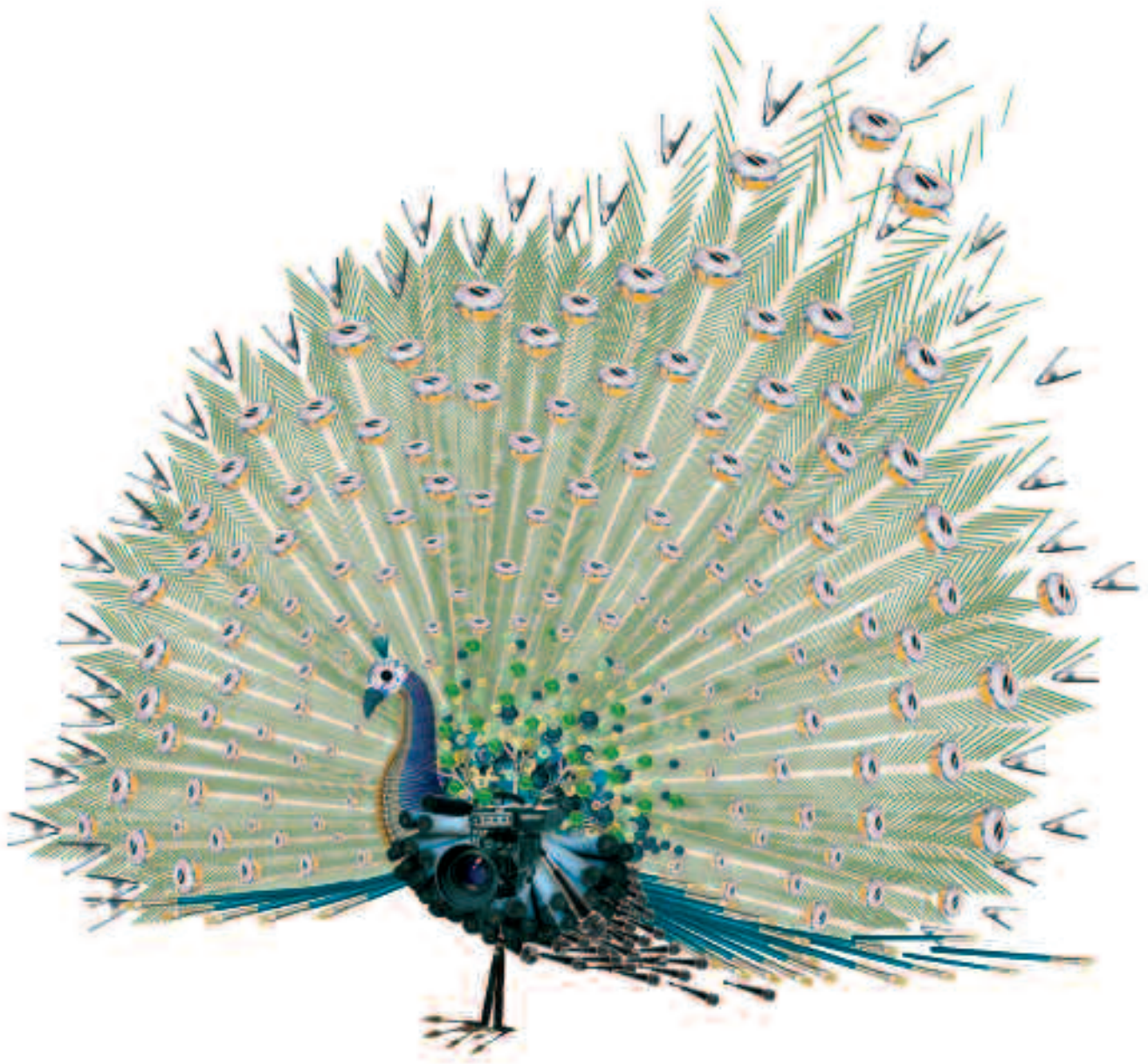


CREATIVE AND MEDIA Unit 4: Responding creatively



Creative and Media

Level 1 Unit 4: Responding creatively

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 both internal and external assessment and is in two parts. Fifty per cent of the marks are internally assessed and fifty per cent of the marks are externally examined with a one-hour short-answer written paper. A sample assignment brief and a learner's submission with commentary by the principal moderator are available at www.diplomainfo.org.uk. A specimen paper and mark scheme are also provided.

Total GLH	60
Aim	<p>The purpose of this unit is to enable learners to:</p> <ul style="list-style-type: none"> • undertake appropriate research in response to a brief from an industry client • use production skills to produce a creative outcome • review their work.

Notes	<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 5.</p> <p>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>Learners will be given a brief that will require them to communicate with a client, producing a creative outcome using a minimum of two disciplines. Learners must present their creative outcomes and review their work.</p> <p>Centres can set their own brief or use the same brief as for Level 2 <i>Something to Shout About</i>, which is currently available on e-AQA and will then be available from Publications at AQA.</p> <p>This sample scheme of work uses the brief for the June 2009 paper.</p>
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Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
1 Understanding the brief	<p>Learners need to read and understand the requirements of the brief. The brief must outline the role of the client and audience and the appropriate communication methods with both parties. It should allow learners to use different communication methods (eg face-to-face talks, telephone conversations, email and letter correspondence).</p> <p>Use of mind maps to decide a method of recording information. Learners should note key points.</p>	AC1a	IE1, 2	E1–3	2	Resources required: worksheets and methods of storage (eg journals, diaries, sketchbooks, ICT).
2 How to respond to the brief	<p>Working in small groups, ask learners to map ideas as a response to the brief and store the information. Issues they need to think about include what events could be included; what time of the year; is the venue inside or outside; what research needs to be undertaken; how is the event going to be promoted; what and who is the client; who makes a suitable audience.</p> <p>Learners must review and record their progress in individual tutorials.</p>	AC1a	CT1	E3	2	Activities and workshops from previous units could be used to capitalise on strengths.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
3 Communication skills	<p>Learners should arrange to visit or invite a representative from their chosen industry/company in order to conduct some primary research.</p> <p>Learners should create a questionnaire focusing on the required information to be gathered.</p> <p>Learners must communicate with industrial client/s, asking questions about the type of venue and the suitability of the ideas generated.</p> <p>Learners should record their findings and create a short report on the information gathered using ICT.</p>	AC1b	IE1, 2 CT2 TW1 SM3	E3 ICT1–3	3	Resources required: worksheets. Expected communications skills with practitioners.
4 Testing a creative idea	<p>Learners should develop a plan for the activities they are going to capitalise on.</p> <p>Ask learners to test a variety of ideas that could be appropriate to the brief, eg dance and/or drama routine, music, fashion show, product design, promotional material, stage setting.</p>	AC2a, b LO1, 2	IE3, 4 CT1–3 RL3–5 SM3–6	E2, 3	20	Resources required: possible use of ICT. Activities and workshops from previous units could be used to capitalise on strengths.
5 Production plan	<p>Learners should produce a minimum of two production plans for activities undertaken whilst testing an idea.</p> <p>Learners should agree a suitable method of gathering feedback from their target audience.</p>	AC1a AC2b	IE4 CT5 SM2, 3	E1–3 ICT1–3	4	Resources required: centre devised formats for production plans.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
6 Presenting ideas to a target audience	<p>Ask learners to present a minimum of one idea to a target audience for activities undertaken whilst testing an idea.</p> <p>Learners should gather feedback from the audience.</p> <p>Learners must review and record their progress in individual tutorials.</p>	AC2b–d	IE4, 5 SM2, 3–6 RL4 EP3, 5	E1	2	
7 Reviewing feedback	<p>Learners should create a sample report on the feedback gathered from the target audience.</p> <p>Learners should record issues from key questions related to the review of their work.</p> <p>Ask learners to record which aspects of their presentation went well and which aspects could be improved.</p>	AC3a–d	CT2–6 RL3–5 SM5, 6 EP3, 5	E1–3	3	Resources required: centre devised worksheet.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Other comments
8 Carrying out the controlled test	<p>This is the controlled test period.</p> <p>Learners will need to produce a creative outcome to the brief using appropriate research, planning and production skills.</p> <p>Learners will also need to produce a review of their work.</p> <p>During the controlled test period learners MUST produce:</p> <ul style="list-style-type: none"> • A documented summary (one page) confirming commission and target audience agreed with the client • A production plan or schedule • A creative outcome using two disciplines • A presentation given to the target audience • A report summarising feedback obtained from the client and target audience. 	<p>AC1a–c</p> <p>AC2a–d</p> <p>AC3a–d</p>	<p>IE6</p> <p>CT1</p> <p>EP3–5</p> <p>SM3</p> <p>RL1, 3–5</p>	<p>E1–3</p> <p>ICT1–3</p>	20	
9 Final review and preparation for exam	<p>The final review by individual tutorial to include:</p> <ul style="list-style-type: none"> • the role that the learner played in response to the brief • how feedback was received • what improvements could be made. <p>Learners should look at the sample paper in preparation for the actual examination.</p>	AC3a–d	<p>IE4–6</p> <p>CT4</p> <p>RL5, 6</p> <p>SM3–6</p>	E1–3	3	Resources required: sample examination papers.
10 Examination	Learners must sit the one-hour examination. The date for the examination will be on the AQA website.			E2, 3	1	Resources required: external examination paper.