Key stage 4 – Media

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## Unit introduction

In this unit, learners will first develop pre-production skills used in the digital media industries. They will learn the importance of understanding the client’s requirements, planning, developing timeframes and deadlines, and the techniques involved in these processes. Learners will then progress to learn about a number of the different software tools used within this sector, and learn how to use them to fulfil basic client briefs. Learners will then apply this knowledge and develop their own digital media creation from a set of provided briefs. They will present their creation to the group and assess each other’s projects in terms of their effectiveness at meeting the aims of the brief.

## Overview of lessons

| **Lesson** | **Brief overview** | **Learning objectives** |
| --- | --- | --- |
| 1 What is pre-production?  | In this lesson, learners will be introduced to the concept of pre-production and some of the tools that are available to them in this process. You will look at the use of the following tools to assist with planning to produce a client-led digital media product:* Mind maps and spider diagrams
* Mood boards
* Visualisations: logos, images, graphics, text, etc
* Storyboards
* Scripts
 | * Describe the term ‘pre-production’
* Compare planning tools available for pre-production
* Create pre-production planning materials
 |
| 2 Creating digital graphics  | In this lesson, learners will be introduced to the two main types of digital graphics — raster and vector — and the associated file formats for each type. Learners will then learn how to make use of two different open source applications for the creation of each type of graphic. Learners will be shown sources that they can use to create their own digital graphics, whilst following appropriate copyright law. | * Describe the two main types of digital graphics: raster and vector
* Name associated file formats for types of digital graphics
* Utilise open source software to create both types of digital graphics
* Identify the resources required for creating digital graphics
* Recognise the legislation regarding use of digital graphics
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| 3 Creating digital video  | In this lesson, learners will be introduced to the different types of camera angle that are used in video production. They will then learn about the properties of digital video, including frames per second, compression, and file formats. Learners will then use the open source video editing package OpenShot to create a short video piece using presupplied video assets. | * Name the different camera angles used in video production
* Recognise different file formats and properties of digital video
* Utilise the software required for digital video creation
 |
| 4 Creating a multi-page website  | In this lesson, learners will begin by thinking about what makes a good website. Next, they will look at some of the front-end and back-end features that make a successful website. They will then recall which pre-production methods are useful for planning a website, then create their own multi-page website, using HTML and CSS templates and incorporating the logo and video files that they created Lessons 2 and 3. | * Discuss the features and properties of websites
* Plan a multi-page website
* Create a multi-page website using open source tools
 |
| 5 Planning your digital media artefact  | In this lesson, learners will work in groups to choose and develop a digital media artefact from a number of provided client briefs. Learners will be introduced to the marking rubric for this section of the unit and then begin to collaboratively plan their digital media artefact, applying the skills that they have learnt in previous lessons. | * Plan a digital media artefact from a selected client brief
 |
| 6 Producing your digital media artefact | In this lesson, learners will continue to work in their groups to create the digital media artefact that they selected and planned in Lesson 5 and homework. Learners need to make sure that they are collaborating within their groups and that all tasks have been delegated to ensure that they successfully complete the project. **Note:** Learners can complete their digital media artefact as homework. However, if the whole class needs more time to complete the project, then this lesson could be repeated to create a unit of eight lessons. | * Create media artefacts
 |
| 7 Presenting your digital media artefact  | In this final lesson of the unit, learners will present their digital media artefact to the class, present the process that they went through in creating it, and discuss the design decisions that they made and any complications that they overcame along the way. The learners’ work will be graded against the unit assessment rubric by both the teacher and their peers. | * Evaluate design decisions for media artefacts
 |

## Progression

This unit progresses students’ knowledge and understanding of media tools.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

[**National curriculum links**](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study)

* develop their capability, creativity and knowledge in computer science, digital media and information technology

## Assessment

### Summative assessment

* Peer- and teacher-assessed group presentations

**Assessment rubric**

* Please see the assessment rubric document for this unit.
* Unit assessment calculator in Lesson 5: Planning your digital media artefact

## Subject knowledge

This unit focuses on the use of free and open source software tools to plan and create digital media artefacts, including vector and raster graphics, digital video, and multi-page websites.

To enhance your subject knowledge for this course, it is recommended that you complete the activities set for each lesson prior to teaching the unit. Lessons include step-by-step guides on how to use various aspects of the software tools used in this unit.

**Online training courses**

* [Teach Computing in Schools: Creating a Curriculum for Ages 11 to 16](https://rpf.io/teachcomputing)

Resources are updated regularly - the latest version is available at: [the-cc.io/curriculum](http://the-cc.io/curriculum).



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