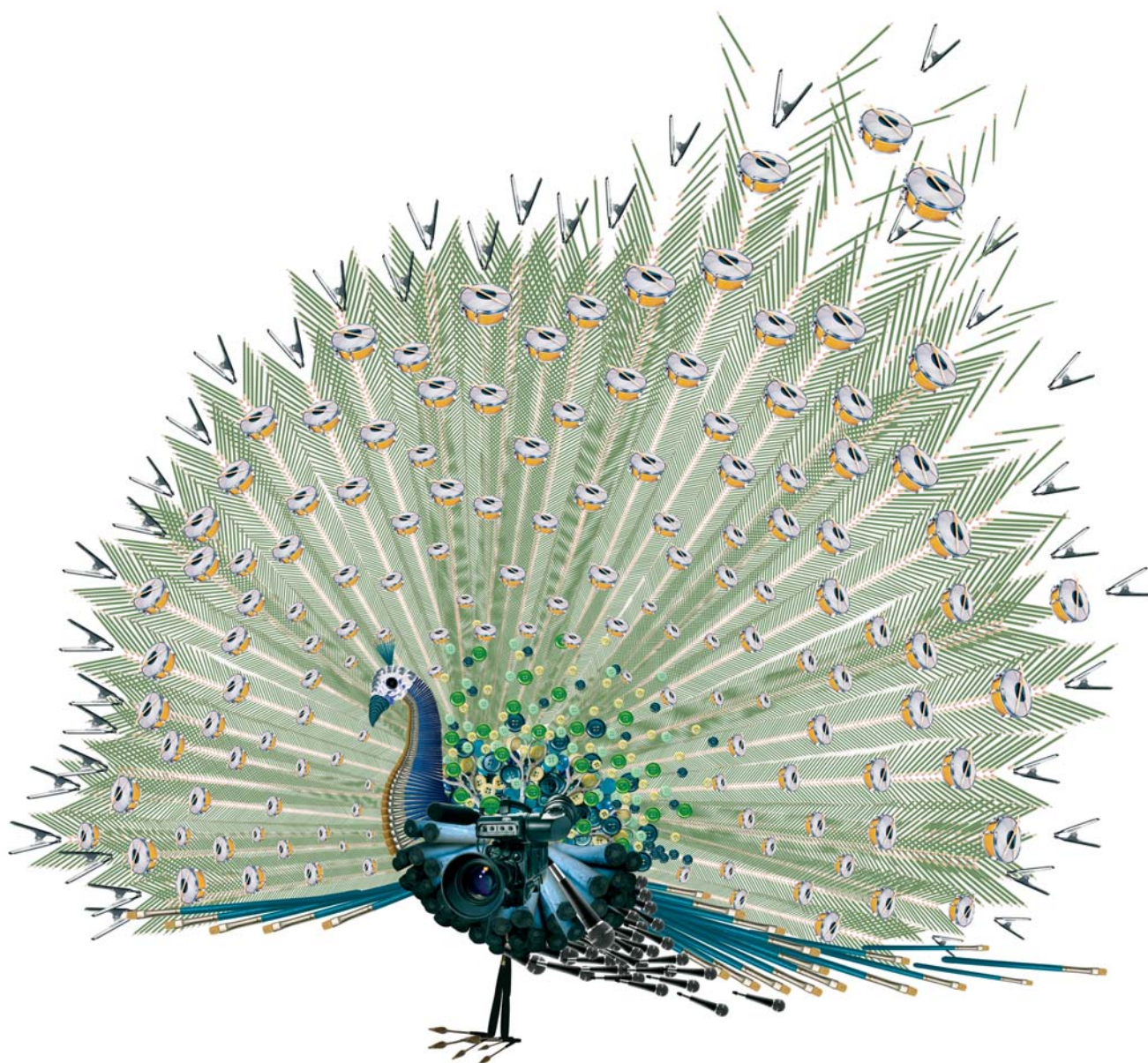


CREATIVE AND MEDIA UNIT 3: EXPERIMENTING WITH THE TOOLS OF CREATIVITY



Creative and Media

Level 1 Unit 1: Discovering creativity

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. This unit is assessed through a centre set and marked assignment.

Total GLH	60
Aim	<p>The purpose of this unit is to enable learners to:</p> <ul style="list-style-type: none"> • understand the creative products and facilities of a local creative and media sector • gather and record information • present research to an audience and • receive and refine feedback.
Notes	<p>Try to choose organisations that are accessible to students; where primary research is possible. Develop a broad, creative understanding of the term ‘presentation’. For example this may take the form of a filmed record of an exhibition; or an exhibition containing a visual record of a performance with audio commentary; or an illustrated talk; or a web-based presentation with written commentary and visual information.</p> <p>The scheme of work presented here uses a plan–do–review approach and is linked to the scheme of work for Level 2 Unit 1. It is not intended to be as prescriptive as a lesson-by-lesson guide and it is anticipated that the workshop activities will be integrated into the plan and research section of this scheme of work while at the same time focusing on the PLTS and FS.</p> <p>A Level 1 candidate must investigate at least one local creative and media organisation, using primary and secondary research, including talking to people who use that organisation. Candidates will need to produce and present a small display of photographs or moving images in a 3D display related to the creative and media industry/industries of their choice.</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
1 Creative and media products and facilities	<p>Outline the purpose of this unit and which industries fit within the creative and media sector.</p> <p>Ask learners to research local creative and media industries. For each company, learners should find out what facilities are available and who uses them, and what the services or products the organisation provides.</p> <p>Outline primary and secondary sources. Ensure learners retain the worksheets.</p>	AC1a, b	CT1, 2 IE1	E1–3	4	Resources required: worksheets for the research.
2 Methods of research	<p>Discuss what is meant by the term ‘research’. Outline what the types of research tools and how to use them. Discuss how to gather information using the telephone.</p> <p>Ask learners to select a local industry/company from the previous week’s research and collect examples of their product/s, type of facilities and clientele. Learners could collect actual products, the company might have a brochure showing their facilities or they might take images of the building/s. Learners could find out the type of clientele using the facility by either visiting the company or they might find all the information they need on the internet.</p> <p>Arrange a visit to a library. Learners should be shown how to locate relevant books and magazines for the industries they selected. Discuss appropriate use of the internet. Learners should locate their selected industry/company on the internet and print off any relevant material.</p> <p>Learners need to consider styles and types of formats for folders and choose a style for next week’s tasks. Ensure learners retain the worksheets and downloads.</p>	AC1a, b	CT1 IE1 SM1, 2	E1–3 ICT1, 2	8	Resources required: worksheets, access to the internet and printing facilities. Take a variety of ideas on how to create a folder, eg a decorative folder, an A4 file, a diary, etc. Also show learners how to create a folder on the computer.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
3 Methods of recording information	<p>Discuss the different methods/formats for recording information, eg in diaries, workbooks and electronically.</p> <p>Each learner should choose his or her preferred method.</p> <p>Set up a timetable for individual tutorials and explain how this can help the review process. Learners should review their work to date.</p>	AC2a–c	CT1, 2–5 RL1 SM2, 3	E1–3	2	Resources required: worksheets.
4 Extracting relevant information from secondary research materials	<p>Looking at secondary sources, eg the downloaded material, learners should select key words and information.</p> <p>Show learners how to locate the company or industry on a local map.</p> <p>Learners should identify their preferred style of recording information which must include their findings and research for the chosen sector/company’s products, facilities and clientele.</p> <p>Discuss independent research, its advantages and how it can enhance a final presentation.</p>	AC1a, b AC2a–c	CT1, 2 IE2–4	E1–3 ICT1, 2	4	Resources required: practice exercises for selecting key words, phrases and information, worksheets for short-sentence construction and for marking locations on maps.
5 Recording and reviewing secondary sources	<p>Learners should now further develop their secondary source findings and recordings, and should consider embellishing their chosen method of recording information.</p> <p>Learners should review and record their progress in the individual tutorials.</p>	AC1a (ii), b AC2a–c	IE1–4	E2, 3	3	

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
6 Communicating with the selected local company/ industry	<p>Learners should arrange to visit or invite a representative from their chosen industry/company in order to conduct some primary research. Learners must be well prepared for their meetings.</p> <p>Learners will need to gather information on the products, facilities and clientele of their chosen industry or company. Guide learners in devising worksheets to gather this information effectively.</p>	AC1a (i), b, c	IE1, 2–4 RL3 SM2	E1–3	4	Resources required: worksheets for gathering information.
7 Recording information from primary sources	<p>Learners should now collate and record the information gathered using their chosen method of recording.</p> <p>Learners should review and record their progress in the individual tutorials.</p>	AC1a (i), b	CT3–6 IE4–6 RL2 SM1–3, 5	E1–3 ICT2, 3	5	
50 per cent of the total marks are gained in the above section.						
8 Exploring different sector-related disciplines	<p>Arrange workshop activities on audio and video editing, camera work and still image manipulation. These can be integrated into the plan and research activities above.</p>	AC1b, c	CT2, 5, 6 IE1 SM6 TW1–2		12	Resources required: guest practitioners, specialist programmes and workshops.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
9 Exploring different sector-related disciplines	<p>Discuss the ease of production and the advantages and disadvantages of personal findings of:</p> <ul style="list-style-type: none"> • audio work • video editing • working with a camera • manipulating images. <p>Learners should complete the worksheets, and review and record their progress in the individual tutorials.</p>	AC1b	IE5–6 RL4, 5 SM1, 2	E1	2	Resources required: worksheets for responses.
10 Preparing to present information of selected material	<p>Discuss what is meant by ‘3D’ and how work can be displayed as 3D. Outline that a 3D presentation must contain, ie products, facilities and clientele.</p>	AC1b LO2	CT1–6 IE4–6 SM1–4	E1	2	Resources required: examples of 3D styles of presentations.
11 Presentation groups and formats	<p>Decide whether learners are to present individually or in groups. Discuss suitable 3D presentation formats.</p> <p>Inform learners of the presentation venue and space.</p> <p>As a class, discuss what relevant information is required from audience feedback and how it can be recorded.</p> <p>Learners should record key words and phrases regarding required location and feedback information.</p>	AC2a LO3	CT4 IE4 RL3 SM3	E1	3	Resources required: sample methods of receiving feedback.
12 Questionnaires	<p>Using notes from the previous session and with your support, learners should create a questionnaire for gaining feedback from the audience. Learners need to ensure there is an opportunity to record feedback.</p>	AC2a–c	IE4, 5 SM2	E3 ICT1–3	1	Resources required: sample questionnaires.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
13 Planning the presentations	Encourage learners to produce a plan prior to starting work on presentations. They can then begin the process of putting their presentations together using photographs and/or moving images. Learners should review and record their progress in the individual tutorials.	AC2a, b	CT1–6 IE4–6 RL3 SM2–5	E3 ICT1	4	Resources required: previously collated information primary and secondary source materials.
14 Gathering feedback and refining the presentations	Learners should now show their presentations to a member of staff or small audience in order to receive feedback and refine their plans and presentations accordingly. Ensure learners record the changes they make.	AC3a, b	RL4–6 SM5, 6		1	Resources required: questionnaires, presentations and a projector.
15 Final presentations	Learners must make their presentations to an audience and capture feedback.	AC3a, b	CT6 SM1–6	E1	3	Resources required: questionnaires, presentations and a projector.
16 Review and record ideas for improvement	Learners need to undertake a review of the recording methods used and discuss any improvements that could be made to the way they collated and recorded the information. Learners should and review and record their progress in the individual tutorials.	AC3c	CT5, 6 RL1–6 SM6	E1	2	Resources required: final collated evidence of research, presentations and audience responses.
This concludes the other 50 per cent of the total marks.						