

MEDIA STUDIES KEY STAGE 4-5 CURRICULUM INTENT STATEMENT:

To provide a balanced and broad curriculum with a range of thought-provoking, interesting media texts from a range of time periods, cultures and political perspectives, which prompt discussion and debate and develop skills of analysis. The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. We wish to offer learners the opportunity to pursue texts which interest them, to motivate and inspire them to view these texts through a critical lens which they are passionate about. To encourage learners to take an interest in the world and media around them, and through history, thus preparing them for the future world.

It is our aim that learners develop an understanding of the key theoretical approaches, theories, issues and debates within the subject, enabling them to question and critically explore aspects of the media that may seem familiar and straightforward from their existing experience. Building on this, learners will also extend their engagement with the media to the less familiar, including products from different historical periods and global settings, those produced outside the commercial mainstream and those aimed at or produced by minority groups, providing rich and stimulating opportunities for interpretation and analysis.

Media Studies offers challenging opportunities and personal development. The curriculum will encourage learners to become confident and independent thinkers, who will be able to take on challenging opportunities to both explore and make media products thus creating original work and critically analysing set works. Learners will have an appreciation of their own work and that of others as they pursue their own media interests and develop their practical skills.

With a curriculum that provides breadth and depth, learners will study topics such as video games, magazines, music videos, TV drama and more. Learners will have the opportunity for enrichment and extension through our connections to both the summer Arts Festival and work experience programmes.


Media Studies is a truly contemporary subject which is relevant to all our lives. The media saturates everything we do in the developed world in the 21st Century. At Huntington School we will give learners the tools to analyse and critique the media, alongside the chance to see the ways in which the media pervades their lives. We will challenge pupils to think intellectually about a range of issues and study the impact of changing forms of communication from the past and present – and the possibilities for the future.

CURRICULUM OVERVIEW:

	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Theoretical framework / analytical skills development	<p><u>Component 1 Section A:</u></p> <p>Learners will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. Learners will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media. Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately respond through discursive writing to show knowledge and understanding of media issues 	<p><u>Component 2:</u></p> <p>This component builds on the introduction to key areas of the theoretical framework provided in Component 1. In Component 2, learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. Learners will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products. In this component learners will explore particular media forms in depth through both of the following topics:</p> <ol style="list-style-type: none"> Television: crime drama or sitcom Music: music video and online media. <p>Learners will develop the skills learnt in Year 10 and be increasingly confident in their ability to:</p>	<p><u>Component 1 Section A:</u></p> <p>In this section, learners will analyse media language, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. Learners will consider the factors that influence representations and will explore representations of events, issues, individuals and social groups in the media, using relevant theoretical perspectives or theories in their analysis of media products. In addition, learners will consider how representations relate to relevant contexts of media. Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response 	<p><u>Component 2:</u></p> <p>In this component learners are required to study three media forms in depth, exploring all areas of the theoretical framework - media language, representation, media industries, and audiences - in relation to audio-visual, print and online products set by the exam board. The forms to be studied in depth are:</p> <ul style="list-style-type: none"> television magazines blogs and websites. Learners will explore these three media forms through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political and historical contexts. Learners will study the role of media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. Relevant and advanced theories will inform study of the set products and learners will reflect critically upon

	<ul style="list-style-type: none"> • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. <p><u>Component 1 Section B:</u></p> <p>Learners will develop knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. In addition, learners will consider relevant aspects of media audiences, such as targeting and categorisation, consumption and use, and theoretical perspectives on audiences.</p> <p>Learners will also begin to explore how media products reflect, and are influenced by the social, cultural, historical and political contexts in which they are produced.</p>	<ul style="list-style-type: none"> • analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses • use relevant theories or theoretical perspectives and relevant subject-specific terminology • respond through discursive writing to show knowledge and understanding of media issues • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. <p>Their knowledge of wider contextual influences will increase as they gain an industrial and economic understanding of the contemporary media landscape.</p>	<ul style="list-style-type: none"> • use a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way • debate key questions relating to the social, cultural, political and economic role of the media through discursive writing • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. <p>Learners will also explore how media products relate to their social, cultural, historical, political and economic contexts. They will also develop their ability to use relevant subject-specific terminology and theories.</p> <p><u>Component 1 Section B:</u></p> <p>In this section, learners will develop knowledge and understanding of key aspects of media industries, including the significance of ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on media industries. In addition, learners will study media audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to the media reflect identity and social, cultural and historical circumstances.</p>	<p>these theoretical perspectives. Learners should continue to develop their ability to use relevant subject-specific terminology in this component. Learners will develop the ability to:</p> <ul style="list-style-type: none"> • analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response • use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way • debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.
<p>Practical skills</p>	<p>Learners will develop their practical media skills through a series of mini-projects, in which the focus is upon creating a product for a specific audience using print, audio-visual and e-media software. Creativity and innovation are encouraged, as learners begin to learn the skills that will help them make choices when it comes to their NEA (coursework), which is worth 30% of their final mark.</p> <p>Learners apply these skills through:</p>		<p>We aim to develop new skills in our learners and indeed sharpen those that they may already possess, in preparation for their NEA work that represents 30% of their final mark. Between the first two components we give learners a practical project to complete that gives them an introduction to 'responding to a brief' and an opportunity to create media products across the platforms of print, e-media and audio-visual.</p>	<p><u>Component 3:</u></p> <p>This component synthesises knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically to practical production. In Components 1 and 2, learners gain a detailed understanding of the theoretical framework in relation to a range of media forms. In this component, learners are required to apply their knowledge and understanding of media language, representation, audiences, media industries and</p>

	<p>Component 3:</p> <p>This component draws together knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically through practical production. In their Y10 studies learners will have gained a detailed understanding of media language, representation and audience in relation to a range of media forms. In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by the exam board. The set production briefs will change every year, requiring learners to create a production in a different genre/style and/or for a different intended audience. Production briefs will always be set in the following media forms: television, magazines, film marketing and music marketing. The briefs will always specify the intended target audience, as well as other key requirements such as genre/style. Learners will develop a response to their chosen brief by creating a production aimed at the specified intended audience and thus draw on the practice work completed earlier in Year 10. During Year 11 these productions can be re-visited and any final changes made.</p>			<p>the digitally convergent nature of the media in an individual production for an intended audience. The production must be based on two media forms and completed in response to a choice of briefs set by the exam board. The set production briefs will change every year. The precise requirements of the set briefs will differ each year and learners will be required to create products for a different intended audiences and industry contexts. Learners must develop a response to the specific requirements of the chosen brief by selecting a genre/style (or topic/issue) appropriate to the specified intended audience and industry context for their cross-media production.</p>
<p>Assessment</p>	<p>Formative: Knowledge-check questions at the start/end of lessons. Application questions within lessons. E/L set weekly to check understanding of content and developing to develop writing for the exam skills.</p> <p>Summative:</p>	<p>Assessment continues in-line with Year 10. Changes: NEA work (the Statement of Intentions) is assessed and with practical work (coursework ranging from print to e-media, to broadcast production) undertaken, there are a number of milestones and targets set for learners.</p>	<p>Formative: Knowledge-check questions at the start/end of lessons. Application questions within lessons. E/L is set, as a minimum, weekly, to check understanding of content and developing to develop writing for the exam skills.</p> <p>Summative:</p>	<p>Assessment continues in-line with Year 12. Changes: NEA work (Statement of Intentions) is assessed and with practical work (coursework tasks that include working in two mediums across a choice of platforms that include: print, e-media and broadcast productions) undertaken, there are a number of milestones and targets set for learners.</p>

	Learners complete end of topic tests to ensure understanding and application of knowledge gained. Learners complete a formal assessment prior to reports to help inform attainment grade. Mock exams completed at the end of Year 10 and in Year 11.		Learners complete end of topic tests to ensure understanding and application of knowledge gained. Learners complete a formal assessment prior to reports to help inform attainment grade. Mock exams completed at the end of Year 12 and in Year 13.	
Feedback	Feedback will be meaningful, personalised and directly linked to each individual learner's progress. We will provide targets for learners to work towards and track progress through our own progress charts. Feedback relating to topic assessments may take the form of a power point for all learners to access. Specific tasks where learners act on feedback provided are to be completed following key assessments, Regular knowledge check quizzes will be in a range of formats including application style questions and short answer questions	Feedback continues in-line with Year 10. Differences: NEA work needs to be rigorously monitored. Teachers may offer limited feedback during this stage and must sign a completed cover sheet to validate the authenticity of learners' work.	Feedback will be meaningful, personalised and directly linked to each individual learner's progress. We will provide targets for learners to work towards and track progress through our own progress charts. Feedback relating to topic assessments may take the form of a power point for all learners to access. Specific tasks where learners act on feedback provided are to be completed following key assessments, Regular knowledge check quizzes will be in a range of formats including application style questions and short answer questions	Feedback continues in-line with Year 12. Differences: NEA work needs to be rigorously monitored. Teachers may offer limited feedback during this stage and must sign a completed cover sheet to validate the authenticity of learners' work.
Homework	<i>Frequency:</i> Homework tasks will be set on a weekly basis, with a maximum of two tasks set if necessary. <i>Types of tasks:</i> <ul style="list-style-type: none"> ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Research tasks e.g. research the social and historical contexts of exam texts. ▪ Embed key subject content in long term memory, e.g. memory recall tasks such as learning key terminology, key events, media theory and key themes. ▪ Practise and develop skills e.g. independent analysis of key texts and development of own analytical writing. ▪ Complete Non-Exam assessed tasks, e.g. film, editing and creating. 		<i>Frequency:</i> Homework tasks will be set, at a minimum, of once a weekly basis. Learners will spend 1 hour per lesson on extended learning tasks. Teachers will be available at dedicated times to support learners with coursework and practical tasks. <i>Types of tasks:</i> <ul style="list-style-type: none"> ▪ Revise to embed key subject content in long term memory, e.g. the learning of key theories and terminology. ▪ Lesson preparation work, including reading and annotation of texts. ▪ To prepare and answer exam-style questions based on subject content, under timed conditions where appropriate. ▪ Independent study and research including gathering analysis of unseen products across mediums, contextual research and evaluation of theory. 	

	<ul style="list-style-type: none"> Extended learning from the lesson e.g. consolidation of understanding through application of knowledge on unseen media products. <p>Learn and revise for class tests and examinations e.g. mind maps, flash cards and other graphic organisers.</p> <p>Use DIRT to improve or develop written responses.</p>		<p>Practise key skills e.g. annotation, analysis, application of theory, and developing writing skills.</p> <p>Completion of Non-Exam Assessment tasks.</p> <p>Read around the subject, as directed and independently.</p> <p>Use of DIRT to improve or develop written responses.</p>	
How parents / carers can help	<p>This subject is very much a part of our lives, and thus one that can be very much explored at home! The discussion of the role of the media in society is to be encouraged. We hope that our learners engage in media activities outside the classroom – try to discuss news stories and how the stories are presented differently over different forms. Ask for a media language analysis of a TV show or music video – why have decisions been made to make the products in the way that they have? Go beyond consumption and work out the ideologies that each media product presents – what is it doing to its audience, how and why?</p>	<p>As learners work on their NEA unit they will be asked to work more independently. Helping them set their own milestones and assisting them with production work away from the classroom is to be encouraged.</p> <p>As learners work towards their final examinations they can be tested on their knowledge and especially the analysis of unseen media products. Helping with revision here is very much encouraged.</p>	<p>It is important that learners begin to engage with the media away from the classroom. They need to be engaging in the news and current affairs and so discussions surrounding the issues of the day are to be encouraged. We hope that learners begin to develop their understanding of the full media landscape and watch, for example, independent films, and to seek out texts that challenge them. It is important that they are able to evaluate the products that they engage in and go beyond just consuming them.</p>	<p>Whilst undertaking their NEA (coursework) learners will be asked to work independently and therefore helping them to produce their own timelines and to develop time-management skills is key. Working towards their final examinations, parents can take an active role in helping learners with revision. The most important areas that can be developed will evolve from those discussions outside the classroom – it is vital that learners are able to analyse and evaluate unseen media products independently, and by the time of their final examinations be able to comment upon the influences of wider contextual factors upon them, as well as the ideas of media theorists. Taking an active role in encouraging such discussions is a huge benefit to our learners.</p>