

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## Frontier Curriculum –Long Term Plan MEDIA

Year 12

Year 13

Year 14

	2022 - 2023 Autumn 1 Unit 1	2022 - 2023 Autumn 2 Unit 2	2022 - 2023 Spring 1 Unit 3	2022 - 2023 Spring 2 Unit 4	2022 - 2023 Summer 1 Unit 5	2022 - 2023 Summer 2 Unit 6
	<p><b>A: Take part in the arts- Participating in arts activities</b></p> <p>Ideas - have a go at different media related activities - taking photos/ editing an image/ selecting appropriate text font / editing font/ creating a video/ selecting props/ prosthetics/ make up</p> <p><b>Suggested Key Questions:</b> How do you know what the film is going to be about? What is genre? What is mise en scene? Why are props used? Why costume, hair and makeup important?</p> <p><b>Key skills and knowledge</b> Explore &amp; begin to evaluate the use of multimedia to enhance communication.</p> <p>With support can create &amp; begin to edit presentation documents</p>	<p><b>A: Take part in the arts- D: Present your work participating in arts activities continued</b></p> <p><b>Suggested Key Questions:</b> What did you like/ not like about the film How did the director achieve use effects to communicate their creative idea to the audience? Would you recommend this film? Why?</p> <p><b>Key skills and knowledge</b> Begin to independently to analyse media products</p> <p>Can identify some techniques and conventions used in media products</p> <p>Contribute to group discussions and offer own opinions on media products</p>	<p><b>B: Explore Artists and take part in the arts- Researching artist and their art works</b></p> <p>Ideas - Research an actor or director</p> <p><b>Suggested Key Questions:</b> What do you know about a director? What films have they made? What are your thoughts about this director? Have you seen any of their films? Can you describe the director's style?</p> <p><b>Key skills and knowledge</b> Can identify with support the difference between primary and secondary research and some of the pros/cons</p> <p>With support can use ICT to undertake primary research e.g. creating an online survey or questionnaire</p>	<p><b>B: Explore Artists and take part in the arts- Researching artist and their art works</b></p> <p>Continued – research an actor or director</p> <p><b>Suggested Key Questions:</b> Who is your favourite actor? What do you like about them? What films have they been in? Have they been in any recent movies?</p> <p><b>Key skills and knowledge</b> Who is your favourite actor? What do you like about them? What films have they been in? Have they been in any recent movies?</p>	<p><b>C: Explore Arts Organisations- sharing their arts discoveries</b></p> <p>Ideas - Look at the cinema industry/ theatre / pantomimes/ BBC research and present findings</p> <p><b>Suggested Key Questions:</b> What jobs can be found in these industries? Where are they based? How long has the company been about for? What can you see there? How much does this event cost?</p> <p><b>Key skills and knowledge</b> With minimal support and prompts will share skill taking photos and recording this event</p> <p>With minimal support will reflect on this skill sharing identifying what when well and what could be</p>	<p><b>D: Present sharing their arts discoveries</b></p> <p><b>Suggested Key Questions:</b> What have you most enjoyed creating this year? What did you like about it? How will you present this Evaluation with images to the group for their feedback? Notebook or PowerPoint?</p> <p><b>Key skills and knowledge:</b> With minimal support will reflect on their work and identify strengths and areas for development. With minimal will explain with support how their work reflects the artist/ movement.</p>

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<b>Links to Gatsby Benchmarks:</b>	<p>4. Linking curriculum learning to careers.</p> <p>Discussion of different areas/job roles on a film set.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Discussion of different areas/job roles on a film set and how this creates meaning in a film.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Researching a specific person/role involved in the film industry. Students will be directed towards researching a director but can choose any area of interest.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Developing planning skills and identifying pre-production jobs like storyboard artist.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Developing skills in using technology/creative software packages and understanding the pathways these can help to access.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Discussion of different areas/job roles on a film set.</p>

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