



Archbishop Beck Catholic College

Media - Scheme of work

Year 13 - Unit 21



Lesson Sequencing	The High 5 lesson	Challenge learning opportunities
<p><b>Learning Outcome 1 - Be able to generate ideas for an original media product based on a client brief</b></p> <p>Criteria Assessed</p> <p>P1*: Explain different ideas for an original media product based on a client brief (*Synoptic assessment from Unit 1 Media products and audiences)</p> <p>M1: Discuss strengths and weaknesses of the different ideas</p>	<p><b>Consolidation</b>- Brainstorming and mindmap sessions to summarise the prior learning and the previous lessons objectives. Use of mini-quizzes to test knowledge and assess areas of weakness from prior lessons,</p> <p><b>Modelling</b>- Wide variety of modelling techniques depending on the nature of the main task being set. This will include a range of past-paper questions selected to ensure students are fully aware of the expectations. Also model answers based on previous mark schemes.</p> <p><b>Response and Feedback</b>- Question and answer sessions to be used in starter activities regularly. Learners will respond by reacting to the regular feedback they receive through assessment. Green pen will be used on each of the end of learning outcome assessments for students to be able to assess and improve their own progress.</p> <p><b>Challenge</b>- Relevant extensions tasks for each lesson. This might be a further question to be addressed or research based tasks using ICT. Many YouTube videos available where students can stretch and consolidate their own knowledge.</p> <p><b>Independence</b> - Homework booklets to be issued</p>	<p><b>Extension</b> directed questioning, extended questions focus on all topics, use of authentic texts, increased use of extended vocabulary, and focus on key vocabulary, challenge activities incorporated into response and feedback, peer support and self-assessment.</p> <p>Exam/revision booklets created to support independent learning.</p> <p>Use of revision guide containing extension questions</p> <p>Use of abhsmedia.eu for keyword and past paper questions.</p> <p>Extension questions available each lessons to ensure learners are fully stretched.</p>

	<p>throughout the year. Use of a departmental website to ensure the ability to move ahead will encourage students to think and work independently.</p>	
<p><b>Learning Outcome 2 - Be able to create a proposal and pitch for an original media product based on a given brief</b></p> <p><b>Criteria to be assessed</b></p> <p>P2*: Create a proposal and client documentation to support the pitch (*Synoptic assessment from Unit 2 Pre-production and planning)</p> <p>M2: Identify potential client questions and amend pitch and proposal documentation</p> <p>P3: Create a pitch to communicate an idea to the client</p>	<p><b>Consolidation</b> - Brainstorming and mindmap sessions to summarise the prior learning and the previous lessons objectives. Use of mini-quizzes to test knowledge and assess areas of weakness from prior lessons,</p> <p><b>Modelling</b> -Wide variety of modelling techniques depending on the nature of the main task being set. This will include a range of past-paper questions selected to ensure students are fully aware of the expectations. Also model answers based on previous mark schemes.</p> <p><b>Response and Feedback</b> - Question and answer sessions to be used in starter activities regularly. Learners will respond by reacting to the regular feedback they receive through assessment. Green pen will be used on each of the end of learning outcome assessments for students to be able to assess and improve their own progress.</p> <p><b>Challenge</b> - Relevant extensions tasks for each lesson. This might be a further question to be addressed or research based tasks using ICT. Many YouTube videos available where students can stretch and consolidate their own knowledge.</p> <p><b>Independence</b> - Homework booklets to be issued throughout the year. Use of a departmental website</p>	<p><b>Extension</b> directed questioning, extended questions focus on all topics, use of authentic texts, increased use of extended vocabulary, and focus on key vocabulary, challenge activities incorporated into response and feedback, peer support and self-assessment.</p> <p>Exam/revision booklets created to support independent learning.</p> <p>Use of revision guide containing extension questions</p> <p>Use of abhsmedia.eu for keyword and past paper questions.</p> <p>Extension questions available each lessons to ensure learners are fully stretched.</p>

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<p><b>Learning Outcome 3 - Be able to pitch ideas on a proposed media product and respond to questions</b></p> <p><b>Criteria to be assessed</b></p> <p>P4: Pitch ideas to a client</p> <p>M3: Show an understanding of feedback and be able to respond to questions</p> <p>D1: Discuss the client considerations for the creation of the product from the pitch</p>	<p><b>Consolidation</b> - Brainstorming and mindmap sessions to summarise the prior learning and the previous lessons objectives. Use of mini-quizzes to test knowledge and assess areas of weakness from prior lessons,</p> <p><b>Modelling</b> - Wide variety of modelling techniques depending on the nature of the main task being set. This will include a range of past-paper questions selected to ensure students are fully aware of the expectations. Also model answers based on previous mark schemes.</p> <p><b>Response and Feedback</b> - Question and answer sessions to be used in starter activities regularly. Learners will respond by reacting to the regular feedback they receive through assessment. Green pen will be used on each of the end of learning outcome assessments for students to be able to assess and improve their own progress.</p> <p><b>Challenge</b> - Relevant extension tasks for each lesson. This might be a further question to be addressed or research based tasks using ICT. Many YouTube videos available where students can stretch and consolidate their own knowledge.</p> <p><b>Independence</b> - Homework booklets to be issued throughout the year. Use of a departmental website to ensure the ability to move ahead will encourage</p>	<p><b>Extension</b> directed questioning, extended questions focus on all topics, use of authentic texts, increased use of extended vocabulary, and focus on key vocabulary, challenge activities incorporated into response and feedback, peer support and self-assessment.</p> <p>Exam/revision booklets created to support independent learning.</p> <p>Use of revision guide containing extension questions</p> <p>Use of abhsmedia.eu for keyword and past paper questions.</p> <p>Extension questions available each lesson to ensure learners are fully stretched.</p>

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