

OVERVIEW

Students will develop key skills that prove their aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products. The process of the course underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas.

Aut

Component 1

- Introduction to media products (Students will focus on three main areas: publishing [*newspapers, magazines, comics*], interactive [*websites, mobile apps, video games, mobile games, online games*], moving image [*TV programmes, films, music videos, animations, radio broadcasts*])
- Target Audience (*gender, age, socio-economic groupings, lifestyle profiles*)
- Purpose (*information, entertainment, escapism, profit, community benefit, raising awareness, critical acclaim, inspiration, innovation*)
- Research (primary/secondary)
- Media research
- Contemporary, historical media products.
- Context of production
- Audience interpretation
- Research a range of genres
- Narrative
- Representation of people, places, issues and events

Assessment:

- **Section A** – short knowledge recall questions which interleave previous topics.
- **Section B-** (written) (Explore the relationship between genre, narrative, representation and analysing key scenes in relation to media products. Explain how media production techniques are used to create different effects to communicate meaning to audiences.

Spri

Completion of Component 1 -Pearson's set assignment

Component 2/3

- Media pre-production processes and practices (generate ideas, practical experimentation, review ideas, research)
- Create mood board, house style, thumbnails, sketches, page mock ups
- Evidence of review ideas (expand, reject and refine ideas)

Assessment:

Complete Component 1 (Pearson's set assignment)
Completed in word/powerpoint.

Sum

Component 2/3

- Typography- Text overlaid, text wrapping, attaching text to a path, Interleaving, drop cap
- Creating mastheads, creating puff/pugs
- Editing digital images, face distortion
- Clone tool, spot healing brush tool, double exposure, rubber tool mastering layers (surrealism photography)
- Creating a grid
- Strap/banner (including the page layouts, pull quotes, using white space, running heads)
- Writing and editing copy (mode of address and persuasive devise)
- Gantt charts/production on workflow
- Review of progress and development (review, test, ongoing review SWOT)

Assessment:

- **Section A** – short knowledge recall questions which interleave previous topics. (Written)
- **Section B-** (practical) (Evidence of practical skills for production ie: creating page layouts, creating visual impact, designing print products) Students will be assessed on not only their practical skills but also their written annotation.

Useful resources for supporting your child at home:

Graphics software:

www.photopea.com

Snapseed (App)

Pixlr (App)

Homework:

Creating moodboards (digital/physical)

Opportunity to watch the films you have chosen to analyse

Practice Photopea skills : [Sue Farrimond Tutorials - Creating Media Products \(google.com\)](http://SueFarrimondTutorials.com)