

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2023-24 – Media				
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (?? Lessons) (38 Days)				
Tues 5-Sep	A	1	Component 1 and 2 Resit Window	<b>Equality Diversity and Inclusion</b> 15/09-17/09 Rosh Hashanah 23/9 International day of sign languages 2/10-8/10 Dyslexia awareness week 5/10 world teachers day 6/10 World cerebral palsy day
11-Sep	B	2		
18-Sep*	A	3		
25-Sep	B	4		
2-Oct	A	5		
9-Oct	B	6		
16-Oct	A	ST1		
23-Oct	B	ST1		
Half-Term 7 weeks (?? lessons) (34 Days)				
6-Nov	A	ST1	Component 1 and 2 Resit Window	<b>Equality Diversity and Inclusion (EDI) links</b> 12/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 3/12-24-12 Advent 25/12 Christmas Day Hannukah 18/12-26/12
13-Nov	B	10		
20-Nov	A	11		
27-Nov	B	12		
4-Dec	A	13		
11-Dec	B	14		
18-Dec	A	15		
Christmas Holiday 6 weeks (30 Days)				
8-Jan	B	16	<b>Component 3 : Develop Ideas in Response to a Brief (13 weeks, 32 lessons )</b> <b>Level 1 Pass:</b> Learners will identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product. Learners will use basic skills and techniques to carry out practical tasks. <b>Level 2 Pass:</b> Learners will respond competently to the requirements of the brief. They will generate and describe an appropriate idea for a media product. Learners will use skills and techniques to carry out practical tasks and will be able to gather appropriate content for their product. Several areas for improvement will be identified and acted upon appropriately. <b>Level 2 Distinction :</b> Learners will respond effectively to the requirements of the brief. They will generate and explain a highly effective idea for a media product. Learners will be adept at using skills and techniques to carry out practical tasks and will be able to gather effective content for their production	<b>EXTERNAL EXAM</b>  In this component, students will respond to a client brief and create a product in one of the following media sectors: audio/moving image, publishing or interactive. They will interpret the client’s needs and engage in the process of ideas generation, selecting and refining your ideas until you are satisfied that you have an idea that meets the requirements of the brief. Undertake pre-production planning to demonstrate to the client how your ideas will be implemented within a planned media product. Throughout the pre-production process, students will need to monitor and review the effectiveness of planning and intended outcome to ensure that planned media products are fit for audience and purpose. This should enable them to make the necessary amendments and improvements to proposed products as they enter the production stage of the process and create a suitable digital media product in response to the brief.  <b>Equality Diversity and Inclusion</b> 25/1 Burns night 27/1 Holocaust memorial day LGBT+ history month 1/2 World Hijab day 6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year
15-Jan	A	17		
22-Jan	B	18		
29-Jan	A	ST2		
5-Feb	B	ST2		
12-Feb	A	ST2		

Half-Term			5 weeks (24 Days)			
26-Feb	B	22	<b>Prior</b>  KS3 NC – create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthines s, design and usability	<b>Current</b>  KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology	<b>Next</b>  KS5 Media - Component 3 - Cross Media Production	<b>Equality Diversity and Inclusion</b> <i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i>
4-Mar	A	23				
11-Mar	B	24				
18-Mar	A	25				
25-Mar*						
	B	26				
Easter Holiday 6 weeks (29 Days)						
15-Apr	A	27				<b>Equality Diversity and Inclusion (EDI) links?</b> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i>
22-Apr	B	28				
29-Apr	A	29				
6-May*	B	30				
13-May	A	GCSE				
20-May	B	GCSE				
Half-Term 7 weeks (?? lessons) (35 Days)						
3-Jun	A	GCSE				<b>Equality Diversity and Inclusion (EDI) links?</b> <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i>
10-Jun	B	GCSE				
17-Jun	A	GCSE				
24-Jun	B	Contin gency				
(Total: 190 Days)						

\* Bank Holidays

Overview of Year 11	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 11, students will have learned
<b>GW: P</b>	Demonstrate relevant application of production and post-production skills and techniques when reworking aspects of an existing media product, leading to appropriate outcomes. Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work. Describe how genre, narrative and representation are used to engage audiences, with reference to relevant examples of media products. Describe media products, their purpose and audience, with reference to relevant examples across all three media sectors.
<b>BI: M</b>	Demonstrate effective application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to effective outcomes. Demonstrate effective development of media production skills and techniques through focused experimental practical work Discuss the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences, with reference to appropriate examples of media products Discuss the relationships between media products, their purpose and specific audiences, using appropriate examples across all three media sectors.
<b>EW: D</b>	Demonstrate imaginative application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to creative outcomes. Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work.

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

	<p>Analyse the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products.</p> <p>Analyse the relationships between media products, their purpose and specific audiences, using considered examples across all three media sectors.</p>
--	--

### Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)