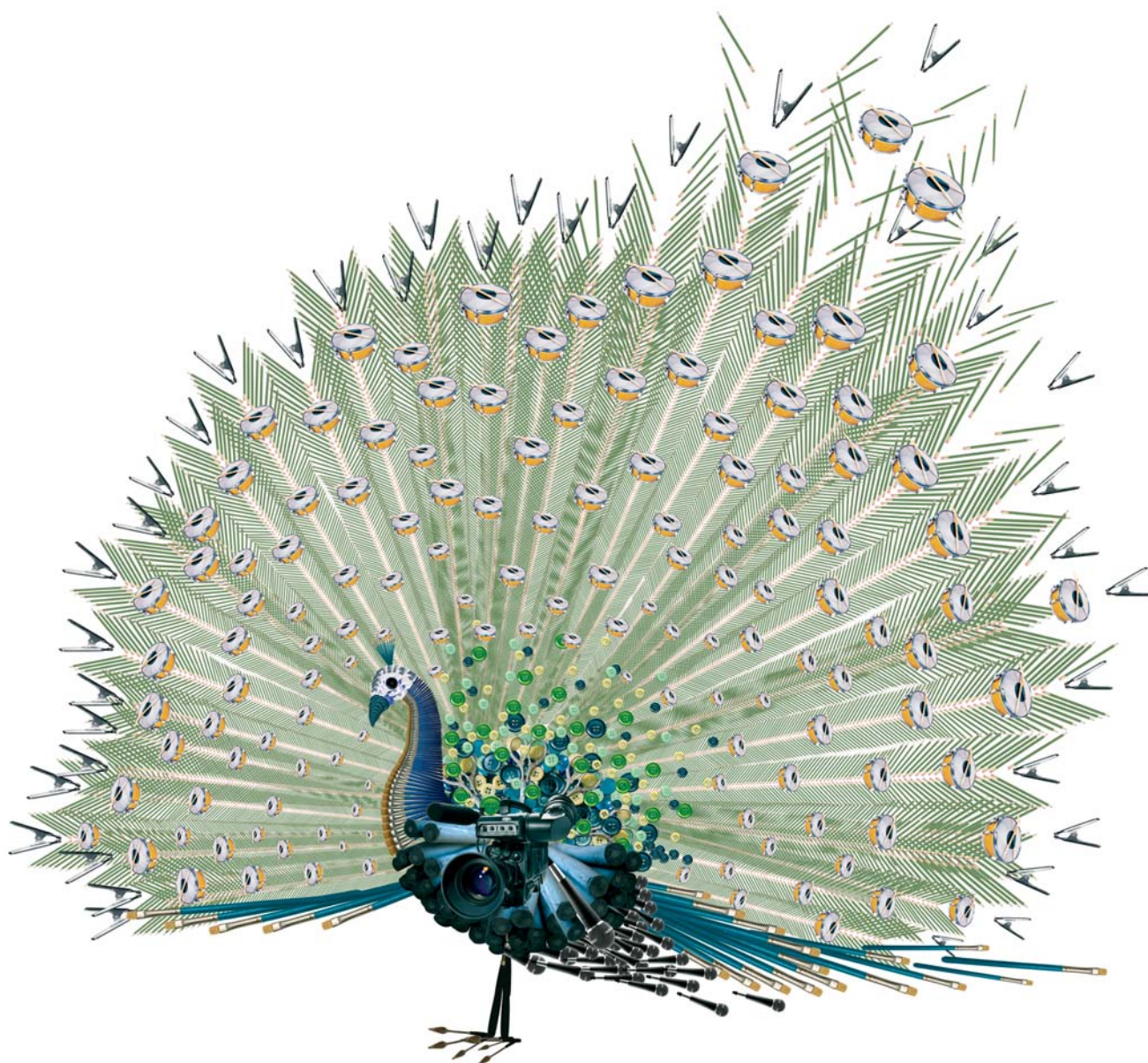


CREATIVE AND MEDIA

Unit 4: Creating opportunity



Creative and Media

Level 3 Unit 4: Creating opportunity

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs and/or balance of specialist disciplines used to deliver the Creative and Media diploma within the consortia. This scheme of work can also be adjusted by adding workshops to support learners who have/need additional learning time.

It will be necessary for each consortium to address the appropriate health and safety, and legal and ethical issues related to the choice of specialist disciplines used in the delivery of each unit.

This unit is assessed through consortia or centre set assignments.

Total GLH	90
Aim	The purpose of this unit is to encourage learners to: actively seek out opportunities for creativity within a Creative and Media sector context respond to commission opportunities by creating proposals and pitches be proactive in promoting/showcasing/presenting their creative output.
Notes	Unit 4 can be seen as a synoptic unit running across the whole two-year programme, facilitating learners' ability to develop their portfolios and showcasing their creative output. Learners need to be provided with opportunities to explore the commercial and industrial environments in which creativity takes place, through close contact with practitioners and commissioners of creative output, in order to undertake work related commissions. Learners will also need to develop promotional, showcasing and presentation skills and be aware of the vehicles available for self-promotion. Learners' commission proposals, production portfolios and showcasing evidence must be available for external moderation. Sessions are based on 3 GLH per session delivery.

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
<p>1 Preparation for:</p> <p>Role of writing a pitch in securing a commission</p> <p>Developing self-promotion vehicles for showcasing work to secure a commission</p>	<p>Analyse an advertising campaign such as Levi's. (Visit Levi's website at www.levi.com) Consider the work of the advertising agency in winning the contract for the campaign. Learners need to understand the nature of working in a competitive market.</p> <p>Learners must consider what would have been in the original pitch that secured that commission.</p> <p>Discussion should focus on how this pitch would have been presented.</p>	AC1a, b	CT1–4	E1	4	<p>Initial sessions should introduce the importance of writing a pitch by examining the work of an already successful advertising agency. However, it is important to remind learners that many creative and media professionals need to actively seek out opportunities for pitching and showcasing their work in order to secure a commission.</p> <p>A useful starting point for awareness of commissioning 'protocols' is www.bbc.co.uk/commissioning</p> <p>This should act as a clear lead into the next activity.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
2 Investigating and identifying opportunities for securing a pitch	<p>Learners should be given the challenge of identifying and actively seeking out opportunities for writing a pitch to secure a commission either within the locality or within school/college.</p> <p>The above activity should provide learners with a way to develop their skills of questioning and negotiation.</p> <p>Learners must use a variety of methods to record research including mind maps, diagrams, flow charts. This working diary should be sustained throughout the recording of their creative development.</p>	AC1a, b	CT1–6 SM1–6	E1, 2 ICT2	3	<p>Within school/college environments there is usually an opportunity to bring in other staff here to act as potential clients. Potential commissions could be given for devising material for a campaign to combat litter, bullying, etc. Alternatively, there is scope to look at national and local competitions that offer opportunities for commissioned work.</p> <p>By the end of this session, all learners should have a pitch.</p> <p>If possible invite a local C&M organisation/freelancer in to talk learners through the commission process.</p>
3 Writing the proposal to secure a commission	<p>Either individually or in pairs learners should explore or share the writing style/content/layout of the proposal and how to pitch it.</p> <p>Learners should be involved in self assessment and peer assessment of work.</p>	AC1a, b	SM2 CT1–6	E1–3 ICT3	3	<p>By the end of this session all learners will be ready to pitch their completed proposal.</p> <p>As part of their self-assessment learners should complete a personal skills audit to indicate areas of strength and weakness. This audit should be reviewed and updated throughout the creative journey.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
4 Developing and presenting pitch proposals leading to the design and production of a creative outcome	<p>Learners must explore different ways of pitching proposals for commissioned briefs, either individually or as part of a team.</p> <p>Learners should experiment with a variety of methods for interlinking creative disciplines in a proposal.</p> <p>Learners should assess the potential of different ideas and firm up ideas for development.</p>	AC1a, b AC2a	CT1–6 SM1–6 RL3	E (all) ICT (all)	5	<p>Examples will be needed of well developed proposals.</p> <p>The tutor may wish to undertake a <i>Dragon's Den</i> style exercise where a panel of 'expert' peers offer their opinions on the viability of proposals and the effectiveness of the pitch.</p>
5 Creating a portfolio of work to secure commission	<p>Learners should make their creative outcome combining two disciplines.</p> <p>They should undertake the production process professionally with due consideration given to H&S, permissions and legal/ethical issues.</p> <p>Creative outcome must be made available to receive client and target audience feedback.</p> <p>Feedback must be collected and recorded.</p>	AC2a–c	CT1–6 SM1–6	E (all) ICT (all) M3	20	<p>Organise a series of workshops with opportunity for individual and small group tutorials.</p> <p>During this time learners will need to seek out and gain access to their client and target audience.</p> <p>Both formal and informal feedback should be gathered.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
6 Review and evaluate creative strengths and potential promotional opportunities	Learners must complete self-evaluation in the light of feedback received. Learners should begin investigating opportunities to showcase their work using web-based technologies.	AC2b, c AC3a–c	CT1–6 SM1–6 RL4–6	E1, 2 M2 ICT (all)	10	Learners might begin by exploring existing online portfolios. Websites that might be useful are: www.instantshift.com www.smashingmagazine.com It is also good practice for learners to be encouraged to set up their own web page to showcase their creative talents at the outset of the Diploma course. This could be done via a link page on the school/college website. Learners could be encouraged to write blogs, exhibit their work, etc via this link.
7 Developing a promotional showcase	Learners must design and make an electronic showcase of their work, which should then be made available to gather feedback.	AC2b, c	CT1–6 SM1–6 RL4–6	E (all) ICT (all) M (all)	25	There is an opportunity here for learners to reflect on and update their original skills audit.

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
8 Simulated interview experience	Organise role play activities with learners being interviewed for Higher Education/employment on the basis of their portfolio and promotional showcase.	AC3b, c	CT1–3	E (all) ICT (all)	15	The GLH is a notional figure depending on the number of learners involved. Clearly, this activity will have more value if teaching colleagues and/or contacts from the local university can be involved in the process.
9 Final review and self-assessment of own creative strengths	Learners should review all feedback and significant learning gains throughout all stages of the unit.	AC3a–c	RL1–6	E (all) ICT (all)	5	By the end of this unit learners should have looked at all stages of their creative development, noting points made in their ongoing working diary and feedback received from clients regarding their creative outcomes in order to form a summative assessment of creative strengths.