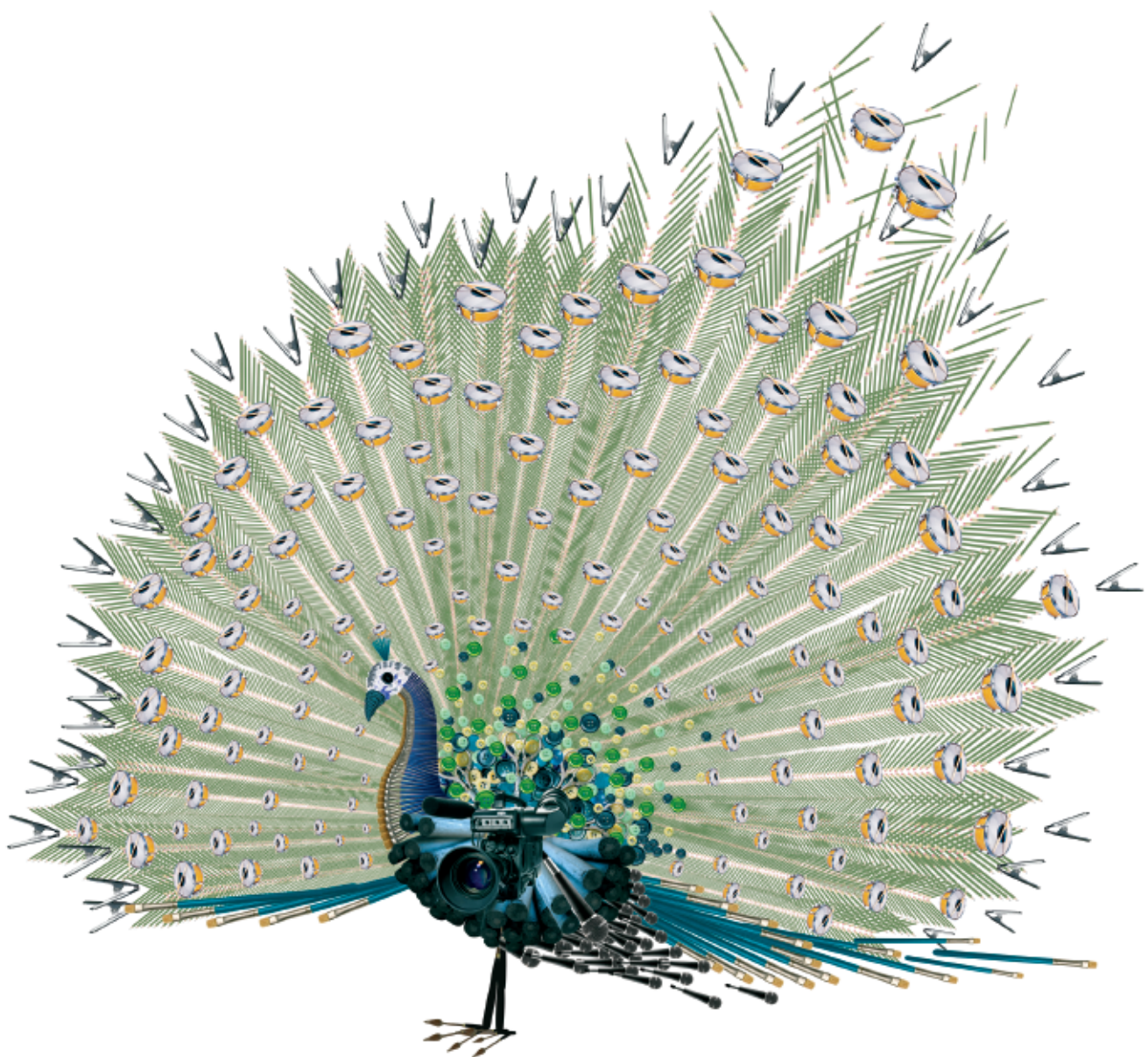


CREATIVE AND MEDIA

Unit 5: Developing a creative response



Creative and Media

Level 2 Unit 5: Developing a creative response

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 theory 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.

Total GLH	60
Aim	<p>The purpose of this unit is to use the skills gathered so far in responding to an industry brief using a variety of creative methods.</p> <p>The externally set brief will be given to students six weeks before the start of the period of the controlled test.</p>
Notes	40 GLH can be used to prepare the learner for a 20-hour controlled test.

Topic	Activities, assignments, assessments, resources	LO and AC	PLTS	FS	GLH	Other comments
1 Exploring solutions to address an industry brief	Use past briefs to introduce this unit. Discuss the key features of response to a brief. Explore the role of the client and fitness for purpose.		IE1, 3	E3 ICT2	2	Links to activities outlined the scheme of work for Units 2 and 3.
2 Checking assessment procedures	Hand out the external assessment paper. Ensure learners know what is required and emphasise the deadline. Point out the checklist within the paper and the distribution of marks available for each assessment objective.				1	Refer back to the work produced for Unit 3 and in the workshops across all units in order to recognise, evaluate and capitalise on strengths.
3 Developing a production plan and a creative outcome	Learners need to spend the rest of the time leading up to the beginning of the controlled test period considering the processes involved in the stages of research, planning, idea development (in consultation with the client), outcome planning and production. Undertake short, tutor-lead simulation exercises to prepare learners for responding appropriately to the brief. This underpinning of principles should relate to the 'plan, do, review' model and emphasise those aspects of the process which will be assessed. These are as follows. <ul style="list-style-type: none"> • Researching and developing alternative solutions that respond to the client brief. • Creating a proposal and agreeing a commission. • Drawing up a production schedule that includes resources. • Producing the outcome in time. • Presenting the outcome to a target audience. • Collecting feedback and suggesting refinements. • Reflecting on and reviewing individual performance. 	AC1a–d AC2a–d	IE1–4 CT1–5 SM2 RL2	E3 M1, 2 ICT1–3	32	The nature of preparation for the external test clearly depends on the requirements of the brief given for any specific year. However, there are constant issues that will require underpinning.

Topic	Activities, assignments, assessments, resources	LO and AC	PLTS	FS	GLH	Other comments
4 Carrying out the controlled test	<p>This is the controlled test period.</p> <p>Learners will need to produce a creative outcome, give a presentation of their work and collate feedback.</p> <p>External review and evaluation.</p>	AC1a–d AC2–d AC3a, b	IE3 CT1–6 RL2–6 SM2–5 RL1, 3–6	E all M all ICT all	20	
5 Collating and organising work for the assessment	<p>Ask learners to organise their work for external assessment purposes, making sure that the assessment objectives for each section are clearly signposted.</p> <p>Performances and films should be summarised by a three-minute sample.</p>	AC2b	SM3, 5		5	Ensure that individual contributions to collaborative work are indicated.