



## Media Curriculum Overview

### Subject Curriculum Intent Statement

Our Media curriculum mission is to ensure our students understand the power and influence of the media, both in their world and in recent history. We aim to empower students to interrogate media processes and create confidence to challenge and question and understand the way in which media is used. We aim to provide students with a balanced and unbiased study of a wide variety of challenging media texts and explore the contexts in which they were formed. Our ambition is to inspire all of our students to navigate their digital world analytically in order to become thoughtful and sensitive communicators of the 21<sup>st</sup> Century.



This will be achieved through:

- Delivering an exciting, dynamic and diverse Media curriculum that includes explorations of media representation and language throughout the history.
- Exploring a range of media texts and developing students' ability to write creatively, confidently and accurately
- Encouraging confidence in oracy and developing students' ability to articulate their ideas and opinions successfully in a range of situations
- Ensuring consistently high levels of challenge and expectation
- Providing high quality teaching which inspires students to reach their full potential

### Media Curriculum Offer at SNA

- **Year 9 GCSE Media** – All students have four hours of study per fortnight
- **Year 10 GCSE Media** – All students have five hours of study per fortnight

#### **Key Stage 4- Years 9-11**

- GCSE Media Studies (Eduqas Specification)

#### **Key Stage 5- Years 12-13**

- A-Level Media Studies (Eduqas Specification)



Media Curriculum Map

	<u>Year 9</u> A	<u>Year 10</u> A	<u>Year 11</u> A
Autumn One	<p><b>Introduction to Media Language</b> Media forms, denotation, connotation (semiotics), media language terms, print, audio-visual, unseen practice</p> <p>Case Study: How does ... convey meaning</p>	<p><b>Newspapers</b> Component 1, Sec A&amp;B - 'The Sun' (2018) and 'The Guardian' (2018)</p> <p>Assessment: C1, SA + SB</p>	<p><b>Crime Drama</b> Component 2, Sec A - 'Luther' (2010) and 'The Sweeney' (1975) -</p> <p>Assessment: C2, SB questions</p>
Autumn Two	<p><b>Introduction to Representation</b> Representation of different groups, ideas, person in different media forms. Exploration of representation</p> <p>Case Study: Representation of 'Juno' and 'Mean Girls'</p>	<p><b>Film</b> Component 1, Sec A&amp;B - 'No Time To Die' (2021) and 'Man with the Golden Gun' (1974)</p> <p>Assessment: Component 1, Sec A&amp;B</p>	<p><b>Music Video</b> Component 2, Sec B - Taylor Swift, Bad Blood (2014), Justin Bieber, Intentions (2020), TLC Waterfalls (1995) and online</p> <p style="background-color: yellow;">2</p>
Spring One	<p><b>Introduction to Audiences</b> demographics, how products target audience, how producers encode meaning, how do audiences decode meaning</p> <p>Case Study: Audience stepped</p>	<p><b>Radio and Video Games</b> Component 1, Sec B - 'The Archers' (Radio 4) and 'Fortnite'</p> <p>Assessment: Component 1, Sec A&amp;B</p>	<p><b>Revision Component 2</b></p> <p>Assessment: Component 2,</p>
Spring Two	<p><b>Introduction to Industry</b> Production processes, marketing and distribution, technological impacts and developments, ownership, industry key terms</p> <p>Speaking and Listening: Industry Task (NEA Skills)</p>	<p><b>Component 1 Revision</b> Advertising and marketing, Magazines, Newspapers, Film, Radio and Video Games</p> <p style="background-color: yellow;"><b>Mock Exam: Component</b></p>	<p><b>Revision Component 1</b></p> <p style="background-color: yellow;"><b>Mock Exam: Components</b></p>
Summer One	<p><b>Advertising and Marketing</b> Set products: 'This Girl Can' (2015) and 'Quality Street' (1956)</p> <p>Assessment: Component 1, Media Language Style</p>	<p><b>Crime Drama</b> Component 2, Sec A - 'Luther' (2010) and 'The Sweeney' (1975) - Media Language and Representation</p> <p>Assessment: Component 2, Sec A Representation Style Question</p>	<p><b>Revision Component 1&amp;2</b></p> <p>Assessment: C1 and C2</p>
Summer Two	<p><b>Magazines</b> Set Products: 'GQ' (August 2019) and 'Pride' (November 2015)</p> <p>Assessment: Component 1, Representation Style Question</p>	<p><b>GCSE: Component 3 NEA</b> and creation</p> <p style="background-color: #0070C0; color: white;"><b>NEA Component 3</b></p>	<p><b>Year 11 Exams</b></p>



### Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

Assessment Approach	Description	Year 9	Year 10	Year 11	Year 12	Year 13
Low Stakes Quizzing	Short answer questions from current or previous topics which is peer marked					
SENECA	Online assessment tool providing students and staff with instant feedback of areas of weakness which is then fed into future teaching/planning					
Half termly assessment or mini mocks	In house built assessment tasks which assess progress and identify learning gaps. Marked by teachers, students are then given 'Directed Improvement and Reflection Time (DIRT)'.					
Knowledge organisers & self quizzing/ Cornell notes	Students use knowledge organisers to ensure key knowledge and information is committed to long term memory. These are used alongside GCSE revision videos.					
Individual exam questions	Specific exam questions used in class to assess exam technique - students reflect and improve incorrect questions.					
Past Papers	Exam Board papers used in previous years GCE and GCSE exams - students reflect and improve incorrect questions					

### Cross Curricular links

Within our English curriculum, we offer a variety of opportunities for cross curricular links, that benefit students at all levels. Our cross curricular links are as follows:

- **Literacy** - Students explore a range of challenging, exciting and engaging texts. Students are taught to read for meaning and inference and to develop their opinions in a range of ways. Students write creatively and critically in lessons and develop their use of ambitious and academic vocabulary in doing so. Students explore writing as a way to express, develop and articulate their views as well as to evaluate the views of others. Through effective oracy students develop their skills of communication.
- **English** – Students draw on and develop the skills they use in English to deconstruct texts and explore them within the context in which they are produced and received in order to understand them more clearly.
- **ICT**- In the Non-Exam Assessment (NEA) part of the course, students develop their skills using a variety of ICT software to produce their own, authentic media text.
- **PSHE**- Through the exploration of topics in Media students have the opportunity to discuss and learn about stereotypes, representations in the media, ethics, industries and responsibility.

### Preparing for Life

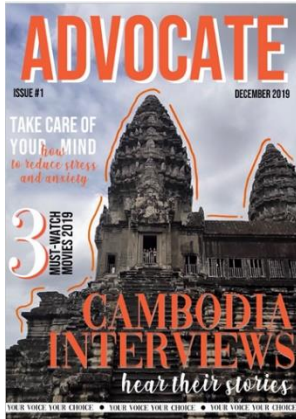
At SNA, our Media curriculum supports and further develops the following skills to prepare students for life beyond school in the world of work.

- **Aiming High** – In English we explore a wide variety of challenging texts and encourage students to develop a clear understanding of their literary heritage. We also explore texts within their contexts and offer opportunities for students to develop their understanding and appreciation of texts.
- **Listening** – In English students are taught the importance of listening carefully as a reader in order to empathise with characters and speakers. Students also develop their own listening and responding skills through regular discussion and debate in the classroom
- **Team work** - In English students work collaboratively to develop their thoughts and opinions about a wide range of texts and topics. They also work together to produce creative responses and short presentations.



Extra-Curricular

Our school magazine is called 'Advocate' and is produced biannually. Our School Magazine club is open to all; a place where budding journalists and creative writers alike can work together for both the magazine and our school newsletter.



**ADVOCATE**

