

## Year 13 Topics – BTEC National Creative Media

In year 13 we teach the following topics over the course of the year. The Unit 8 topic is response to a brief set by the exam board and completed under supervised exam conditions.

### Unit 8 Responding to a commission

<b>Learning Aim A: Rationale for ideas in response to a commission</b>				
<b>Topic</b>	<b>Rationale</b>	<b>Knowledge acquisition</b>	<b>Key vocabulary</b>	<b>Skills and enrichment</b>
<b>A1 Use of research and background material</b>	Students need to be able to use research and statistical/ background information about the client and commission to prepare rationale:	Use of research and statistical/background information about the client and commission when preparing a rationale: <ul style="list-style-type: none"> <li>• sources of information</li> <li>• information about the target audience</li> <li>• data analysis from charts and tables of information</li> <li>• appropriateness of response for target audience</li> <li>• consideration of product and platform to audience</li> </ul>	<ul style="list-style-type: none"> <li>• client</li> <li>• commission</li> <li>• information sources</li> <li>• target audience</li> <li>• data analysis</li> <li>• appropriateness</li> <li>• response</li> <li>• platform</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• reading</li> <li>• effective writing</li> <li>• literacy</li> <li>• IT</li> <li>• research</li> <li>• communication</li> <li>• working collaboratively</li> <li>• analysis</li> <li>• oracy</li> </ul>
<b>A2 Understanding the client/ commission</b>	Students need to be able to work as part of a team to determine the requirements of the brief.	Aspects that will have an impact on the ideas produced and their suitability for securing the commission: <ul style="list-style-type: none"> <li>• the purpose of the commission</li> <li>• ethos and reputation of the client</li> <li>• themes or subjects they wish to explore</li> <li>• the message they want to communicate</li> <li>• who or what they are targeting (impact).</li> </ul> Funding and finances of the client company and the impact on the budget for production: <ul style="list-style-type: none"> <li>• affiliations with third parties and their priorities</li> </ul>	<ul style="list-style-type: none"> <li>• securing</li> <li>• commission</li> <li>• purpose</li> <li>• ethos</li> <li>• reputation</li> <li>• themes</li> <li>• subjects</li> <li>• message</li> <li>• impact</li> <li>• funding</li> <li>• finances</li> </ul>	

		<ul style="list-style-type: none"> <li>• competitors within the same industry and their products</li> <li>• scope of operations, including geographically and demographically</li> <li>• regulatory restrictions on the client/commissioner</li> </ul>	<ul style="list-style-type: none"> <li>• budget for production</li> <li>• affiliations</li> <li>• third parties</li> <li>• priorities</li> <li>• competitors</li> <li>• industry</li> <li>• scope of operations</li> <li>• geographically</li> <li>• demographically</li> <li>• regulatory restrictions</li> </ul>	
<b>A3 Ideas generation</b>	Students need to be able to use various methods to generate ideas to meet the requirements of the brief	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Measuring against clients' criteria.</li> <li>• Selection, ordering and deselection of ideas</li> <li>• Final idea (development and adaptations, decisions and revisions)</li> <li>• Developing justifications</li> </ul>	<ul style="list-style-type: none"> <li>• brainstorming</li> <li>• measuring</li> <li>• criteria</li> <li>• selection</li> <li>• ordering</li> <li>• deselection</li> <li>• idea development</li> <li>• idea adaptations, decisions</li> <li>• revisions</li> <li>• justification</li> </ul>	<ul style="list-style-type: none"> <li>• problem solving</li> <li>• reading</li> <li>• literacy</li> <li>• communication</li> <li>• working collaboratively</li> <li>• analysis</li> <li>• oracy</li> </ul>
<b>A4 The rationale for final idea</b>	Students need to be able to be able to structure an argument to persuade and justify their final idea to the client.	<ul style="list-style-type: none"> <li>• Structured argument</li> <li>• Clear communication</li> <li>• Assessment of material provided</li> <li>• Selection and prioritisation of information and statistics</li> <li>• Justification supported by information and background material</li> <li>• Use of material to highlight creative potential</li> </ul>	<ul style="list-style-type: none"> <li>• structured argument</li> <li>• communication</li> <li>• assessment</li> <li>• selection</li> <li>• prioritisation</li> <li>• statistics</li> <li>• justification</li> <li>• background material</li> <li>• creative potential</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• effective writing</li> <li>• literacy</li> <li>• IT</li> <li>• communication</li> <li>• analysis</li> </ul>

Learning Aim B: Developing a response to a commission				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>B1 Pitch</b>	Students need to be able to be able to structure an argument to persuade and justify their final idea to the client in a verbal/visual pitch which is time limited and competitive.	Producers need to be able to persuade clients and commissioners in limited time or space that they have a good solution to their brief. A pitch is where the initial outline of the idea is communicated in a concise and effective way to 'sell' your idea: <ul style="list-style-type: none"> <li>• persuasiveness, including clarity of ideas, expression, rhythm, unique selling points, vocabulary, persuasive language techniques</li> <li>• use of terminology and specialist language</li> <li>• mode of address appropriate for the client</li> <li>• appropriate length, including the correct amount of detail</li> <li>• content of pitch: presentation, written pitch, transcript of spoken pitch, adapting and drafting, editing and refining</li> <li>• purpose of a proposal (distinct from pitch and treatment): clarity, tone, focus</li> <li>• proposal structure/format, including formal document, scene by scene overview, mind maps, navigation links style, including reference to/influence of existing work, stylistic and formal codes, themes, mood</li> </ul>	<ul style="list-style-type: none"> <li>• persuasiveness</li> <li>• clarity of ideas</li> <li>• expression</li> <li>• rhythm</li> <li>• unique selling points</li> <li>• vocabulary</li> <li>• language techniques</li> <li>• mode of address</li> <li>• content</li> <li>• pitch</li> <li>• presentation</li> <li>• transcript</li> <li>• adapting</li> <li>• drafting</li> <li>• editing</li> <li>• refining</li> <li>• proposal</li> <li>• clarity</li> <li>• tone</li> <li>• focus</li> <li>• structure/format</li> <li>• mind maps</li> <li>• stylistic and formal codes</li> <li>• themes</li> <li>• mood</li> <li>• audience expectation</li> <li>• treatment</li> <li>• sector</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• reading</li> <li>• effective writing</li> <li>• literacy</li> <li>• IT</li> <li>• research</li> <li>• communication</li> <li>• analysis</li> <li>• evaluation</li> <li>• reflective practice</li> <li>• time management</li> <li>• meeting deadlines</li> <li>• oracy</li> </ul>
<b>B2 The proposal</b>	Students need to be able to be able to expand their pitch to a written proposal to persuade and justify their final idea to the client.	The pitch is expanded for the client in the form of a proposal that outlines more details about the producer's initial idea: <ul style="list-style-type: none"> <li>• purpose of a proposal (distinct from pitch and treatment): clarity, tone focus</li> </ul>		<ul style="list-style-type: none"> <li>• independence</li> <li>• reading</li> <li>• effective writing</li> <li>• literacy</li> <li>• IT</li> </ul>

		<ul style="list-style-type: none"> <li>proposal structure/format, including formal document, scene by scene overview, mind maps, navigation links</li> <li>style, including reference to/influence of existing work, stylistic and formal codes, themes, mood</li> <li>analysis of similar work, including products with similar style, audience expectation</li> <li>content, including dependent on sector and medium, including synopsis, interpretation,</li> <li>copy, contributor</li> <li>range of ideas, including alternatives, adaptability, comparison and justification of selection, creativity</li> <li>appropriateness for the audience, including expectations, readings, engagement.</li> </ul>	<ul style="list-style-type: none"> <li>synopsis</li> <li>interpretation</li> <li>copy</li> <li>contributors</li> <li>audience engagement</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>analysis</li> <li>evaluation</li> <li>reflective practice</li> <li>time management</li> <li>meeting deadlines</li> </ul>
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Learning Aim C: Operational considerations of the proposal				
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>C1 Production considerations</b>	Students need to understand the restrictions on the commission of the ideas proposed.	Restrictions on the commission and impact on ideas proposed: <ul style="list-style-type: none"> <li>problem solving, including solutions, adaptations</li> <li>budget, including projected costs and breakdowns</li> <li>scheduling, including project management plans to meet anticipated deadlines</li> <li>logistics, including operations, bookings, equipment, locations, reces and risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>Solutions</li> <li>Adaptations</li> <li>Budget</li> <li>projected costs</li> <li>scheduling</li> <li>project management</li> <li>deadlines</li> <li>logistics</li> <li>operations</li> <li>bookings</li> <li>equipment</li> <li>locations</li> </ul>	<ul style="list-style-type: none"> <li>independence</li> <li>problem solving</li> <li>reading</li> <li>numeracy</li> <li>effective writing</li> <li>literacy</li> <li>IT</li> <li>time management</li> </ul>

		<ul style="list-style-type: none"> <li>• presentation of data, including statistics, charts, budgets, schedules.</li> </ul>	<ul style="list-style-type: none"> <li>• recce</li> <li>• risk assessment</li> <li>• statistics</li> <li>• charts</li> <li>• budgets</li> <li>• schedules</li> </ul>	<ul style="list-style-type: none"> <li>• meeting deadlines</li> <li>• research</li> <li>• oracy</li> <li>• communication</li> <li>• analysis</li> <li>• evaluation</li> <li>• reflective practice</li> </ul>
<b>C2 Content considerations</b>	Students need to understand and interpret the legal and ethical restrictions on ideas and productions.	<p>Understand and interpret the legal and ethical restrictions on ideas and productions:</p> <ul style="list-style-type: none"> <li>• legal considerations, including copyright, libel, regulatory body rules, health and safety</li> <li>• permissions from contributors, use of materials, clearances</li> <li>• ethical considerations, including fairness, privacy</li> <li>• accessibility</li> <li>• equality and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• legal considerations</li> <li>• copyright</li> <li>• Libel</li> <li>• regulatory body rules</li> <li>• health and safety</li> <li>• permissions from contributors</li> <li>• clearances</li> <li>• ethical considerations</li> <li>• fairness</li> <li>• privacy</li> <li>• accessibility</li> <li>• equality and diversity</li> </ul>	

<b>Learning Aim D: Presentation of creative ideas</b>				
<b>Topic</b>	<b>Rationale</b>	<b>Knowledge acquisition</b>	<b>Key vocabulary</b>	<b>Skills and enrichment</b>
<b>D1 The presentation of ideas</b>	Students need to present their findings in an appropriate way that can be understood by the client, they will have pitched their idea and this is their	<p>Presentation of ideas in response to a commission:</p> <ul style="list-style-type: none"> <li>• written format, including overviews, synopses, scripts, explanations of style, technique and content</li> <li>• Visual presentation, including storyboards, thumbnails, navigation maps, layout templates, mock-ups.</li> </ul>	<ul style="list-style-type: none"> <li>• written format</li> <li>• overviews</li> <li>• synopses</li> <li>• explanations of style</li> <li>• technique</li> <li>• content</li> <li>• visual presentation</li> <li>• storyboards</li> </ul>	<ul style="list-style-type: none"> <li>• independence</li> <li>• problem solving</li> <li>• reading</li> <li>• effective writing</li> <li>• literacy</li> <li>• IT</li> </ul>

	opportunity to present their findings.		<ul style="list-style-type: none"> <li>• thumbnails</li> <li>• layout templates</li> <li>• mock-ups</li> </ul>	<ul style="list-style-type: none"> <li>• time management</li> <li>• meeting deadlines</li> <li>• research</li> <li>• oracy</li> <li>• communication</li> <li>• analysis</li> <li>• evaluation</li> <li>• reflective practice</li> </ul>
<b>D2 The treatment</b>	Students need to be able to be able to show their creative ideas and give stylistic details of their production to persuade and justify their final idea to the client.	<p>Expanding the pitch and proposal's creative ideas.</p> <p>Providing a 'sample' or 'taster' of the product.</p> <p>Giving stylistic details dependent on the production and medium chosen:</p> <ul style="list-style-type: none"> <li>• visual details (drawings, sketches, storyboards, mock-ups)</li> <li>• audio details (scripts, sound cues)</li> <li>• written details (copy, instructions).</li> </ul> <p>Annotations, including reinforcing visual content, to explain functions, to clarify, to justify.</p>	<ul style="list-style-type: none"> <li>• sample</li> <li>• taster</li> <li>• stylistic details</li> <li>• visual details</li> <li>• drawings</li> <li>• sketches</li> <li>• storyboards</li> <li>• mock-ups</li> <li>• written details</li> <li>• copy</li> <li>• annotations</li> </ul>	