely set up for a range of purposes?</p> | <p>media production processes in context, demonstrating how constraints affect decisions and the ability to adapt to changes in requirements applied? How is information related to the purpose, technical and logistical requirements of the brief and evaluate solutions for implementation with appropriate justification analysed and interpreted? How to respond creatively to a brief demonstrating the ability to synthesise a range of ideas</p> | |
| Assessment | <p>Unit 19: Internally assessed assignments. 3 assignments in total.</p> <p>Unit 18: Internally assessed assignments. 3 assignments in total.</p> <p>Unit 36: Internally assessed assignments. 3 assignments in total.</p> | <p>Unit 21: Internally assessed assignments. 3 assignments in total.</p> <p>Unit 8: Externally assessed examination (8Hrs) Exam to be taken in the May series</p> | <p>Unit 10: Internally assessed assignments. 3 assignments in total.</p> |
| Literacy/SMSC/ Character | <p>Opportunities for developing literacy skills is seen throughout the units, including the chance to improve their work to gain higher grades. Social issues are discussed regularly alongside representations of gender, ethnicity etc in the media and the effect this has on society. Discussion of the issues enable high levels of engagement of spiritual, moral, social and cultural development. The freedom to work independently and as part of a team encourages personal character progression.</p> | | |

| | |
|---|--|
| <p>Enrichment opportunities and futures</p> | <p><u>Future engagement</u></p> <p>Unit 19: This unit could lead directly to employment in a range of writing and development roles or, for example, production teams in radio or television or development teams in the film industry. This unit is particularly valid for progression pathways on to screenwriting, radio production, games design, journalism or television production in higher education.</p> <p>Unit 18: The skills developed will assist learners in the complex and highly skilled world of moving image production. They can build on these skills to develop the skills and experience required to become a member of a production crew and to study moving image production at a higher level.</p> <p>Unit 36: The skills learners explore in this unit can be broadened and expanded by seeking a role in the industry or can be developed by progressing to higher education.</p> <p>Unit 21: The skills developed in this unit can be applied to edited sequences for a range of different purposes, and the sequence produced for this unit can form part of a digital portfolio of work for progression to employment or higher education.</p> <p>Unit 10: The introduction of more widely available software and less expensive high-quality equipment, such as DSLR cameras with the ability to shoot Full High-definition (HD) footage, as well as video streaming services, such as YouTube®, have opened up film production to many more people. It is now easier than ever for people to make independent fiction films and deliver them to an audience online. Independent filmmaking is also a growing area in the creative industries and in higher education, with many institutions offering the opportunity to study the various aspects of film production at a higher level.</p> |
|---|--|