



Northampton International Academy

Creative Media Curriculum Overview



Why Creative Media?

Our vision is to equip individuals with diverse skills and relevant, hands-on experience to prepare them for a variety of employment opportunities within creative or marketing industries. We live in a society saturated by media and the messages and values it promotes. Media literacy empowers students to engage critically with information and amplify their voices as creators and digital authors.

The curriculum is sequenced to understand media from the perspectives of audience, producer and critical reviewer. Students develop their understanding of how and why media products are created, and the meaning and effect they have on audiences, then apply these skills to a range of vocational production tasks. At Key Stage 4, students focus on depth and breadth of analysis, developing key primary and secondary research skills. They learn image manipulation and film production techniques and put these into practice by creating a media product for a specific client brief. In Key Stage 5, our learners develop a much deeper understanding of the intricacies of media production and meaning creation through psychoanalysis and contextual study of media texts. They further develop production techniques and are given a greater freedom in how they choose to meet the needs of the client briefs, focusing on digital photography, image manipulation, interviewing skills, magazine production and digital production skills.

After completing the course students will have knowledge and understanding of a wide spectrum of media products, how they appeal to audiences, and the way that producers influence their ideologies. They will understand the way that contextual factors impact media as a business and as a creative art form.

Substantive Big Ideas: MIGRAINE

The 8 Big Ideas of Media are the key concepts upon which all analysis and production elements are based. They are the building blocks of the subject and units are sequenced to develop knowledge and understanding of each. MIGRAINE drives the exploration of existing media artefacts and the creative formation of production work.

Media Language



Audience



Institutions



Ideology



Genre



Narrative



Representation



Execute/Apply



Disciplinary Big Ideas

These core aspects of disciplinary knowledge are used to strengthen and develop substantive knowledge and underpin our common teaching approaches.

Exploration & Analysis



Planning & Time Management



Presentation Skills & Literacy



Decision Making & Creative Application



Research Skills & Numeracy



Critical Thinking



Learning for Life

Employability Skills

Each coursework unit is focused on a vocational client brief and is designed to build skills such as task management, communication, problem solving, creativity, critical thinking and resilience. Additionally, this subject develops numeracy and literacy, presentation skills, and the ability to analyse and evaluate.

Linking the curriculum to careers

Careers in the media industry, including marketing. Risk assessment, logistics, product research, design, production, post-production, promotion and distribution.

Encounters with employers

GCSE learners participate in a trip to UoN to learn about their Media degree courses and equipment. KS5 workshops with industry professionals focusing on areas relating to coursework units.

Examples of qualification pathways

Level 2 BTEC Creative Media Production leads onto Level 3 BTEC Digital Content Production or A-Levels in creative media courses, including marketing and photography. Learners may access degrees or apprenticeships in Media, Film, Production or other related areas.



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Creative Media Curriculum Map – Topics by Term



Media Language	Institutions	Genre	Representation	Audience	Ideology	Narrative	Execute
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	Year 9 (half term rotation)	Year 10	Year 11		Year 12	Year 13
Autumn 1	Introduction to Media	MIGRAINE and Textual analysis	Component 2 Media Production NEA Task A	Learners do not have to have studied KS4 to access KS5 curriculum	Introduction to Media and Media industry Production process and skills development.	Unit 22 Interviewing Techniques Task A: interview purposes and techniques
Autumn 2		Production tools and techniques	Component 2 Media Production NEA Task B		Unit 27 Digital Photography Task A: The Uses of Digital Photography	Unit 22 Interviewing Techniques Task B and C: Understanding interview techniques and putting them into practice.
Spring 1		Component 1 Exploring the Media NEA: Task A	Component 3 Production Skills (externally assessed) – Activity 1		Unit 27 Digital Photography Tasks B and C: Producing Photographs for a Digital Media Product	Unit 14: Digital Magazine Production Task A: Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms.
Spring 2		Component 1 Exploring the Media NEA: Task B	Component 3 Production Skills (externally assessed) – Activity 2		Developing and applying image manipulation skills.	Unit 14: Digital Magazine Production. Complete Unit 14 Tasks B and C: Producing magazine pages
Summer 1		Production skills development	Contingency time for Component 3 – dependent on exam board deadlines each year. Course completes first week in May		Unit 28: Image Manipulation Techniques Task A: Approaches to Digital Image Manipulation.	Unit 3: Digital Production Skills externally assessed unit. Course completes first week in May
Summer 2		Component 2 NEA mock	Course completed		Unit 28: Image Manipulation Techniques Tasks B and C: Digital Image Manipulation Production.	Course completed



Northampton International Academy

Creative Media Curriculum Map – Substantive Knowledge Progression



Media Language 	Institutions 	Genre 	Representation 	Audience 	Ideology 	Narrative 	Execute 
	Year 9 Rotation	Key Stage 4: Year 10-11			Key Stage 5: Year 12-13		
Media Language: the terminology and resources used to read and decode, design and create media products. 	Mise-en-scene: everything within the scene (location, lighting, colour, costume, props, body language and expression, CGI and special effects, typography).	Mise-en-scene Cinematography Sound Editing Visual, sound and technical codes used to create/develop/challenge messages and values in media products.			Mise-en-scene Cinematography Sound Editing History and development of media technology. Visual, sound and technical codes used to create/develop/challenge messages and values in media products. Production terminology.		
Institutions: the business of media. The structure of conglomerates and influence they have on representations and ideologies of media products. 		Media sectors: publishing, broadcast and interactive. Interrogating a client brief and understanding client requirements. Media in vocational settings – client briefs. Media industry roles and responsibilities. Purpose of media products for institutions. Changing distribution of media products. Legislation: Intellectual Property Rights. Franchises and merchandising.			Media sectors: publishing, broadcast and interactive. Purposes of media products. Interrogating a client brief and understanding client requirements. Media in vocational settings – client briefs. Media industry roles and responsibilities. Contextual features of media products. Research into institutions. Media legislation. Industry practices including risk assessment. Franchises and merchandising.		
Genre: category of type of media product and what codes and conventions we expect them to have. 	Typical genre codes and conventions in a range of film and TV texts.	Genre codes and conventions in a range of media products. Hybrid genres. Recreating genres. Playing with genre – challenging conventions and being innovative.			Development of genre codes and conventions from historical to present-day products. Hybrid genres and challenging typical genre codes and conventions. Recreating and using genre to target audiences.		
Representation: the way people, groups, issues and events are portrayed in media products. 	Portrayals of key characters and groups in a range of media products.	Challenging typical representations in media products. Representations in context and changes over time. Influences on representation.			Deconstructing the micro elements of different media forms. Media Effects debate and theories. Representation of demographic, psychographic and industry groups.		
Audience: the consumers targeted by media products, how they respond to media and why. 	Audience demographics. Uses and gratifications theory of audience purpose/response to media products.	Representations in context and changes over time. Influences on representation. Primary and secondary audiences for media products.			Audience demographics. Audience psychometrics and VALs. Audience readings and responses: • Uses and gratifications theory • Pleasure of predictability and displeasure • Mulvey Male Gaze • Althusser: interpellation		