

National Curriculum of Pakistan
2022-23

TECHNICAL EDUCATION

GRAPHIC DESIGNING, AND MEDIA PRODUCTION

Media Production

Grades 9-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

Media Production

Grades 9-12

Progression Grid

Domain A: Audio/Video Editing

Standard: Students will navigate audiovisual software, ensuring cohesive storytelling through using video production through the mastery of balanced audio, colour balance, and grading techniques for visual enhancement.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: By the end of grade 10, the students should be able to: Demonstrate a comprehensive understanding of post-production processes, encompassing audio recording, media importation, compositing, sound mixing, and colour balancing. Exhibit proficiency in using various post-production software and applications, coupled with mastery in creating impactful graphics to enhance media projects.			

<p>Effectively plan and execute media projects through project planning, storyboard and script development, media content acquisition, and structured editing.</p> <p>Apply advanced audio recording techniques, sound mixing, and editing skills, alongside the ability to successfully navigate the final rendering process for professional-grade project delivery.</p>			
Student Learning Outcomes			
<p>[SLO: MP-09-A-01]: Audio/Video Editing and Post-Production</p> <p>[SLO: MP-09-A-02]: Students will be able to recognise and articulate the role of post-production in filmmaking.</p> <p>[SLO: MP-09-A-03]: Students will be able to recognise and apply essential terms related to post-production.</p> <p>[SLO: MP-09-A-04]: Students will be able to grasp the functionalities of popular post-</p>	<p>[SLO: MP-10-A-01]: Students will be able to edit and enhance basic video content, applying fundamental techniques in chosen software.</p> <p>[SLO: MP-10-A-02]: Students will be able to evaluate how post-production choices influence the overall aesthetic and storytelling of a video.</p>		

<p>production tools like Adobe Premiere Pro and DaVinci Resolve.</p> <p>[SLO: MP-09-A-05]:</p> <p>Students will be able to compare and contrast the features and capabilities of selected post-production software, identifying their strengths and weaknesses.</p>			
<p>[SLO: MP-09-A-06]:</p> <p>Library Development and Media Organization. Students will be able to categorise and manage media assets efficiently for streamlined access.</p>	<p>[SLO: MP-10-A-03]:</p> <p>Students will be able to critically assess the relevance and suitability of different media assets for specific video projects.</p> <p>[SLO: MP-10-A-04]:</p> <p>Students will be able to produce a structured and easily navigable media library for future use.</p>		
<p>[SLO: MP-09-A-07]:</p> <p>Storyboarding and Scriptwriting Students will be able to develop a comprehensive storyboard and script for a given video project.</p>	<p>[SLO: MP-10-A-05]:</p> <p>Students will be able to integrate narrative elements effectively into their scripts.</p>		

	<p>[SLO: MP-10-A-06]:</p> <p>Students will be able to critically review design briefs, identifying key elements for effective planning.</p>		
<p>[SLO: MP-09-A-08]:</p> <p>Collecting and Using Stock Footage Students will be able to recognize various sources and types of stock footage available for video production.</p> <p>[SLO: MP-09-A-09]:</p> <p>Students will be able to select and incorporate stock footage effectively, enhancing their video projects.</p>			

Domain B: Media Language and Texts

Standard: Students will explore the history of art and media technology, research digital impact on media, analyse global production, delve into media's cultural and environmental influence, and scrutinise factors that shape societal perspectives such as postmodernism, political factors, gender portrayal, and narrative techniques.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Create and Analyse Media Texts</p> <p>By the end of grade 10, the student should be able to:</p> <p>Critically analyse media texts, identifying key elements such as narrative structure, visual and auditory elements, and messaging strategies.</p> <p>Evaluate the credibility of sources and ethical considerations, recognizing biases, and understanding the persuasive techniques employed in various media forms.</p>		<p>Benchmark I: Advanced Media Proficiency</p> <p>By the end of grade 12, the student should be able to:</p> <p>Examine various media forms, identify their origins, symbols, and societal impact, explore how ideas are generated and recognise the role of signs and symbols in influencing and reflecting societal values.</p> <p>Reflect on media content, considering diverse perspectives and ideas from different sources, and understanding how media shapes the narratives we share while influencing public discussions.</p> <p>Apply critical skills in analysing media messages, comprehend the influence of media on shaping people's thoughts and beliefs, and stay attentive to the evolving impact of technology on the functioning of media.</p> <p>Demonstrate responsibility and inclusivity in media creation, ensuring that content is respectful to all individuals, and exhibit awareness of the challenges introduced by new technologies, making ethically sound choices in the production of media.</p>	
<p>Student Learning Outcomes</p>			
[SLO: MP-09-B-01]:	[SLO: MP-10-B-01]:	[SLO: MP-11-B-01]:	[SLO: MP-12-B-01]:

<p>Effective Communication: Students will be able to communicate ideas through a media project, considering the target audience, purpose and the chosen medium.</p> <p>[SLO: MP-09-B-02]:</p> <p>Students will create a short video or presentation introducing themselves to their peers. Emphasis should be placed on understanding the audience (classmates), the purpose (self-introduction), and using an appropriate medium.</p>	<p>Students will be able to tailor a media project to a specific audience with a clear understanding of purpose.</p> <p>[SLO: MP-10-B-02]:</p> <p>Students will design an advertising campaign for a product or service. They must consider the target audience, and the purpose of the campaign, and choose the most effective medium (e.g., social media, posters).</p>	<p>Students will be able to craft a media project that elicits specific emotional or intellectual responses from the audience.</p> <p>[SLO: MP-11-B-02]:</p> <p>Students will produce a short film or documentary with a focus on evoking specific emotional responses from the audience. This assignment emphasises the connection between storytelling, emotional impact, and medium choice.</p>	<p>Students will be able to disseminate effective communication, employing media as a powerful tool for conveying complex and innovative messages.</p> <p>[SLO: MP-12-B-02]:</p> <p>Students will create a media project addressing a complex or innovative topic of their choice. This could involve a multimedia presentation, a documentary, or an interactive website. The emphasis is on mastering effective communication by conveying intricate ideas through various media forms.</p>
<p>[SLO: MP-09-B-03]:</p> <p>Ethical Considerations: Students will be able to demonstrate awareness of ethical considerations, avoiding basic stereotypes in media production.</p> <p>[SLO: MP-09-B-04]:</p>	<p>[SLO: MP-10-B-03]:</p> <p>Students will be able to deepen ethical considerations, demonstrating an understanding of responsible content creation and representation.</p>	<p>[SLO: MP-11-B-03]:</p> <p>Students will be able to display ethical leadership, advocate for responsible and inclusive content creation, and understand ethical challenges posed by emerging technologies.</p> <p>[SLO: MP-11-B-04]:</p>	<p>[SLO: MP-12-B-03]:</p> <p>Students will be able to showcase ethical leadership on a professional level, navigating complex ethical challenges and contributing to the ethical advancement of the media field.</p> <p>[SLO: MP-12-B-04]:</p>

<p>Students will create a short story, video, or presentation that consciously avoids basic stereotypes. This assignment encourages awareness of ethical considerations in media production, with a focus on responsible content creation.</p>	<p>[SLO: MP-10-B-04]: Students will develop a media project (e.g., a blog, podcast, or video) that goes beyond avoiding stereotypes and actively promotes responsible content creation. This involves a deeper understanding of ethical considerations in media production.</p>	<p>Students will explore the ethical challenges posed by emerging technologies such as artificial intelligence, virtual reality, or deep fakes. They must analyse these challenges and propose ethical guidelines for responsible and inclusive content creation, showcasing ethical leadership.</p>	<p>Students will engage in a comprehensive project that demonstrates ethical leadership on a professional level. This could involve researching and addressing complex ethical challenges in the media field, contributing to the industry's ethical advancement. The focus is on navigating intricate ethical dilemmas and making a meaningful impact.</p>
<p>[SLO: MP-09-B-05]: Critical Analysis: Students will learn to recognize and understand key elements in media like plot structure and visual elements.</p> <p>[SLO: MP-09-B-06]: Students will analyse a chosen film or TV episode, focusing on basics such as the camera angles and colours to grasp the essential components of visual storytelling.</p>	<p>[SLO: MP-10-B-05]: Students will master sophisticated analysis of media by exploring symbols (such as colours) and themes (like isolation).</p> <p>[SLO: MP-10-B-06]: Students will examine literature, film, or artwork to uncover meanings in media texts beyond the surface.</p>	<p>[SLO: MP-11-B-05]: Students will perform advanced media analysis by exploring how adaptations reflect societal changes; learning how visuals and text create meaning; and considering socio-cultural implications.</p> <p>[SLO: MP-11-B-06]: Students will analyse movie posters or advertisements. They'll closely examine pictures, colours, and words to discover hidden messages. This assignment will make them more skilful in understanding how visuals</p>	<p>[SLO: MP-12-B-05]: Students will exhibit expertise in analysis by critiquing and combining ideas from different sources, adding their unique thoughts to the discussion.</p> <p>[SLO: MP-12-B-06]: Students will select two or more media products, like movies or articles, and see how they're connected. In addition, they'll deconstruct what these media products say about our culture. This assignment challenges</p>

		and words communicate in media such as posters and ads.	students to deliberate how media is interconnected.
<p>[SLO: MP-09-B-07]: Media Literacy: Students will develop the ability to recognise fundamental biases and persuasive methods in the media.</p> <p>[SLO: MP-09-B-08]: Students will select recent news articles and pinpoint basic biases evident in the language and framing. This assignment serves as an introduction to the concept of biases and their influence on media content.</p>		<p>[SLO: MP-11-B-07]: Students will acquire advanced analytical skills by deconstructing complicated messages within the ever-changing world of media.</p> <p>[SLO: MP-11-B-08]: Students will investigate complex modes of communication, like a documentary or a long article, and extract from it the biases, framing, and different viewpoints. This assignment aims to help hone skills relevant to real-world media practices.</p>	
<p>Benchmark II: Examining and Combining Media Texts</p> <p>By the end of grade 10, the student should be able to:</p> <p>Demonstrate a keen insight of complex elements in media, like hidden meanings, underlying messages, and stylistic choices.</p>		<p>Benchmark II: Advanced Analysis</p> <p>By the end of grade 12, the student should be able to:</p> <p>Demonstrate a strong skill in indicating complications within media products, such as hidden meanings, cultural impacts, and how they relate to the world.</p>	

<p>Compare different media products to identify similarities and differences in how stories are told, what they're about, and what they reveal about cultures.</p> <p>Connect what they see in movies to broader concepts like history or broader ideas, recognizing the links between them.</p> <p>Combine ideas from various media products, presenting well-thought arguments and sharing unique insights.</p> <p>Effectively explain complicated ideas about media products, both verbally and in writing, showcasing a deep grasp of media language and its impact.</p>	<p>Compare techniques of storytelling not only within a specific medium but also across different media forms.</p> <p>Explore different subjects like psychology or economics by connecting them to what they see in movies.</p> <p>Develop and defend new perspectives.</p> <p>Explain complex ideas about media products well, via verbal and written communication.</p> <p>Demonstrate how media language works and why it's important.</p>
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Student Learning Outcomes

<p>[SLO: MP-09-B-09]:</p> <p>Critical Analysis Proficiency: Students will be able to identify and explain the complexities of media texts to identify layers of meaning.</p> <p>[SLO: MP-09-B-10]:</p> <p>Students will deconstruct a film, documentary, or multimedia presentation, identifying and explaining the various layers of meaning by performing close</p>		<p>[SLO: MP-11-B-09]:</p> <p>Students will be able to critically analyse media texts, uncovering nuanced aspects of cultural influences and socio-political contexts.</p> <p>[SLO: MP-11-B-10]:</p> <p>Students will take a case study involving a media text and its reception in different cultural and socio-political contexts. They will analyse it, considering how the text is interpreted and received in various regions or communities. Finally, they will present their findings in a detailed report, highlighting the cultural nuances and socio-political dynamics that shape the audience's engagement.</p>
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<p>reading in order to investigate the following:</p> <ol style="list-style-type: none"> 1. Repeated Motifs 2. Contrast and Juxtaposition 3. Character Analysis 4. Narrative Choices 5. Visual and Cinematic Elements 6. Dialogue and Language 7. Context and Cultural References 8. Emotional and Psychological Layers 9. Sound and Music 		
<p>[SLO: MP-09-B-11]: Comparative Analysis: Students will be able to recognise interconnected storytelling techniques across different media forms.</p> <p>[SLO: MP-09-B-12]: Students will pick a specific cultural narrative tradition (e.g., folklore, mythology) and a contemporary media form (e.g., film, comic books, podcast) and identify interconnected storytelling techniques that bridge traditional cultural narratives and modern media forms.</p>		<p>[SLO: MP-12-B-07]: Students innovatively synthesise ideas from various media sources, contributing original perspectives and insights.</p> <p>[SLO: MP-12-B-08]: Students will develop original content (e.g., a short story, video, or song) that synthesises ideas from various media sources. They will provide a written</p>

		<p>reflection on the creative process, discussing how the synthesis of ideas led to the development of their innovative content.</p>
<p>[SLO: MP-09-B-13]:</p> <p>Basic Interdisciplinary Connections: Students will be able to explore basic connections between media texts and broader cultural or historical contexts.</p> <p>[SLO: MP-09-B-14]:</p> <p>Students will pick a favourite movie or TV show and draw a picture or write a short story about what life might be like for the characters if they lived in a different time or place. This activity encourages students to interpret how the story connects to history or different cultures.</p>	<p>[SLO: MP-11-B-11]:</p> <p>Students will be able to exhibit advanced interdisciplinary expertise, demonstrating a profound understanding of how media texts intersect with broader disciplines.</p> <p>[SLO: MP-11-B-12]:</p> <p>Students will pick a character from a movie or show and talk about how they behave. They'll connect it to what they know about feelings and thoughts, showing how movies and psychology are linked.</p> <p>[SLO: MP-11-B-13]:</p> <p>Students will explore how movies and shows are made and why people watch them. They'll connect this to how money works, explaining how it affects making and watching TV and movies.</p>	

Domain C: Photography

Standard: Students will demonstrate mastery in using photographic equipment, conceptualising projects, applying nuanced lighting and composition principles, strategically selecting lenses, identifying editing needs, mastering software, and culminating in a professional portfolio.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Navigating Photography Skills and Crafting Visual Narratives</p> <p>At the end of grade 10, the student should be able to:</p> <p>Apply technical proficiency in camera operation and lighting techniques, adept selection of camera lenses for varied scenarios and articulating project concepts.</p> <p>Exhibit visual mastery in photography through the application of composition and framing principles, and the ability to capture high-quality images.</p> <p>Apply comprehensive skills in post-production by identifying editing needs, demonstrating proficiency in various software for photo editing, and constructing a professional portfolio that reflects their edited photographic work.</p>			
Student Learning Outcomes			
	Introduction to Photography and History		

	<p>Students will be able to</p> <p>[SLO: MP-10-C-01]:</p> <p>comprehend the basic principles of photography, including key terminology.</p> <p>[SLO: MP-10-C-02]:</p> <p>explore the historical context of photography, understanding key milestones and movements.</p> <p>[SLO: MP-10-C-03]:</p> <p>identify and understand the functions of various photography equipment.</p>		
	<p>Photography Project Management</p> <p>Students will be able to</p> <p>[SLO: MP-10-C-04]:</p> <p>oversee the planning, execution, and completion of a photography project.</p>		

	<p>[SLO: MP-10-C-05]:</p> <p>conduct thorough research to inform and enhance the conceptualization of a photography project.</p> <p>[SLO: MP-10-C-06]:</p> <p>formulate and articulate clear concepts for photography projects, establishing realistic timelines.</p> <p>[SLO: MP-10-C-07]:</p> <p>perform site visits to assess and plan for the optimal use of photography locations.</p> <p>[SLO: MP-10-C-08]:</p> <p>grasp the basics of contractual agreements related to photography projects.</p>		
	<p>Lighting and Equipment Setup for Photography</p>		

	<p>Students will be able to</p> <p>[SLO: MP-10-C-09]:</p> <p>arrange and configure lighting setups and equipment for optimal photography conditions.</p> <p>[SLO: MP-10-C-10]:</p> <p>assess and analyse natural and artificial light sources for photography projects.</p> <p>[SLO: MP-10-C-11]:</p> <p>organise and deploy lighting equipment and accessories effectively.</p> <p>[SLO: MP-10-C-12]:</p> <p>manipulate light patterns to achieve specific visual effects in photography.</p> <p>[SLO: MP-10-C-13]:</p>		
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	<p>illuminate subjects effectively, considering the mood and intent of the photograph.</p> <p>[SLO: MP-10-C-14]:</p> <p>properly disassemble and store photography equipment after a session.</p>		
	<p>Photographic Composition</p> <p>Students will be able to</p> <p>[SLO: MP-10-C-15]:</p> <p>choose appropriate cameras based on the requirements of specific photography projects.</p> <p>[SLO: MP-10-C-16]:</p> <p>select lenses based on the desired focal length and visual effects for particular shots.</p> <p>[SLO: MP-10-C-17]:</p>		

	<p>manipulate camera settings to achieve desired lighting and exposure conditions.</p> <p>[SLO: MP-10-C-18]:</p> <p>demonstrate proficiency in operating cameras for different types of shots.</p> <p>[SLO: MP-10-C-19]:</p> <p>employ various photography techniques to capture visually compelling images.</p> <p>[SLO: MP-10-C-20]:</p> <p>identify editing needs and use different software tools and filters to enhance their photographs.</p>		
	<p>Portfolio Construction</p> <p>[SLO: MP-10-C-21]:</p>		

	compile a well-curated portfolio showcasing their best photographic work.		
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Domain D: Videography

Standard: Students will be able to acquire a comprehensive understanding of videography's historical evolution, master diverse equipment, conceptualise projects, demonstrate archival proficiency, generate creative concepts, script tailored content, master lighting techniques, design sets, apply mise en scène principles, and produce thorough production-related documentation.

Grade 9	Grade 10	Grade 11	Grade 12
		<p>Benchmark I: Integrating Creativity, Planning, and Technical Proficiency in Videography</p> <p>At the end of grade 12, the student will be able to:</p> <p>Illustrate a deep understanding of the history of videography and a sophisticated comprehension of how it has changed over time.</p> <p>Master diverse videography equipment, showcasing proficiency in their operation, maintenance, and troubleshooting.</p>	

	<p>Conceptualize videography projects with creativity and originality, illustrating a thorough understanding of storytelling elements and visual aesthetics.</p> <p>Demonstrate the ability to generate creative concepts tailored to specific projects, showcasing innovation and artistic vision.</p> <p>Script tailored content with precision, emphasising effective storytelling techniques, character development, and thematic coherence.</p> <p>Master lighting techniques to create visually compelling scenes, ensuring proper illumination and mood alignment with the project's narrative.</p> <p>Demonstrate archival proficiency by maintaining thorough documentation of the production process, including planning, shooting, and post-production stages.</p> <p>Apply mise en scène principles effectively, showcasing expertise in designing sets, framing shots, and creating visually captivating compositions.</p>
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Student Learning Outcomes

		<p>Introduction to Videography and History</p> <p>Students will be able to</p> <p>[SLO: MP-11-D-01]:</p>	
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		apply the essential principles and techniques of videography	
		<p>Videography Project Management</p> <p>Students will be able to</p> <p>[SLO: MP-11-D-02]:</p> <p>oversee the planning, execution, and completion of a videography project.</p> <p>[SLO: MP-11-D-03]:</p> <p>conduct thorough research to inform and enhance the conceptualization of a videography project.</p> <p>[SLO: MP-11-D-04]:</p> <p>formulate and articulate clear concepts for videography projects, establishing realistic timelines.</p>	<p>Students will be able to</p> <p>[SLO: MP-12-D-01]:</p> <p>perform site visits to assess and plan for optimal video shoot locations.</p> <p>[SLO: MP-12-D-02]:</p> <p>grasp the basics of contractual agreements related to videography projects.</p> <p>[SLO: MP-12-D-03]:</p> <p>organise and maintain a media archive for future reference and use.</p>
		Storyboarding, Concept Development and Scriptwriting	Students will be able to

		<p>Students will be able to</p> <p>[SLO: MP-11-D-05]:</p> <p>create comprehensive storyboards, outlining visual sequences for video projects.</p> <p>[SLO: MP-11-D-06]:</p> <p>brainstorm and propose innovative ideas that align with the goals of video projects.</p> <p>[SLO: MP-11-D-07]:</p> <p>sketch visual representations of key scenes and sequences in video projects.</p>	<p>[SLO: MP-12-D-04]:</p> <p>craft scripts that effectively communicate narrative elements and dialogue for video projects.</p>
		<p>Lighting and Equipment Setup for Videography</p> <p>Students will be able to</p> <p>[SLO: MP-11-D-08]:</p> <p>establish effective compositions for videography projects.</p>	<p>Students will be able to</p> <p>[SLO: MP-12-D-05]:</p> <p>employ advanced techniques to achieve visually dynamic compositions in videography.</p>

		<p>[SLO: MP-11-D-09]:</p> <p>plan and design sets to complement the themes of videography projects.</p> <p>[SLO: MP-11-D-10]:</p> <p>select and position props thoughtfully, enhancing the narrative of their videography projects.</p> <p>[SLO: MP-11-D-11]:</p> <p>direct and arrange subjects to achieve compelling and visually pleasing compositions.</p>	
		<p>Video Recording Techniques and Post-Recording</p> <p>Students will be able to</p> <p>[SLO: MP-11-D-12]:</p> <p>choose appropriate cameras based on the requirements of specific videography projects.</p>	<p>Students will be able to</p> <p>[SLO: MP-12-D-06]:</p> <p>employ advanced videography techniques to capture visually compelling footage.</p> <p>[SLO: MP-12-D-07]:</p>

		<p>[SLO: MP-11-D-13]:</p> <p>select lenses based on the desired focal length and visual effects for particular shots in videography.</p> <p>[SLO: MP-11-D-14]:</p> <p>manipulate camera settings to achieve desired lighting and exposure conditions in videography.</p> <p>[SLO: MP-11-D-15]:</p> <p>demonstrate proficiency in operating cameras for different types of shots in videography.</p>	<p>organise and manage documentation related to video footage after recording sessions.</p>
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Domain E: Media Representation and Analysis

Standard 1: Students will be able to examine basic media representations and stereotypes, showcasing initial awareness of image and narrative construction, further progressing to explore diverse cultural representations in media, demonstrating a heightened awareness of cultural diversity in media products.

Standard 2: Students will be able to critically analyse content across media forms using theoretical and creative approaches, while simultaneously identifying biases in media content, and acknowledging their potential impact on shaping audience perceptions.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Media Representations, Stereotypes, and Cultural Diversity Awareness</p> <p>At the end of grade 10, the student should be able to:</p> <p>Critically analyse media texts, identifying key elements such as narrative structure, visual and auditory elements, and messaging strategies.</p> <p>Design media text (short film, podcast, media production) and communicate ideas effectively through media production, considering the target audience, purpose, and the chosen medium.</p> <p>Evaluate the credibility of sources and ethical considerations, recognizing biases, and understanding the persuasive techniques employed in various media forms.</p>		<p>Benchmark I: Approaches to Media Content Analysis and Audience Impact</p> <p>At the end of grade 12, the student should be able to:</p> <p>Delve into media content such as TV shows and movies to unravel their connections, interpret ideas and imagery, and discuss how they impact the way we perceive things.</p> <p>Evaluate and combine ideas from different media sources, showing a deep understanding of how media influences cultural stories and public discussions.</p> <p>Reflect on what they watch or read, recognizing how it might shape their beliefs.</p> <p>Examine how technology is transforming the way media functions.</p>	

Student Learning Outcomes

<p>[SLO: MP-09-E-01]: Students will progressively analyse media representations over the four grades, moving from basic identification to more nuanced understanding. Students will be able to</p> <p>[SLO: MP-09-E-02]: recognise media forms (print, digital, audiovisual);</p> <p>[SLO: MP-09-E-03]: to identify visual elements in media (composition, colour, lighting, typography, space & depth, texture, lines & shapes, visual hierarchy, symbolism & iconography, motion);</p> <p>[SLO: MP-09-E-04]:</p>	<p>Students will be able to</p> <p>[SLO: MP-10-E-01]: identify visual elements in media (composition, colour, lighting, typography, space & depth, texture, lines & shapes, visual hierarchy, symbolism & iconography, motion).</p>	<p>Students will be able to</p> <p>[SLO: MP-11-E-01]: analyse cultural representations (language & accents, clothing & attire, cultural practices & rituals, food & cuisine, architectural styles, socioeconomic context, folklore & mythology, cultural symbols & art).</p>	<p>[SLO: MP-12-E-01]: Students will explore and present a comparison of how a specific culture is represented in two different films or TV shows, highlighting the nuances and diversity.</p>
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<p>to analyse cultural representations (language & accents, clothing & attire, cultural practices & rituals, food & cuisine, architectural styles, socioeconomic context, folklore & mythology, cultural symbols & art);</p> <p>[SLO: MP-09-E-05]:</p> <p>to finally develop a proposal for a media analysis project.</p>			
	<p>[SLO: MP-10-E-02]:</p> <p>Students recognise the concept of media influence, proving their understanding of media's societal impact.</p> <p>[SLO: MP-10-E-03]:</p> <p>Students will conduct a detailed analysis of a news report, identifying and documenting any biases present, and evaluating how these biases might impact audience perception.</p>		

Benchmark II: Stereotypes, Archetypes, and News Conventions

Students will be able to analyse the portrayal of characters in media, identifying basic archetypes and stereotypes.

Students will be able to analyse basic news media conventions and d media sources.

Benchmark II: Media's Influence on Opinions and Societal Impact

Students evaluate how media can shape public opinions and attitudes, exploring the potential impact of media on society.

Students explore the use of documentaries to present real-world issues and perspectives, demonstrating proficiency in documentary analysis.

Student Learning Outcomes

[SLO: MP-10-E-04]:

In grade 10, students will develop news literacy skills, complementing their growing understanding of media representations.

[SLO: MP-10-E-05]:

Students will analyse a news article and identify the journalistic conventions used:

- headline and subheadings
- writing style and tone
- use of quotes and sources

[SLO: MP-12-E-02]:

Students will research and present a case study on how media has influenced public opinions on a particular social or political issue, considering the historical context.

[SLO: MP-12-E-03]:

Students will choose a social or political issue (Women's Empowerment, Counterterrorism Policies, Religious Minorities, Education Reforms, Political Movements, Environmental Challenges, Healthcare Access,

	<ul style="list-style-type: none"> ● inclusion of images or multimedia elements ● structure and organisation <p>[SLO: MP-10-E-06]:</p> <p>Students will critically evaluate the reliability and credibility of the news source evaluating the points shared below:</p> <ul style="list-style-type: none"> ● Authorship: Who wrote the article, and what is their expertise? ● Sourcing: Are the sources reliable and diverse? ● Bias: Is there any evident bias in the article? ● Fact-checking: Assess the accuracy of facts presented. ● Publication date: Consider the timeliness of the information. 		<p>Youth Activism, Refugee Crisis, Censorship and Freedom of Expression, etc.) for conducting an in-depth analysis through the process of:</p> <ul style="list-style-type: none"> ● Developing a brief proposal outlining the chosen issue and its historical context. ● Researching and analysing how various forms of media (news, entertainment, social media, etc.) have portrayed and influenced public opinions on the selected issue. ● Contextualising the evolution of media coverage over time. ● Investigating the historical context surrounding the chosen issue. ● Examining key events, policy changes, or societal shifts that may have influenced media coverage.
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			<ul style="list-style-type: none"> ● Relating the historical context to the evolving narrative presented by the media. ● Preparing a comprehensive case study presentation.
	<p>[SLO: MP-10-E-07]: Students will analyse character portrayals, progressing from basic archetypes to more complex character analysis.</p> <p>[SLO: MP-10-E-08]: Students will analyse the character development in a TV series, identifying archetypes and stereotypes while considering the character's impact on the overall narrative.</p> <p>[SLO: MP-10-E-09]: Students choose a TV series with a diverse set of characters.</p> <p>[SLO: MP-10-E-10]:</p>		

	<p>Select one character from the series for in-depth analysis.</p> <p>[SLO: MP-10-E-11]:</p> <p>Identify and analyse archetypes present in the selected character. Consider common character patterns such as the hero, mentor, anti-hero, etc.</p> <p>[SLO: MP-10-E-12]:</p> <p>Explore how the character fits or subverts these archetypes.</p> <p>[SLO: MP-10-E-13]:</p> <p>Identify and critically evaluate any stereotypes associated with the chosen character. Consider factors such as gender, ethnicity, or other stereotypical traits.</p> <p>[SLO: MP-10-E-14]:</p> <p>Analyse how the series challenges or perpetuates these stereotypes.</p>		
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	<p>[SLO: MP-10-E-15]:</p> <p>Assess the chosen character's impact on the overall narrative of the TV series. Consider how their development influences the plot, relationships with other characters, and thematic elements.</p> <p>[SLO: MP-10-E-16]:</p> <p>Explore whether the character serves as a catalyst for change or reinforces the status quo.</p>		
			<p>[SLO: MP-12-E-04]:</p> <p>Students recognise biases in media content, aligning with their advanced media text analysis skills.</p> <p>[SLO: MP-12-E-05]:</p> <p>Students will analyse a documentary film, focusing on its narrative structure, representation</p>

			<p>of real-world issues, and the effectiveness of conveying perspectives. They will present their findings in a critical analysis report by:</p> <ul style="list-style-type: none">● Breaking down the documentary's narrative structure, including storytelling techniques, use of visuals, and overall flow.● Assessing how the narrative engages and sustains the attention of a young audience.● Examining how the documentary addresses real-world issues suitable for a child audience.● Evaluating the documentary's approach to conveying complex topics in a child-friendly manner.● Analysing how the documentary conveys diverse perspectives, considering cultural,
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			<p>social, or environmental aspects.</p> <ul style="list-style-type: none"> ● Evaluating the effectiveness of the documentary in promoting empathy and understanding among young viewers. ● Preparing a critical analysis report summarising findings on narrative structure, real-world issues representation, and perspective conveyance. ● Including examples, quotes, or visuals to support observations.
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Domain F: Direction and Production

Standard 1: Students will be able to demonstrate proficiency in operating in diverse production environments, where they will showcase the ability to produce videos with strategic pre-production planning, ensuring a holistic approach to planning and execution.

Standard 2: Students will be able to conceive and execute compelling narratives, effectively communicate with actors and crew, demonstrate proficient script analysis, and showcase a nuanced understanding of cinematic techniques and post-production for a polished final product.

Grade 9	Grade 10	Grade 11	Grade 12
		<p>Benchmark I:</p> <p>At the end of grade 12, the students should be able to:</p> <p>Demonstrate technical proficiency in diverse production environments by effectively handling equipment, coupled with the ability to communicate and collaborate with actors and crew, showcasing versatility and teamwork skills.</p> <p>Showcase strategic pre-production planning skills, ensuring a holistic approach to video production that includes crafting compelling narratives, proficient script analysis, and a nuanced understanding of cinematic techniques.</p> <p>Exhibit adaptability in navigating different production environments, emphasising versatility in applying industry-specific knowledge and practices, while effectively communicating and coordinating logistics.</p> <p>Illustrate collaborative skills through effective communication and teamwork in diverse production scenarios, demonstrating an understanding of safety protocols and ethical considerations.</p> <p>Supervise post-production with precision, ensuring a polished final product by overseeing editing, sound design, and other critical elements of the filmmaking process, while effectively communicating and coordinating with the production team.</p>	

		Plan, produce, and edit sophisticated media projects, demonstrating a deep understanding of visual storytelling, sound design, and overall production quality.	
Student Learning Outcomes			
		<p>Project/Program Management and Concept Development</p> <p>Students will be able to:</p> <p>[SLO: MP-11-F-01]: oversee the conceptualization and planning of a media production project or program.</p> <p>[SLO: MP-11-F-02]: create compelling content and written material suitable for various media production projects.</p> <p>[SLO: MP-11-F-03]: craft, refine, and edit scripts to align with the goals and requirements of a given project.</p>	

		<p>Video Production Planning and Design</p> <p>Students will be able to</p> <p>[SLO: MP-11-F-04]:</p> <p>plan, execute, and oversee the production of a video project, considering all relevant aspects from pre-production to post-production.</p> <p>[SLO: MP-11-F-05]:</p> <p>strategically plan the pre-production stage, including logistics, scheduling, and resource allocation.</p> <p>[SLO: MP-11-F-06]:</p> <p>create visually appealing and functional sets that align with the narrative and goals of the video project.</p> <p>[SLO: MP-11-F-07]:</p>	
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		coordinate and oversee makeup requirements for individuals involved in the video production.	
			<p>Operation of Outside Broadcasting (OB), Control Room, and Studio Floor</p> <p>Students will be able to:</p> <p>[SLO: MP-11-F-01]:</p> <p>demonstrate proficiency in operating OB and Control Room equipment for live broadcasts.</p> <p>[SLO: MP-11-F-02]:</p> <p>recognize the layout and use of studio floors and associated equipment.</p> <p>[SLO: MP-11-F-03]:</p> <p>become familiar with the functions and responsibilities of a Production Control Room in media production.</p> <p>[SLO: MP-11-F-04]:</p>

			<p>explain the role and functions of the Master Control Room in media production.</p>
			<p>Direction of Video Production</p> <p>Students will be able to</p> <p>[SLO: MP-11-F-05]:</p> <p>assume a leadership role in directing the execution of a video production project.</p> <p>[SLO: MP-11-F-06]:</p> <p>analyse scripts to determine the technical and creative requirements for the video production.</p> <p>[SLO: MP-11-F-07]:</p> <p>conceptualise and plan the visual and technical aspects of the video production.</p> <p>[SLO: MP-11-F-08]:</p>

			<p>initiate and oversee the shooting phase of the video production, ensuring adherence to the plan.</p> <p>[SLO: MP-11-F-09]: oversee the post-production process, ensuring the project meets creative and technical standards.</p>
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