



Our GCSE Media Studies curriculum mission is to develop students as critical, creative and reflective learners who can confidently analyse, evaluate and produce media in an increasingly digital world. Through the study of a diverse range of media products and industries, students gain an understanding of media language, representation, audiences and industries, enabling them to question how media shapes identities, values and beliefs. The curriculum encourages students to become thoughtful consumers and effective creators of media, equipping them with the analytical, communication and digital literacy skills needed for both further study and active participation in contemporary society.

- **Dialogic teaching and discussion-rich lessons** that encourage students to debate interpretations, challenge viewpoints and articulate informed opinions about media texts and issues.
- **Developing critical thinking skills** through the analysis of media language, representation, audiences and industries, enabling students to question how meaning is constructed and communicated.
- **Engagement with a broad range of contemporary and historical media products**, helping students understand the cultural, social, political and economic contexts in which media operates.
- **Creative practical production work**, where students research, plan, create and evaluate media products for specific audiences and purposes, applying theoretical knowledge in authentic contexts.
- **Regular opportunities for reflection and evaluation**, encouraging students to justify decisions, consider alternative perspectives and become independent, media-literate learners capable of engaging critically with the world around them

Key Stage 4- Years 10-11

- GCSE Media Studies (WJEC Specification)

Key Stage 5- Years 12-13

- A-Level Media Studies (Edugas Specification)

Media Studies Curriculum Map

	Y10	Y11
Autumn Term	Exploring media language, representations and industries in print (advertisements) and film (No Time to Die)	Understanding media forms and products through exploration of Crime Drama and media production.
Spring Term	Exploring media language, representations, contexts, industries and audiences in newspapers, radio and video games.	Exploring Music video and online media (Taylor Swift and Stormzy)
Summer term	Exploring magazines (Vogue and GQ) in relation to representation and media language. Planning of media production work (NEA)	

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.

<u>Assessment approach</u>	<u>Description</u>	Year 10	Year 11	Year 12	Year13
Low stakes quizzing/ questioning and class discussion	Short answer questions from current or previous topics which is peer or self marked				
Lesson review	Students use reflection activities on graded lesson outcomes through PRIDE task activities, allowing students to make improvements				
Teacher, peer and self-assessment	The teacher, student or peer uses a success criteria or looks at models provided to give feedback around how students can improve their skills.				
Whole class feedback	Whole class feedback is given to students to overcome misconceptions and provide the class the opportunities to discuss high level outcomes				
Baseline and summative assessments	Graded assessments are used to establish current skills/ acquired knowledge overtime to support teachers in their planning for learning.				

Cross Curricular links

Within our Media 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.
- **History**- students consider the changing nature of media and how media texts are influenced by the contexts in which they are both produced and received.
- **PSHE**- Through the exploration of topics in Media students have the opportunity to discuss and learn about relationships, British Values, other cultures and traditions, morality, responsibility, resilience and growth mindset.
- **ICT** – Students use a range of online platforms in both researching and understanding the media and producing media themselves. In school, we access publisher, Canva and photoshop.

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 media texts and encourage students to develop a clear understanding of their evolving world.
- **Listening** – In English students are taught the importance of listening carefully as a reader in order to develop and evolve their ideas and opinions. 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 topics. They also work together to produce media and show their understanding of how it produces meaning.

Extra-Curricular

We offer extra curricular support to students when producing their Non-Exam Assessment pieces (NEA) regularly after school. We have also run our bi-annual school magazine 'Advocate' in the past and hope to be able to do so again in the future.