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| **Meden School Curriculum Planning** | | | | | | | |
| **Subject** | BTEC Media | **Year Group** | 11 | **Sequence No.** | 5 | **Topic** | Learning aim C: Evaluating pre-production, production and post-production |

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| **Retrieval** | **Core Knowledge** | **Student Thinking** |
| What do teachers need to **retrieve** from students before they start teaching **new content**? | What **specific ambitious knowledge** do teachers need to teach students in this sequence of learning? | What real life examples can be applied to this sequence of learning to **develop our students’ thinking, encouraging them to see the inequalities around them** and ‘do something about them!’ |
| Before starting this unit of work, I will retrieve and assess the following:   * Students knowledge and understanding of pre-production, production and post-production processes. * Their ability to present and collate all their evidence of practical work into a presentation for the examiner. | Students will understand and develop key knowledge relating to:   * Reviewing and evaluating work over an extended project * Drawing conclusions * Responding to an industry style brief * Setting future targets for improvements * Analysing strengths and weaknesses * Creating a skills audit of every skill developed during the component * How to analyse in detail their own development and application of skills, techniques, strengths and areas for improvement in the form of a PowerPoint. * How to set targets for improvement with reference to carefully selected examples of pre-production, production and post-production activity. * How to collate and present examples of work, screen shots etc. to a high standard using media terminology throughout. * How to evaluate and reflect on the extent to which their product has met the requirements of the component 2 brief.   Tier 2 vocab includes:   * Evaluate * Review * Strength * Weakness * Target * Improvement * Compare * Pre-existing   Tier 3 vocab includes:   * Pre-production * Production * Post-production * Reflect * Collate * Refine * Modify * Development * Conclude * Summarise * Contrast * Industry brief | Learners will produce a log reflecting on their development and application of skills, techniques and practices in media production. This task gives students opportunities to reflect on their work and assess the level of success in achieving their target as set by a brief.  This process is rooted in real-life contexts and prepares students for the processes that designers go through when working to a deadline and targets set by companies etc.  Key questions for students to consider:   1. How should I lay out my evaluation? 2. How do I set myself targets for future improvement? 3. What specific parts of my work am I evaluating? 4. How can I judge what is a strength and weakness? 5. What is a skills audit? 6. How should I present/carry out a skills audit? 7. Has my final production been successful? 8. Have I met the targets set out by the brief? 9. What would my designers say needs to be improved in my work? |