

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
1	1.1 Media industry sectors and products	<p>You could start the unit by introducing the different sectors that make up the media industry and their importance to the economy.</p> <p>In the first lesson you could introduce traditional media and what is contained in that sector.</p> <p>Students could:</p> <ul style="list-style-type: none"> • create a mind map of the traditional media sector with the products produced in each aspect as sub nodes • create an infographic about traditional media • research and create notes about how the traditional media sector is growing/shrinking and the reasons for this. 	<p>Traditional media</p> <p>Film</p> <p>Television</p> <p>Radio</p> <p>Print publishing</p>	<p>Summarise the key aspects of the Traditional Media sector</p> <p>Explain how Traditional media is changing and adapting</p>	<p>Infographics Industries (thecreativeindustries.co.uk)</p> <p>Employment figures (thecreativeindustries.co.uk)</p> <p>Traditional Media vs. New Media: Which is Beneficial (techfunnel.com)</p> <p>BBC Bitesize - what is the media industry? - Industries overview (bbc.co.uk)</p> <p>12 Types of Media Industry (simplicable.com)</p> <p>Media industries (statista.com)</p> <p>The fastest way to create visual content (piktochart.com)</p>	
2	1.1 Media industry sectors and products	<p>In this lesson you could:</p> <ul style="list-style-type: none"> • introduce new media and what is contained in that sector. 	<p>New media</p> <p>Computer games</p>	<p>Summarise the key aspects of the New Media sector</p>	<p>Infographics Industries (thecreativeindustries.co.uk)</p>	

		<p>Students could:</p> <ul style="list-style-type: none"> • create a mind map of the new media sector with the products produced in each aspect as sub nodes • create an infographic about new media • research and create notes about how the new media sectors is growing/shrinking and the reasons for this. 	<p>Interactive media</p> <p>Internet</p> <p>Digital publishing</p>	<p>Explain how New media is growing and changing</p>	<p>Employment figures (thecreativeindustries.co.uk)</p> <p>Traditional Media vs. New Media: Which is Beneficial (techfunnel.com)</p> <p>BBC Bitesize - what is the media industry? - Industries overview (bbc.co.uk)</p> <p>12 Types of Media Industry (simplicable.com)</p> <p>Media industries (statista.com)</p> <p>The fastest way to create visual content (piktochart.com)</p>	
3	1.1 Media industry sectors and products	<p>In this lesson you could get students to:</p> <ul style="list-style-type: none"> • create knowledge organisers for each media product containing: <ul style="list-style-type: none"> ○ sector/aspect use ○ real-world examples of use ○ reason for use in that sector • divide class up into small groups - each group produces a presentation about one media produce that explains: <ul style="list-style-type: none"> ○ characteristics of the product ○ use of product including example 	<p>Video</p> <p>Audio</p> <p>Music</p> <p>Animation</p> <p>Special effects (SFX, VFX)</p> <p>Digital imaging and graphics</p>	<p>Explain how a media product is used</p> <p>Explain which sectors use which media products</p>	<p>BBC Bitesize - what is the media industry? - Industries overview (bbc.co.uk)</p> <p>12 Types of Media Industry (simplicable.com)</p> <p>30 Social Media Content Ideas and Examples for Brands (hootsuite.com)</p>	

		<ul style="list-style-type: none"> ○ sector(s) that use the product ○ target audiences of the product. <p>Presentations can then be put together to form a full resource for the class.</p>	Social media platforms/apps Digital games Comics and graphic novels Websites Multimedia eBooks			
4	2.1 How style, content and layout are linked to the purpose.	<p>This lesson is about how the purpose of a media product affects the style, content, and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • identify the create a mind map of the conventions used to advertise/promote a product including: <ul style="list-style-type: none"> ○ colour ○ language type and tone ○ positioning of elements ○ style of representation • identify the create a mind map of the conventions used to educate including: <ul style="list-style-type: none"> ○ colour ○ language type and tone ○ positioning of elements ○ style of representation • provide small groups with a variety of products from each purpose. Ask them to create a 	Purpose Advertise/Promote Educate	<p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p>	Advertising (mediaknite.org) BBC Bitesize - advertising (bbc.co.uk) BBC Bitesize - research (bbc.co.uk) Media codes and conventions (mediaknite.org) How to make meaningful media - media and meaning filmmaking Creativity (murraystillier.com) Codes and conventions (media-studies.tki.org.nz) Colour theory for designers – part 1 (smashingmagazines.com)	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games

		set of conventions based on what they find out has been used.			Blog – understanding colour (blackbeardesign.com) BBC Bitesize how to use language for effect (bbc.co.uk)	
5	2.1 How style, content and layout are linked to the purpose.	<p>This lesson is about how the purpose of a media product affects the style, content and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • identify the create an infographic of the conventions used to entertain including: <ul style="list-style-type: none"> ○ colour ○ language type and tone ○ positioning of elements ○ style of representation • identify the create an infographic of the conventions used to inform including: <ul style="list-style-type: none"> ○ colour ○ language type and tone ○ positioning of elements ○ style of representation. 	Purpose Entertain Inform	<p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p>	Advertising (mediaknite.org) BBC Bitesize - advertising (bbc.co.uk) Media codes and conventions (mediaknite.org) How to Make Meaningful Media - blog (murraystillier.com) Codes and conventions (media-studies.tki.org.nz) Colour theory for designers – part 1 (smashingmagazines.com) Blog – understanding colour (blackbeardesign.com) BBC Bitesize how to use language for effect (bbc.co.uk) Tone in language - blog (grammarly.com)	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games

					What Are the Different Types of Media - blog (whatagraph.com)	
6	2.1 How style, content and layout are linked to the purpose.	<p>This lesson is about how the purpose of a media product affects the style, content and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • identify the create an infographic of the conventions used to influence including: <ul style="list-style-type: none"> ○ colour ○ language type and tone ○ positioning of elements ○ style of representation. 	<p>Purpose</p> <p>Influence</p>	<p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p>	Advertising (mediaknite.org) BBC Bitesize - advertising (bbc.co.uk) Media codes and conventions (mediaknite.org) How to Make Meaningful Media - blog (murraystillier.com) Codes and conventions (media-studies.tki.org.nz) Colour theory for designers – part 1 (smashingmagazines.com) Blog – understanding colour (blackbeardesign.com) BBC Bitesize how to use language for effect (bbc.co.uk) Tone in language - blog (grammarly.com) Types of Media (bbamantra.com)	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>

7	2.3 Audience demographics and segmentation	<p>This lesson is about how audiences can be divided up into groups based different criteria. You could get students to:</p> <ul style="list-style-type: none"> • create a mini knowledge organiser for each of the different segmentations' classifications. <ul style="list-style-type: none"> ○ define each ○ how will affect product design (link to 2.1 information) • split into small groups with each group researching a segmentation to produce a 3-slide presentation <ul style="list-style-type: none"> ○ title ○ define ○ effect on product. <p>You could give students a media product such as a computer game, magazine advert and explain who the audience segment was for the product and how the product was designed to meet the segmentation group.</p>	<p>Segmentation</p> <p>Accessibility</p> <p>Age</p> <p>Ethnicity</p> <p>Gender</p> <p>Interests/lifestyle</p> <p>Location</p> <p>Socio-economic</p>	<p>Describe how audiences are segmented</p> <p>Explain why audience segmentation is used</p> <p>Explain how different audience groupings affect a media product designs and type.</p>	<p>Radio joint audience research (rajar.co.uk)</p> <p>Television audience ratings (barb.co.uk)</p> <p>Publishers audience measurement (pamco.co.uk)</p> <p>Audience segmentation (helixa.ai)</p> <p>Audience segmentation for publishers (adpushup.com)</p> <p>How to do audience segmentation (thecompassforsbc.org)</p> <p>BBC Bitesize target audience (bbc.co.uk)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>
8	2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson is about media codes and conventions.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • define what technical and symbolic codes are • create an infographic or poster explaining what the different technical and symbolic codes are. 	<p>Technical codes</p> <p>Symbolic codes</p> <p>Mise-en-scene</p>	<p>Explain the difference between technical and symbolic codes</p> <p>Explain how technical and symbolic codes are used to create meaning</p>	<p>Media codes (helveticamediuma.com)</p> <p>Media codes and conventions (media.codes)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p>

						R097 Interactive digital media R098 visual imaging R099 Digital games
9	2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson is about using audio to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> in small groups review existing animations, films, advert etc and explain who audio has been used to enhance the product create a knowledge organiser about how audio is used to for different genres. 	<p>Audio</p> <p>Music genre</p> <p>Silence</p> <p>Sound effects</p> <p>Vocal intonation</p>	<p>Explain how audio can be used to communicate mood, character and atmosphere.</p>	<p>What is sound design for film (studiobinder.com)</p> <p>Sound design - Videomaker (videomaker.com)</p> <p>What is an audio code (askinglot.com)</p>	R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R099 Digital games
10	2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson is about using typography and colour to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> examine different media products and discuss how fonts/emphasis/size are used create a factsheet about typography including fonts, emphasis, size, hierarchy create a presentation that contains a slide about different colours and how they are used to create meaning (links to 2.1) 	<p>Font</p> <p>Emphasis</p> <p>Size</p> <p>Type</p> <p>Colour</p>	<p>Explain how fonts are used and altered to create different meaning</p> <p>Explain how colours can be used to create meaning when used in different contexts.</p>	<p>Typography</p> <p>Finding your font type (fabrikbrands.com)</p> <p>Why subtle typographic choices make all the difference (smashingmagazine.com)</p> <p>When typography speaks louder than words (smashingmagazine.com)</p> <p>Free web typography lessons (betterwebtype.com)</p>	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging

		<ul style="list-style-type: none"> create a mind map of how colours are used for different purposes using real-world examples (links to 2.1). 			<p>Colour Blog – understanding colour (blackbeardesign.com)</p> <p>Colour theory for designers – part 1 (smashingmagazines.com)</p>	R099 Digital games
11	2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson looks at how camera techniques are used to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> reverse storyboard a short clip and explain why camera angle/shots/movements were used create a ‘Cheat sheet’ describing the different camera angles/shots/movements and how and why they are used. 	Angles Shots Movement	<p>Explain how camera angles are used for specific purposes.</p> <p>Explain how camera shots are used for specific purposes.</p> <p>Explain how camera movements are used for specific purposes.</p>	<p>Types of camera shots and angles with gifs (boards.com)</p> <p>101 types of camera shots and angles (polarprofilters.com)</p> <p>Ultimate guide to camera shots includes videos (studiobinder.com)</p> <p>OCR lesson shot types used in storyboarding (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</p>	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games
12	2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson is about how lighting can be used to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> in small groups create a presentation explaining how different genres of media use different lighting style 	Light Shade Contrast Darkness Intensity	<p>Explain how lighting can be used to communicate different meanings for different contexts</p>	<p>Film lighting techniques and examples (nofilmschool.com)</p> <p>Basic cinematography lighting techniques - Film (adorama.com)</p> <p>Lighting techniques - Film</p>	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media

		<ul style="list-style-type: none"> create a mind map of how lighting can be used to communicate meaning of characters, moods and atmosphere. 	Position		<p>(nfi.edu)</p> <p>Film techniques lighting (matrix.edu.ac)</p> <p>Introduction to lighting and rendering – Games (learn.unity.com)</p> <p>Portrait lighting patterns for photographers (digital-photography-school.com)</p>	R098 visual imaging R099 Digital games
13	2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson is about how animation, transition and content movement is used to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> create a knowledge organiser of how transitions can be used to create meaning with video and presentations create presentation explaining how transitions, content movement and animations are used in video and presentations. 	Transition Animation Movement	<p>Identify the different transitions that can be used in film and presentation</p> <p>Explain why transitions, movements and animations are used.</p>	<p>Video transitions (bitable.com)</p> <p>How to film video transition (musicgateway.com)</p> <p>Characters lateral movement on film (nofilmschool.com)</p> <p>How to add meaning to PowerPoint transitions and animations (356labs.com)</p>	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games
14	2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson is about how interactivity is used to create meaning, impact and engagement.</p> <p>You could get students to:</p>	Interactivity Touch Gesture	<p>Identify how audiences interact with a product</p>	<p>Examples of interactive advertising (getgist.com)</p>	R094 Visual identity and digital graphics

		<ul style="list-style-type: none"> review three media products and comment on how the audience interacts with the product these could include: <ul style="list-style-type: none"> museum presentation online book/magazine website street advertisement. 	Click Type	Explain how interactivity engages the audience	Interactive museum (tickets.com) Virtual museum (nhm.ac.uk) Free interactive film examples web control (makeuseof.com)	R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games
15	2.5 Media codes used to convey meaning, create impact and/or engage audiences	This lesson is about how graphic can be used to create meaning, impact and engagement. You could get students to: <ul style="list-style-type: none"> create flash cards of different signs and what they convey fact sheet of how colour in signs is used in the Highway Code create a quiz of recognisable logos and explain what they mean. 	Graphic Logo Icon Signage	Explain how graphics are used to communicate information How graphics are used to convey different meaning	Traffic signs – The Highway Code (gov.uk) Common symbols and meanings and how to use them in design (venngage.com) Top 10 logos and what you can learn from them/famous-logos/ (99designs.co.uk) What is a logo (99designs.co.uk)	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games
16	2.5 Media codes used to convey meaning, create impact and/or engage audiences	This lesson is about how the codes and conventions link together to create meaning, impact and engagement. You could get students to:	Codes Conventions Combined	Explain how the codes and conventions are used to create an effective product	History of the Amazon logo (blog.logomyway.com) History of the Apple logo (blog.logomyway.com)	R094 Visual identity and digital graphics R095 Characters and Comics

		<ul style="list-style-type: none"> • choose a business and create a timeline of how their logo has changed over time and explain how the codes and conventions have been used and changed • create a presentation about how film posters have used code and conventions to be highly effective products • create a knowledge organiser about how computer games use the codes and conventions to be effective products. 	<p>Meaning</p> <p>Impact</p> <p>Engagement</p>		<p>Evolution of video game graphics (thelogocreative.co.uk)</p>	<p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>
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1	3.1 Work planning	<p>This lesson is about the phases of a media production.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create a 3-ring Venn diagram for with each ring related to a phase in each phase include: <ul style="list-style-type: none"> ○ documents used (link to 3.2 and 3.3) ○ job roles (link to 1.2) • create a short presentation explaining each phase of a media production. 	<p>Pre-production phase</p> <p>Production phase</p> <p>Post-production phase</p>	<p>Explain the phases of a media production</p> <p>Identify the documents used in each phase of a media production</p>	<p>The production process (mediacollege.com)</p> <p>Media production process (mediaknite.org)</p> <p>Phases of film production (ipr.edu)</p> <p>Pre-production process (duomediaproductions.com)</p> <p>Work plans – different approaches (YouTube)</p>	
2	3.1 Work planning	<p>This lesson is about the purpose and components of work plan.</p> <p>You could get to:</p> <ul style="list-style-type: none"> • review a coursework assignment and create a work plan for it. • create a knowledge organiser about work plans explaining all the components. 	<p>Task</p> <p>Activity</p> <p>Workflow</p> <p>Milestone</p> <p>Contingency</p> <p>Resources</p>	<p>Explain the purpose of a work plan</p> <p>Explain the advantages of using a work plan</p> <p>Explain the role of the different components of a work plan</p> <p>Create a workplan</p>	<p>Work plans and schedules (blog.logomyway.com)</p> <p>Work plans – different approaches (YouTube.com)</p> <p>The perfect project plan for infographics (wrike.com)</p> <p>Components of a work plan</p>	

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					(bizfluent.com)	
3	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a mind map.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create a mind map for a past assignment • create an annotated mind map explaining each of the roles of its components and how they make a document effective • create a presentation explaining: <ul style="list-style-type: none"> ○ purpose ○ phase use ○ users of document ○ hardware and software needed to create a mind map. 	Mind map Components Digital Physical Effective Users	<p>Explain the purpose of a mind map</p> <p>Explain how a mind map is created</p> <p>Explain how a mind map can be made effective for the end user</p> <p>Identify the users of a mind map</p>	<p>How to make a mind map (mindmapping.com)</p> <p>Mind mapping a useful tool (mindtools.com)</p> <p>Mind map templates (venngage.com)</p> <p>Canva mind map maker (canva.com)</p> <p>Free online mind mapping (mindmup.com)</p> <p>Collaborative mind mapping (mindmeister.com)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>
4	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a mood board.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create a mood board for a past assignment 	Mood board Components Digital Physical	<p>Explain the purpose of a mood board</p> <p>Explain how a mood board is created</p> <p>Explain how a mood board can be made</p>	<p>Purpose of mood boards (522productions.com)</p> <p>What is a mood board (YouTube.com)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p>

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		<ul style="list-style-type: none"> • create an annotated mood board explaining each of the roles of its components and how they make a document effective • create a presentation explaining: <ul style="list-style-type: none"> ○ purpose ○ phase use ○ users of document ○ hardware and software needed to create a mood board. 	Effectiveness Users	effective for the end user Identify the users of a mood board	<p>How to create mood board for film (premiumbeat.com)</p> <p>How to create mood boards that inspire (creativebloq.com)</p> <p>How to create a mood board for games (gamestorming.com)</p> <p>OCR lesson creating a mood board (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p> <p>Canva – how to make a mood board (canva.com)</p> <p>Create better mood boards (milanote.com)</p>	R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games

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					Guide to mood boards (toptal.com) 5 reasons why mood boards are essential (YouTube.com)	
5	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of an asset log.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create an asset log for a Johns Diner assets • create an annotated asset log explaining each of the roles of its components and how they make a document effective • create a presentation explaining: <ul style="list-style-type: none"> ○ purpose ○ phase use ○ users of document ○ hardware and software needed to create an asset log. 	Asset log Components Effectiveness Users	<p>Explain the purpose of an asset log</p> <p>Explain how an asset log is created</p> <p>Explain how an asset log can be made effective for the end user</p> <p>Identify the users of an asset log</p>	<p>OCR lesson creating a digital sound sequence (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p> <p>OCR lesson audio assets for creating a digital sound sequence (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p> <p>What is an asset and why should you be logging them (terabyteit.co.uk)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>

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6	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a flow chart.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create a flow chart for a digital presentation interactivity • create an annotated flow chart explaining each of the roles of its components and how they make a document effective • create a presentation explaining: <ul style="list-style-type: none"> ○ purpose ○ phase use ○ users of document ○ hardware and software needed to create a flow chart. 	<p>Flow chart</p> <p>Components</p> <p>Effectiveness</p> <p>Users</p>	<p>Explain the purpose of a flow chart</p> <p>Explain how a flow chart is created</p> <p>Explain how a flow chart can be made effective for the end user</p> <p>Identify the users of a flow chart</p>	<p>Tutorial - what is a flowchart (lucidchart.com)</p> <p>Flowchart example for video games (creately.com)</p> <p>Game development (YouTube)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>
7	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a script.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create an annotated script explaining each of the roles of its components and how they make a document effective • create a presentation explaining: <ul style="list-style-type: none"> ○ purpose ○ phase use ○ users of document 	<p>Script</p> <p>Components</p> <p>Effectiveness</p> <p>Users</p>	<p>Explain the purpose of a script</p> <p>Explain how a script is created</p> <p>Explain how a script can be made effective for the end user</p> <p>Identify the users of a script</p>	<p>OCR lesson the content of scripts (ocr.org.uk) *</p> <p><small>* These links refer to current specification resources but they are relevant to the new specification.</small></p> <p>BBC Bitesize creative writing (bbc.co.uk)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p>

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		<ul style="list-style-type: none"> ○ hardware and software needed to create a script. 			<p>Script elements and scene heading (screenwriting.info)</p> <p>Elements of screenplay formatting (screencraft.org)</p> <p>Scripts for many BBC programmes (bbc.co.uk)</p> <p>Advertising scripts and corresponding radio ads (campaignlive.co.uk)</p>	<p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>
8	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a storyboard.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create a storyboard for an existing TV title sequence • create an annotated storyboard explaining each of the roles of its components and how they make a document effective • create a presentation explaining: <ul style="list-style-type: none"> ○ purpose 	<p>Storyboard</p> <p>Components</p> <p>Effectiveness</p> <p>Users</p>	<p>Explain the purpose of a storyboard</p> <p>Explain how a storyboard is created</p> <p>Explain how a storyboard can be made effective for the end user</p> <p>Identify the users of a storyboard</p>	<p>Storyboard definition and example (boards.com)</p> <p>OCR lesson shot types used in storyboarding (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> ○ phase use ○ users of document ○ hardware and software needed to create a storyboard. 			<p>How long does it take to produce an animation (studiopigeon.com)</p> <p>Free e-books on video making (videomaker.com)</p> <p>What is a storyboard and why do you need one (vyond.com)</p>	<p>R098 visual imaging</p> <p>R099 Digital games</p>
9	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a visualisation diagrams.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> ● create a visualisation diagram for an existing poster or magazine advert ● create an annotated visualisation diagram explaining each of the roles of its components and how they make a document effective ● create a presentation explaining: <ul style="list-style-type: none"> ○ purpose ○ phase use ○ users of document ○ hardware and software needed to create a visualisation diagram. 	<p>Visualisation diagram</p> <p>Components</p> <p>Effectiveness</p> <p>Users</p>	<p>Explain the purpose of a visualisation diagram</p> <p>Explain how a visualisation diagram is created</p> <p>Explain how a visualisation diagram can be made effective for the end user</p> <p>Identify the users of a visualisation diagram</p>	<p>Visualisation diagram quiz (quizizz.com)</p> <p>Website examples: Web mobile wireframe sketch examples (speckyboy.com)</p> <p>Planning your web design with sketches (tympanus.net)</p> <p>Video on Star Wars visualisations, storyboarding and scripts (YouTube)</p> <p>Concept art sketches for games and interactives</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
					<p>(canvas.pantone.com)</p> <p>OCR lesson visualisation diagram (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p>	
10	3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a wireframe layout.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create a wireframe layout for an existing website or magazine page • create an annotated wireframe layout explaining each of the roles of its components and how they make a document effective • create a presentation explaining: <ul style="list-style-type: none"> ○ purpose ○ phase use ○ users of document ○ hardware and software needed to create a wireframe layout. 	<p>Wireframe layout</p> <p>Components</p> <p>Effectiveness</p> <p>Users</p>	<p>Explain the purpose of a wireframe layout</p> <p>Explain how a wireframe layout is created</p> <p>Explain how a wireframe layout can be made effective for the end user</p> <p>Identify the users of a wireframe layout</p>	<p>Wireframe theory (edrawsoft.com)</p> <p>Beginners guide to wireframing (webdesign.tutsplus.com)</p> <p>Wireframe kits (figma.com)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>

Second year of teaching

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
1	4.1 Distribution platforms and media to reach audiences	<p>This lesson is about using online platforms for distribution.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • research into the online platforms used at home and in business for media products • create a fact sheet explaining the characteristics and uses of <ul style="list-style-type: none"> ○ Apps ○ multimedia ○ Web • explain why these platforms are used – advantages and disadvantages based on: <ul style="list-style-type: none"> ○ audience reach ○ carrying capacity ○ speed of transmission. 	<p>Characteristics</p> <p>Apps</p> <p>Multimedia</p> <p>Web</p>	<p>At the end of the lesson, will be able to:</p> <p>Explain how online platforms are used to deliver media products</p> <p>How the characteristics of the platforms effects the choice of platform for a media product.</p>	<p>Information source suggestions</p> <p>Top content distribution channels (flippingbook.com)</p> <p>Advantages of news distribution through apps over print (shapemyapp.com)</p> <p>Key characteristics of a successful mobile app for every business (medim.com)</p> <p>Some essential characteristics of mobile applications (ittechsols.wordpress.com)</p> <p>Media distribution (w3c.github.io)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>
2	4.1 Distribution platforms and media to reach audiences	<p>This lesson is about using physical platforms for distribution.</p> <p>You could get students to:</p>	<p>Characteristics</p> <p>Computer</p> <p>Interactive TV</p>	<p>Explain how physical platforms are used to deliver media products</p>	<p>Information source suggestion</p> <p>Interactive kiosks utilizing social media (cammaxlimited.co.uk)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> • research into the online platforms used at home and in business for media products • create a fact sheet explaining the characteristics and uses of <ul style="list-style-type: none"> ○ computer ○ interactive TV ○ kiosks ○ mobile devices • explain why these platforms are used – advantages and disadvantages based on: <ul style="list-style-type: none"> ○ audience reach ○ carrying capacity ○ speed of transmission. 	Kiosks Mobile devices	How the characteristics of the platforms effects the choice of platform for a media product	The value of multimedia kiosks for companies (oemkiosks.com)	R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games
3	4.1 Distribution platforms and media to reach audiences	This lesson is about using physical media for distribution. You could get students to: <ul style="list-style-type: none"> • research into the physical media used at home and in business for media products • create a fact sheet explaining the characteristics and uses of <ul style="list-style-type: none"> ○ CD/DVD ○ memory stick ○ paper. 	Characteristics CD/DVD Memory Stick Paper based	Explain how physical media are used to deliver media products How the characteristics of the media effects the choice of platform for a media product	Information source suggestion Systems and storage devices (teach-ict.com) Marketing essentials in advertising media (marketingevolution.com) Print media features, benefits and examples (lifesjust.com)	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> ○ explain why these platforms are used – advantages and disadvantages based on: ○ audience reach ○ carrying capacity ○ speed of transmission. 				
4	4.2 Properties and formats of file formats 4.2.4 File compression	This lesson is about file compression. You could get students to: <ul style="list-style-type: none"> • create a Venn Diagram style image of file compression with the differences between Lossy and Lossless Compression • create a help sheet to use in coursework units that would help them make decisions about using Lossy/ Lossless compression for their work • explain lossy and lossless compression in less than 280 characters. 	Compression Lossy Lossless	Explain what file compression is Explain the differences between Lossy and Lossless compression	Technical information BBC Bitesize encoding images (bbc.co.uk) Difference between lossy compression and lossless comprehension (geeksforschools.org) Compression techniques (isaaccomputerscience.org)	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games
5	4.2 Properties and formats of file formats 4.2.1 Image files	This lesson is about the images file properties and formats. You could get students to: <ul style="list-style-type: none"> • create an Infographic explaining: <ul style="list-style-type: none"> ○ DPI/PPI 	DPI/PPI Pixel Raster Bitmap	Explain what DPI/PPI mean Explain how image quality is dependent on DPI/PPI and resolution	File types and formats information Docs, web and media formats (developer.mozilla.org)	R094 Visual identity and digital graphics R095 Characters and Comics

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> ○ Pixels ○ Raster ○ Bitmap ○ Vector ● list the different file types and their use in a key facts sheet for use in coursework or real-world situations. 	Vector	<p>Explain the difference between Raster, Bitmap and Vector image files</p> <p>Explain the reasons for using different image file types</p> <p>Explain how compression effects image file type selection</p> <p>Select appropriate file formats for different contexts.</p>	<p>Image file types (digitalinformationworlds.com)</p> <p>Native file formats (guides.lib.umich.edu)</p> <p>OCR resources Lesson compatibility of images</p> <p>Lesson file formats and properties (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p>	<p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>
6	<p>4.2 Properties and formats of file formats</p> <p>4.2.2 Audio files</p>	<p>This lesson is about the audio file properties and formats.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> ● create a presentation that explains sample rate and bit depth including how these affect sound quality ● create a mind map of the main audio files types that could be used for media production including their key features. 	<p>Bit depth</p> <p>Sample rate</p>	<p>Explain what sample rate is</p> <p>Explain what bit depth is</p> <p>Explain how sound quality is affected by sample rate and bit depth</p> <p>Explain how file compression affects audio quality</p>	<p>File types and formats information</p> <p>Audio file format right needs (makeuseof.com)</p> <p>Audio file types (canto.com)</p> <p>Audio file formats explained (masteringthemix.com)</p>	<p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
				Identify the properties of file types Select appropriate file formats for different contexts.		R098 visual imaging R099 Digital games
7	4.2 Properties and formats of file formats 4.2.3 Moving image files	This lesson is about the moving image file properties and formats. You could get students to: <ul style="list-style-type: none"> • create a mind map of animation and film file types • create a presentation that explains frame rate and the impact on product quality, file size, together with SD, HD, UHD 4K and 8K • create a knowledge organiser that identifies and explains moving file types including: <ul style="list-style-type: none"> ○ frame rate ○ SD, HD, UHD 4K and 8K ○ file types <ul style="list-style-type: none"> ▪ animation ▪ video ○ compression ○ selection of file types for different purposes 	Frame Rate Resolution Animation Video	Explain what frame rate means Explain what is meant by and the differences between SD, HD, UHD, 4K and 8K Explain how frame rate affects product quality Identify different video and animation file types Explain how file compression affects moving image quality Select appropriate file formats for different contexts	File types and formats information Web, Media formats and image types (developer.mozilla.org) Different types of animation formats (whale-agency.com) Best file formats for animation on websites (medium.com) File format animation (fileformatforanimation.weebly.com) Video formats explained (videomaker.com) Discover best video format (adobe.com)	R094 Visual identity and digital graphics R095 Characters and Comics R096 Animation with audio R097 Interactive digital media R098 visual imaging R099 Digital games

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		in coursework and real-world situations.				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
1	2.4 Sources of research and types of research data	<p>This lesson looks at how research is carried out when developing a media product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • create a card sort or primary and secondary sources • describe what primary source research is and define as a class • create a help sheet about each of the primary and secondary sources • devise two types of primary source research tasks to conduct over the week – for example Vox pop and interview, questionnaire and focus group. Research topic, method and 	<p>Primary sources</p> <p>Secondary sources</p>	<p>Explain the differences between primary and secondary sources</p> <p>Describe the advantages and disadvantages of primary and secondary sources and data</p>	<p>Video – primary vs secondary sources (YouTube)</p> <p>Video – understanding primary and secondary sources (YouTube)</p> <p>BBC Bitesize research (bbc.co.uk)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		<p>documentation to be devised and created in class along with a plan for analysis</p> <ul style="list-style-type: none"> in pairs bullet point all the different types of secondary sources they could use in their research for a project (e.g. books, websites, blogs, films, magazines, textbooks). 				
2	2.4 Sources of research and types of research data	<p>This lesson looks at how information and data can be split into qualitative and quantitative types.</p> <p>You could define the terms.</p> <p>You could get your students to:</p> <ul style="list-style-type: none"> create flash cards about qualitative and quantitative including <ul style="list-style-type: none"> how it can be collected advantages disadvantages 	<p>Qualitative data</p> <p>Quantitative data</p>	<p>Explain the differences between qualitative and quantitative information and data</p> <p>Describe the advantages and disadvantages of qualitative and quantitative information and data</p>	<p>Video - Quantitative vs. Qualitative Research (YouTube)</p> <p>Video – Quantitative and Qualitative what’s the difference (YouTube)</p> <p>Quantitative and Qualitative research (scribbr.com)</p>	
3	3.4.1 Legal Considerations to protect individuals	<p>This lesson is about privacy and permissions.</p> <p>You could get students to:</p>	<p>Privacy</p> <p>Permissions</p> <p>Release forms</p>	<p>Explain what privacy and permissions are</p> <p>Explain how permissions must</p>	<p>Legal consideration theory and advice</p> <p>Photographer’s rights (blpawards.org)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> • create a factsheet about processes for getting permission to file/record in the UK • in small groups research into how recording an event could take place. 		<p>be gained before filming/recording</p> <p>Explain a user's privacy right</p>	<p>GDPR and taking photographs in public places (suzanneddible.com)</p> <p>Your rights as a photographer (institute-of-photography.com)</p> <p>Filming in public (theiac.org.uk)</p> <p>Dos and don'ts when filming in public spaces (bytestart.co.uk)</p> <p>OfCom broadcasting code (channel4.com)</p> <p>Production consent (screenhi.co.uk)</p> <p>Actor release guide (studiobinder.com)</p> <p>Free Talent Release Form for Film and Video Productions (premiumbeat.com)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
4	3.4.1 Legal Considerations to protect individuals	<p>This lesson is about defamation.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> produce a presentation about the differences between libel and slander research case studies about Libel and Slander in the UK create an infographic about defamation, libel and slander in the media. 	<p>Libel</p> <p>Slander</p>	<p>Explain what libel and slander are</p> <p>Explain the difference between libel and slander</p> <p>Explain effect of considering libel and slander on media production</p>	<p>Legal consideration theory and advice</p> <p>What is defamation (hiscox.co.uk)</p> <p>Defamation (channel4.com)</p> <p>Can I sue someone for defamation on social media? (hja.net)</p> <p>Can you sue for defamation on social media? (igniyte.co.uk)</p>	
5	3.4.1 Legal Considerations to protect individuals	<p>This lesson is about data protections.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> explain their rights as individuals regarding their data create a presentation for a client explaining what they need to do to comply with media usage of personal data. 	<p>Data subjects</p> <p>Collection</p> <p>Storage</p> <p>Usage</p>	<p>Explain how data must be protected when collected, stored and used</p> <p>Explain how creative media organisations can comply with data protection regulations</p>	<p>Guide to data protection (ico.org.uk)</p> <p>Industry based information GDPR – what does it mean for the media industry (grcworldforums.com)</p> <p>Introduction to GDPR (productionguildaccounting.com)</p> <p>Why does GDPR matter in the media industry (vigilantesoftware.co.uk)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
					Video production and GDPR (aspectfilmandvideo.co.uk) Data protection and journalism (ico.org.uk)	
6	3.4.2 Intellectual property rights	<p>This lesson is about intellectual property rights. You could get students to:</p> <ul style="list-style-type: none"> • create a factsheet about intellectual property and the creative media industry • research how IP has been affected by the digital age • create an infographic explaining IP, Patents and Trademarks. 	Intellectual Property Patent Trademark	<p>Explain what IP is</p> <p>Explain how IP can be protected</p> <p>Explain the effects of IP being taken/ used illegally</p>	<p>Information source suggestion Intellectual property – an overview (gov.uk)</p> <p>A guide to intellectual property rights in the UK (burges-salmon.com)</p> <p>Industry based information A guide to intellectual property in the creative industries (udl.co.uk)</p> <p>Protect your creativity with Intellectual Property (designcouncil.org.uk)</p>	
7	3.4.2 Intellectual property rights	<p>This lesson is about intellectual property rights.</p> <p>You could get students to:</p>	Creative Commons Fair deal/usage Watermarks	<p>Explain the different ways that permissions to use protect IP</p>	<p>Information source suggestion Creative commons licenses explained (creativecommons.org)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> create a help sheet explaining how to comply with IP requirements. 	Symbols Permissions		Creative commons licensing explained (YouTube) Fair use copyright explained – British Library (bl.uk) The pros and cons of watermarks on photographs (bhphotovideo.com)	
8	3.4.3 Regulation, certification, and classification	<p>This lesson is about industry regulation.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> in pairs create a presentation about the different organisations that regulate the creative media industry create a knowledge organiser about the different organisations that regulate the creative media industry produce a guide to the classifications for different media products and how they are decided. 	ASA OFCOM BBFC PEGI	<p>Explain the roles of different organisations in regulating the creative media industry</p>	<p>Information source suggestion</p> <p>The Advertising Standards Authority (ASA) is the UK's independent regulator of advertising across all media (asa.org.uk)</p> <p>Ofcom is the regulator for communications services (ofcom.org.uk)</p> <p>British Board of Film Classification (BBFC) (bbfc.co.uk)</p> <p>The Pan-European Game Information (PEGI) age rating system was established to help</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
					European parents make informed decisions on buying computer games (peginfo.org)	
9	3.4.4 Health and safety	<p>This lesson is about health and safety You could get students to:</p> <ul style="list-style-type: none"> • create flash cards about Locations Recces and Risk Assessments • produce safety leaflets about working: <ul style="list-style-type: none"> ○ with computer ○ when filming ○ working at heights ○ working with heavy equipment. 	<p>Risk</p> <p>Mitigate</p> <p>Location Recce</p> <p>Risk Assessment</p>	<p>Identify health and safety risks in the pre-production and production phases</p> <p>Explain how to mitigate the risks identified</p>	<p>Information source suggestion Health and safety in the film, theatre and broadcasting industries (hse.gov.uk)</p> <p>Information and resources to help you manage safety within the BBC (bbc.co.uk)</p> <p>BBC Bitesize health and safety when working with computers (bbc.co.uk)</p> <p>Computers and your health (photpea.com)</p> <p>Moving image education – production health and safety (movingimageeducation.org)</p> <p>HSE – working at height (hse.gov.uk)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
					Film production hazards (YouTube)	
10	1.2 Job roles in the media industry	<p>You could introduce the different roles that are involved in the media industry and how you can divide them up into three aspects.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> • research into each job roles and produce a pen portrait for each job role to include: <ul style="list-style-type: none"> ○ main responsibilities ○ phase(s) of production ○ contributions to production • create relationship/Venn Diagram of the three phases of pre-production/production/post-production and place job roles in each. 	Creative animator content creator copy writer graphic designer illustrator/graphic artist photographer script writer web designer	<p>Explain the different creative roles and their main responsibilities involved in media production</p> <p>Explain how each creative role contributes to a media production.</p>	Job Roles in the Creative Media Industry – Victoria Richardson Media (victoriarichardson.media.wordpress.com) Creative and Cultural Skills (ccskills.org.uk) The Creative Industries (thecreativeindustries.co.uk) Jobs in the media industry (reed.co.uk) Adobe Behance – creative jobs (behance.net) Paid placements for new entrants into film and television (screenskills.com) Creative Skills Europe – audio-visual and live job sectors (creativeskillseurope.eu)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
11	1.2 Job roles in the media industry	You could get students to: <ul style="list-style-type: none"> • in small groups research into each job role and produce an infographic about the job role including: <ul style="list-style-type: none"> ○ main responsibilities ○ phase(s) of production ○ contributions to production. 	Technical camera operator games programmer/developer sound editor audio technician video editor web developer	Explain the different technical roles and their main responsibilities involved in media production Explain how each technical role contributes to a media production.	Job Roles in the Creative Media Industry – Victoria Richardson Media (victoriarichardson.media.wordpress.com) Creative and Cultural Skills (ccskills.org.uk) The Creative Industries (thecreativeindustries.co.uk) Jobs in the media industry (reed.co.uk) Adobe Behance – creative jobs (behance.net) Piktochart – visual content maker (piktochart.com) Paid placements for new entrants into film and television (screenskills.com) Creative Skills Europe – audio-visual and live job sectors (creativeskillseurope.eu)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
12	1.2 Job roles in the media industry	<p>You could get your students to:</p> <ul style="list-style-type: none"> create job adverts for each job role explaining what skills and experience they need candidates to have. It could also include the roles that they would be expected to follow if employed. 	<p>Senior Roles</p> <p>Campaign manager</p> <p>Creative director</p> <p>Director</p> <p>Editor</p> <p>Production manager</p>	<p>Explain the different technical roles and their main responsibilities involved in media production</p> <p>Explain how each technical role contributes to a media production.</p>	<p>Job Roles in the Creative Media Industry – Victoria Richardson Media (victoriarichardson.media.wordpress.com)</p> <p>Creative and Cultural Skills (ccskills.org.uk)</p> <p>The Creative Industries (thecreativeindustries.co.uk)</p> <p>Jobs in the media industry (reed.co.uk)</p> <p>Adobe Behance – creative jobs (behance.net)</p> <p>Video - Film set jobs (YouTube)</p> <p>Video - Creative Director (YouTube)</p> <p>Video - The Filmmaker's Army: crash course Film Production (YouTube)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, will be able to:	Useful links/resources	How does this link to other units?
					Paid placements for new entrants into film and television (screenskills.com)	
13	1.2 Job roles in the media industry	<p>This lesson is about production sizes and how job roles can vary and mix depending on the size of production. You could get students to:</p> <ul style="list-style-type: none"> research the job roles involved in making a TV show for a national organisation such as Sky or BBC and compare the job roles involved in filming a local TV show. create an infographic that illustrates the changing job roles depending on the size of media production. 	Creative Technical Senior Roles	<p>Explain how the different jobs can be combined depending on the size of production</p> <p>Explain why some people have more than one job role in a production.</p>	Piktochart – visual content maker (piktochart.com) Job Roles in the Creative Media Industry – Victoria Richardson Media (victoriarichardson.media.wordpress.com) Creative and Cultural Skills (ccskills.org.uk) The Creative Industries (thecreativeindustries.co.uk) Jobs in the media industry (reed.co.uk) Adobe Behance – creative jobs (behance.net)	