

EXPLORING FILM GENRES - 6300

Unit Aim: This unit aims to enable learners to gain knowledge of film genres and their key features.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Know how films are grouped in genres.	AC1.1 Identify film genres. AC1.2 Identify films from genres. AC1.3 Identify similarities between films in genres.	✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should study examples of popular film genres and examples of films from those genres	<ul style="list-style-type: none"> Explore examples of film sequences, posters, trailers and DVD covers from different genres Label examples of film posters/DVD covers with their genres Conduct a class survey of favourite genres and films Visit a cinema/DVD shop to explore genres and films available 	<ul style="list-style-type: none"> Written work, including spider-diagrams, lists, bullet points Examples of film posters (real or created), images of films etc, labelled to indicate the genre, similarities, settings and characters Character profiles Timelines or flow diagrams showing key events Oral presentations PowerPoint presentations Surveys/questionnaires Completed grids/tables
		AC1.1 Outline film genres. AC1.2 Describe films from genres. AC1.3 Outline similarities between films in genres.			
LO2	Assessment Criteria AC2.1 Identify typical settings of film genres. AC2.2 Identify typical characters of film genres. AC2.3 Identify typical events of film genres.	Amplification of Content ✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should study examples of films from a variety of genres to gain an understanding of genre ✓ Learners should study the key conventions of selected genres in terms of settings, characters & events	Examples of Tasks <ul style="list-style-type: none"> Annotate film posters, identifying typical settings, characters and events Watch a trailer for a recent film, identifying the way it uses typical settings, characters and events Capture screenshots from the trailer (e.g. using power DVD or print screen command) and annotate genre conventions present Complete grids of genres and their key elements 		
ENTRY 3 (E3)	Know key conventions of film genres.	AC2.1 Outline typical settings of film genres. AC2.2 Outline typical characters of film genres. AC2.3 Outline typical events of film genres.	✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should study examples of films from a variety of genres to gain an understanding of genre ✓ Learners should study the key conventions of selected genres in terms of settings, characters & events	<ul style="list-style-type: none"> Annotate film posters, identifying typical settings, characters and events Watch a trailer for a recent film, identifying the way it uses typical settings, characters and events Capture screenshots from the trailer (e.g. using power DVD or print screen command) and annotate genre conventions present Complete grids of genres and their key elements 	
		LO3 Assessment Criteria AC3.1 Identify a title for a new film. AC3.2 Identify the setting of the new film. AC3.3 Identify key characters from the new film. AC3.4 Identify main events in the new film's story.			
	Be able to produce an idea for a new film from a genre.	AC3.1 Identify a title for a new film. AC3.2 Outline the setting of the new film. AC3.3 Outline key characters from the new film. AC3.4 Outline main events in the new film's story.	✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should apply their knowledge of genres & their conventions to come up with an idea for a new film from a particular genre – <ul style="list-style-type: none"> the name of the film the key characters the main events in the story 	<ul style="list-style-type: none"> Create a film pitch in groups or individually Produce a PowerPoint presentation of ideas for a new film Produce a plan/mock-up of a DVD cover for a new genre film, showing key settings, characters and events 	

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EXPLORING ADVERTISING - 6301

Unit Aim: This unit aims to enable learners to gain knowledge of purposes, types and techniques of Advertising.

Credit Value: 3

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Know how advertising promotes products.	AC1.1 Identify purposes of advertising. AC1.2 Identify types of advertising. AC1.3 Identify advertising techniques used in adverts.	✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should be introduced to the purposes, types and techniques of advertising	<ul style="list-style-type: none"> • Annotate the key features of an advert for a product/charity/public awareness issue • Explore how the different elements of an advert persuade audiences • Pick a successful print advert and explore why it works 	<ul style="list-style-type: none"> • Written work, including spider-diagrams, lists, bullet points. • Examples of adverts (real or created), labelled to indicate key features • Oral presentations • PowerPoint presentations • Plans in a variety of presentational forms (PowerPoint slides, produced using Information Technology, mock-ups, sketches, storyboards, shot lists)
		AC1.1 Outline purposes of advertising. AC1.2 Outline types of advertising. AC1.3 Outline advertising techniques used in print and television adverts.			
LO2	Assessment Criteria	Amplification of Content	Examples of Tasks		
Know how advertising is aimed at audiences.	AC2.1 Identify audiences for adverts.	✓ Learners should be introduced to different aspects of target audiences for adverts, such as age, gender, lifestyle etc. ✓ At E3, learners must identify audiences for both print & TV adverts	<ul style="list-style-type: none"> • Collect adverts aimed at men/women/teenagers with features that would appeal to them • Label adverts aimed at men/women/teenagers with features that would appeal to them • Look at adverts in magazines aimed at men/women/teenagers • Watch TV adverts and decide on the audience 		
	AC2.1 Identify audiences for print and television adverts.				
ENTRY 3 (E3)	Be able to plan adverts.	AC3.1 Suggest ideas for adverts. AC3.2 Include advertising techniques in plans for adverts.	✓ Learners should apply their knowledge of advertising techniques gained from LO1 to planning an advert or adverts of their own ✓ Learners should be introduced to planning techniques appropriate to the medium chosen (e.g. print, TV), such as mind-maps, mock-ups, storyboards etc. ✓ At E3, learners must be able to plan both print & TV adverts	<ul style="list-style-type: none"> • Choose either a product, a charity or a public awareness issue and plan an advert for it • Explore different planning techniques: getting ideas from other adverts, asking others what they associate with the product/charity/issue, devising slogans • Create a storyboard for a TV advert • Create a shot list for a TV advert 	
		AC3.1 Develop ideas for print and television adverts. AC3.2 Include advertising techniques in plans for print and television adverts.			
LO3	Assessment Criteria	Amplification of Content	Examples of Tasks		

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CREATING A PRINT MEDIA PRODUCT - 6302

Unit Aim: This unit aims to enable learners to gain the knowledge and skills to develop and create a print media product.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Know the key features of print media products.	AC1.1 Identify types of print media products. AC1.2 Identify key visual features of print media products. AC1.3 Identify key language features of print media products.	✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should be introduced to print media products, e.g. film posters, CD covers, magazine covers ✓ Learners should be introduced to key visual and language features of print media products	<ul style="list-style-type: none"> Collect a set of magazine covers/CD covers/DVD covers/newspaper covers Explore the key features of the front cover of a magazine/newspaper, or a DVD cover/CD cover Annotate a magazine/newspaper front cover, or a DVD/CD cover, labelling the key features 	<ul style="list-style-type: none"> Collections of examples of print media products Annotated copies of print products labelling key features Identification and description of key features Written evidence, spider-diagrams, lists, bullet points Plans in a variety of presentational forms (PowerPoint slides, produced using Information Technology, mock-ups) A final version of the print product, produced using IT/by hand
		AC1.1 Outline types of print media products. AC1.2 Outline a range of key visual features of print media products. AC1.3 Outline a range of key language features of print media products.			
LO2	Assessment Criteria	Amplification of Content	Examples of Tasks		
Know how print media products are aimed at audiences.	AC2.1 Identify audiences for print media products. AC2.2 Outline how print media products appeal to audiences.	✓ Learners should be introduced to the idea of different audiences for print media products in terms of age, gender, lifestyle etc. ✓ At E3, learners should also consider how print media products appeal to audiences through aspects such as layout & design, images, celebrities, titles, sell-lines & headlines	<ul style="list-style-type: none"> Annotate magazine covers/CD covers/DVD covers/newspaper covers with features that appeal to audience Conduct a class survey of magazine/newspaper readership Conduct a class survey of appeal of film posters/DVD covers/CD covers to peers 		
ENTRY 3 (E3)	Be able to plan print media products for audiences.	AC3.1 Suggest ideas for print media products. AC3.2 Include in planning features that will appeal to audiences.	✓ Learners should be introduced to appropriate planning techniques, e.g. mind-maps, mock-ups, cut & paste ✓ Learners should produce a print media product for a specific audience ✓ At E2, learners must include at least three features that will appeal to audiences ✓ At E3, learners must include at least four features that will appeal to audiences	<ul style="list-style-type: none"> Produce mastheads/titles/band names in different fonts and explore Work in groups to develop ideas Explore comparable products to what is to be produced Create mock-ups of DVD covers, computer games covers, CD covers, film posters Explore the effect of different design choices: colour ranges, positions, graphics Produce different plans of the same print product and choose the most effective 	
		AC3.1 Develop ideas for print media products. AC3.2 Include in planning a range of features that will appeal to audiences.			
LO4	Assessment Criteria	Amplification of Content	Examples of Tasks		
Be able to produce print media products for audiences.	AC4.1 Show some print production skills. AC4.2 Use key visual and language features of print media products.	✓ Learners should be introduced to the skills needed to produce a print media product for an audience, such as IT, drawing, cut & paste ✓ At E2, learners must include at least three visual & language features ✓ At E3, learners must include at least five visual & language features	<ul style="list-style-type: none"> Take photographs for a film poster/the front cover of a magazine/newspaper/CD cover/DVD cover Cut out/draw images for a film poster/the front cover of a magazine/newspaper/CD cover/DVD cover Produce titles, headlines, sell-lines using a computer/by hand Produce a print media product such as CD cover/film poster/magazine cover etc. 		
	AC4.1 Show a range of print production skills. AC4.2 Use a range of key visual and language features of print media products.				

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DESIGNING A MUSIC WEBSITE HOMEPAGE - 6332

Unit Aim: This unit aims to enable learners to develop the knowledge and skills to design the homepage for a music website.

Credit Value: 3

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Know the conventions of music website homepages.	<p>AC1.1 Identify key visual elements of a music website homepage.</p> <p>AC1.2 Identify interactive features of a music website homepage.</p>	<ul style="list-style-type: none"> ✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should be introduced to the key features of music website homepages; that is, the landing pages of websites promoting bands or solo artists 	<ul style="list-style-type: none"> • Explore a range of music websites • Annotate the homepage of a music website, identifying key elements • Explore the main audience(s) of a relevant music website. Identify what suggests that a specific audience has been targeted • Explore how the design/layout appeal to the main audience • Annotate the images on a music website, suggesting how/why they have been used • Explore the conventions of music websites (in terms of visual images, moving and still, interactive features, animation, audio-visual features, language, mode of address and design/layout) 	<ul style="list-style-type: none"> • Annotated screen print or PowerPoint or equivalent of a homepage of a webpage labelling main conventions • Annotated screen print or PowerPoint or equivalent of a homepage labelling visual conventions, language conventions, typical modes of address, design/layout conventions, interactive links or image and sound conventions • Annotated screen print or PowerPoint or equivalent of a planned homepage to show how visual images (moving or still) appeal to the primary audience of the chosen website through mode of address, camera angles or lighting • Spider diagrams or other similar planning techniques • Hand-drawn layouts, appropriately labelled • An electronically produced final version of a homepage of a media website. There is no requirement for the website to be 'live'. However, it is likely to incorporate ideas from drafts which encourage audience interaction most successfully through a variety of features
	Be able to plan the content of a music website homepage.	<p>AC2.1 Suggest ideas for the content of a music website homepage.</p> <p>AC2.2 Identify content to be included in a music website homepage.</p>	<ul style="list-style-type: none"> ✓ Learners should be able to plan the content of a music website homepage, such as, biographies, competitions, tour dates, news etc. ✓ At E2, learners should suggest at least three ideas for content ✓ At E3, learners should suggest & outline at least four ideas for content 	<ul style="list-style-type: none"> • Produce mastheads/titles/banners in different fonts and explore opportunities for animation • Work in groups to develop ideas • Explore comparable products to what is to be produced • Create mock-ups for homepages for music websites. Explore the effect of different design choices: use of different colour ranges, different interactive features, animation features, graphics or advertising • Produce a plan of the same homepage in two contrasting ways 	
ENTRY 3 (E3)	Be able to design a music website homepage.	<p>AC3.1 Suggest a range of ideas for the content of a music website homepage.</p> <p>AC3.2 Outline a range of content to be included in a music website homepage.</p>	<ul style="list-style-type: none"> ✓ Learners should be able to design a music website homepage, conceiving of and planning an idea ✓ At E2, learners should include at least two visual and at least two interactive features ✓ At E3, learners should include at least three visual and at least three interactive features 	<ul style="list-style-type: none"> • Produce a music website homepage for a band or performer 	
		<p>AC3.1 Suggest ideas for a music website homepage design.</p> <p>AC3.2 Include key visual elements of a music website homepage.</p> <p>AC3.3 Include key interactive features of a music website homepage.</p>	<p>AC3.1 Suggest a range of ideas for a music website homepage design.</p> <p>AC3.2 Include a range of key visual elements of a music website homepage.</p> <p>AC3.3 Include a range of key interactive features of a music website homepage.</p>		

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CREATING AN AUDIO-VISUAL SEQUENCE - 6334

Unit Aim: This unit aims to enable learners to gain the knowledge and skills to develop and create an audio-visual media sequence.

Credit Value: 4

Evidence must include:

	LO1	Assessment Criteria	Amplification of Content	Examples of Tasks	Examples of Evidence
ENTRY 2 (E2)	Know the key features of audio-visual sequences.	<p>AC1.1 Identify common camera shot types in audio-visual sequences.</p> <p>AC1.2 Identify an example of sound used in audio-visual sequences.</p>	<ul style="list-style-type: none"> ✓ Identify = state/name/select from list/fill in gap (less development & detail; greater use of frameworks & teacher support) ✓ Outline = describe/summarise (some development & detail; more independent response) ✓ Learners should be introduced to the key features of audio-visual sequences, such as shot types and sound, from a range of audio-visual products 	<ul style="list-style-type: none"> • Explore the shot types in a sequence from a TV Talent Show/Horror film/Soap Opera/Action Movie • Produce a shot list for a sequence from a TV Talent Show/Horror film/Soap Opera/Action Movie • Produce a storyboard for a sequence from a TV Talent Show/Horror film/Soap. Opera/Action Movie showing shot types and type of sound • Experiment with sound effects in an editing package 	<ul style="list-style-type: none"> • Annotated stills from audio-visual products • An annotated 'storyboard' of a short sequence from a film or tv programme • Identification and description of shot types and types of sound • Written evidence, spider-diagrams, lists, bullet points • Plans in a variety of presentational forms (storyboards, shot lists, sketches, spider-diagrams, scripts, treatments) • A final version of the audio-visual product, with images and sound
		<p>AC1.1 Outline a range of common camera shot types in audio-visual sequences.</p> <p>AC1.2 Identify examples of sound used in audio-visual sequences.</p>			
ENTRY 3 (E3)	Be able to plan an audio-visual sequence.	<p>AC2.1 Develop ideas for an audio-visual sequence.</p> <p>AC2.2 Identify camera shots to be used in the sequence.</p> <p>AC2.3 Suggest an order for the camera shots to be used in the sequence.</p> <p>AC2.4 Identify an example of sound to be used in the sequence.</p>	<ul style="list-style-type: none"> ✓ Learners should be able to plan an audio-visual sequence, e.g. a chase sequence, an opening sequence etc. ✓ Learners should be introduced to planning techniques such as storyboards, shot lists, running orders, scripts etc. ✓ At E2, learners should identify at least three different camera shots and at least one example of sound ✓ At E3, learners should identify at least four different camera shots and at least two examples of sound 	<ul style="list-style-type: none"> • Produce treatments (character profiles, dress, sets/setting, narrative idea) for short audio-visual sequence • Script a short sequence from a film or TV programme • Storyboard a short sequence form a film or TV programme 	
		<p>AC2.1 Develop a range of ideas for an audio-visual sequence.</p> <p>AC2.2 Identify a range of camera shots to be used in the sequence.</p> <p>AC2.3 Identify a clear order for the camera shots to be used in the sequence.</p> <p>AC2.4 Identify examples of sound to be used in the sequence.</p>			
ENTRY 3 (E3)	Be able to produce, as part of a group, an audio-visual sequence.	<p>AC3.1 Use some common camera shots.</p> <p>AC3.2 Order camera shots in a sequence.</p> <p>AC3.3 Use natural sound.</p>	<ul style="list-style-type: none"> ✓ Learners should be introduced to the basic technologies involved in creating an audio-visual sequence ✓ At E2, learners should use at least three different camera shots and at least one example of sound ✓ At E3, learners should use at least four different camera shots and at least two examples of sound 	<ul style="list-style-type: none"> • Produce a short sequence such as the opening sequence of a new Soap Opera or TV Talent Show, the title sequence of a new Science Fiction film or a short sequence from a new Horror film 	
		<p>AC3.1 Use a range of common camera shots.</p> <p>AC3.2 Order camera shots in a clear sequence.</p> <p>AC3.3 Use added sound.</p>			

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