

# Long Term Plan Year

## 13 BTEC Media Sub Dip (Print Production)

“Cultivating Curiosity, Creativity and Empathy”

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	<b>Unit 2 (30 GLH) Communication Techniques (Finish from Year 12)</b>  <i>Research and report writing on ideas for promotional media for a Nordic Noir set in Hull.</i>	1) be able to extract information from written sources 2) Be able to create a report in a media production context. 3) Be able to pitch a media production proposal using appropriate terminology.	Independent Learning Time management Data Collection Analysing data	Cultivating curiosity by processing and evaluating information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions,	Differences between pitch and presentation.	Research needed on all university and higher ed courses	<b>Evaluate complex concepts/ideas/ actions and make reasoned and confident judgements.</b> • Use analysis, research and evaluation to make recommendations and influence proposals. • Analyse implications of application of knowledge/understanding. • Access and evaluates knowledge and understanding to advance complex activities/contexts. • Show relationships with	<b>Spiritual issues</b> – individual production practice might be informed by the spiritual beliefs of the practitioner <b>Moral and ethical issues</b> – learners should be brought to appreciate the need to take responsibility for their own actions when making media products, and to recognise the possible effects of their productions on others; they should also be introduced to the codes of professional practice relevant to the medium (or mediums) within which their programme is contextualised <b>Social and cultural issues</b> – learners	Understanding different cultures. Connection between the local area and Scandinavia.	<b>Transferable Skills:</b> Keeping deadlines Managing own workload Independent working Organisational skills.
2 & 3	<b>Unit 18: Producing Print Based Media</b>  <i>Thank You for the Music -</i>	1- Understand Print Based Media Tech +Techn 2-Develop Ideas + Originate Designs 3-Produce Print Based Media 4 Reflect on own Print Based Media	Independent Learning Time management Planning and preparation skills Basic	Developing creative thinking through exploring and developing student's	Role of theory in own work - semiotics analysis difference between connotation and	Developing independent learning. Think creatively by	<b>Evaluate complex concepts/ideas/ actions and make reasoned and confident judgements.</b> • Use analysis, research and evaluation to make recommendations and influence proposals. • Analyse implications of application of knowledge/understanding. • Access and evaluates knowledge and understanding to advance complex activities/contexts. • Show relationships with	<b>Spiritual issues</b> – individual production practice might be informed by the spiritual beliefs of the practitioner <b>Moral and ethical issues</b> – learners should be brought to appreciate the need to take responsibility for their own actions when making media products, and to recognise the possible effects of their productions on others; they should also be introduced to the codes of professional practice relevant to the medium (or mediums) within which their programme is contextualised <b>Social and cultural issues</b> – learners	Understanding changing landscapes in media i.e decline in print and rise of emedia.	<b>Transferable Skills:</b> Keeping deadlines Managing own workload Independent working

	<b>Create promotional media for a new music act.</b>	Production	semiotics	own ideas	denotation.	generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.	pass and merit criteria. • Responds positively to evaluation.  <b>Demonstrate creativity/originality/ own ideas.</b> • Applies skill(s) to achieve higher order outcome. • Selects and uses successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods.	should understand the wider cultural and ideological issues relating to the media industries; they should be introduced to issues such as the positive role of the media as a mechanism for learning and socialisation when it acts as a vehicle for campaigning on social and moral issues, supporting economic development, and circulating discussions relating to race, gender and cultural differences. They should also begin to think about the possible negative effects in such areas as ownership, control and corporate domination, bias, representation of minorities, propaganda, and cultural imperialism; questions around the effects of the media on society – in relation to advertising and consumerism, or the depiction of violence, for example – could also be considered.		Organisational skills.
4 & 5	<b>Unit 31: Social Action and Community Production</b>	1. Understand the purpose and impact of social action and community media production work. 2. Be able to research for social action and community media production work. 3. Be able to plan and produce a piece of social action or community media production work. 4. Be able to reflect upon your own social action or community production work.	Independent Learning Time management Planning and preparation skills Basic semiotics Working to a Brief Proofreading Organising Research findings Report writing	Developing creative thinking through exploring and developing own ideas	Application of research Referencing using different methods - Harvard, APA and MLA.	Extended writing skills Proofreading Incorporating secondary sources into own writing.	• Makes judgements about risks and limitations of techniques/processes. • Innovates or generates new techniques/processes for new situations. • Shows relationship with pass and merit Criteria.	Role of Social Action Media in raising awareness for issues that may affect them i.e mental health, LGBTQI, Poverty etc Photography skills Photoshop and understanding the role of image manipulation	<b>Transferable Skills:</b> Keeping deadlines Managing own workload Independent working Organisational skills.	

5 & 6			<p>Time management          Planning and preparation skills          Basic semiotics          Working to a Brief          Proofreading          Organising          Research findings          Report writing          Presentation Skills          Writing a Pitch</p>	<p>Cultivating curiosity by processing and evaluating information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions,</p>	<p>Difference between pitch and product.</p>	<p>Presentation Skills used in all courses in H.E.</p>	<p><b>Presents self and communicates information to meet the needs of a variety of audience.</b></p> <ul style="list-style-type: none"> <li>• Identifies strategies for communication.</li> <li>• Shows innovative approaches to dealing with individuals and groups.</li> <li>• Takes decisions in contexts with justifications.</li> <li>• Produces outputs subject to time/ resource constraints.</li> <li>• Reflects on own contribution to working within a team.</li> <li>• Generates new or alternative solutions to specified problems.</li> <li>• Explores entrepreneurial attributes.</li> </ul>		<p>in all media industries.</p>	<p><b>Transferable Skills:</b>          Keeping deadlines          Managing own workload          Independent working          Organisational skills.</p>