

SUBJECT: MEDIA

Key Stage 3: Curriculum Intent

| 2021-22 | Year 7 | Year 8 | Year 9 |
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| Autumn 1 | Topic: Media and Me Content covered, including knowledge and skills. Students will learn the foundations of Media. They look at their own consumptions and learn why they interact with certain media products. They learn how media shapes them as individuals and how groups and individuals are represented in the media Links to prior learning. Students will have engaged in media most of their lives however they will not have looked at why? and how? the media works. | Topic: Film – THE GOONIES Content covered, including knowledge and skills. How do characters and narratives ‘entertain’ the audience? How do I analyse a film using media language? Theories of narrative- Propp and Todorov Mise-en-scene- costume/make up/location Male Gaze theory- How women are seen and represented in the film industry Links to prior learning. Links with Photography- composition SOL Links to Media Language sign and signifiers – mis-en-scene Links to U&G- escapism Links to representation of individuals and groups | Topic: ADVERTISING Content covered, including knowledge and skills. How do advertisers use rules of attraction to target audiences? How do companies use branding to engage audiences? How do advertisers use language to engage audiences? How do companies use product placement? Links to prior learning. Links and development of ML, Rep and audience looking further into each area of the theatrical framework. |
| Autumn 2 | Links to British Values, SMSC and work-related learning Spiritual- reflecting on their own interests and faiths, enjoyment about learning about themselves, reflecting on their experiences. Moral- recognising right and wrong in surveillance. Social/BV- mutual respect of others faiths and beliefs Cultural- personal identity and relationships and how these shapes our cultural identity Understanding the large area that dominates the entertainments and journalistic workforce of the UK and how this contributes to the economy. | Links to British Values, SMSC and work-related learning Spiritual: how the media can influence different people’s beliefs through entertainment Moral: How the narrative shows morals Social: debating on characters and how characters entertain, ensuring they show respect for each other’s POV. Cultural: understanding how tv and film has developed over time and the introduction of other cultures into British entertainment. | Links to British Values, SMSC and work-related learning Moral: is it morally right to advertise to the subconscious? Social: how do advertisers play on your sense of belonging? Cultural: how do advertisers use cultures to advertise to the masses? BV: How does advertising contribute to our economy? |

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| | | The Goonies is a 12-age rating. Please contact Mrs Ledster if you do not wish your son/daughter to watch the film. | |
| Spring 1 | <p>Topic: Music videos</p> <p>Content covered, including knowledge and skills. We investigate the music industry and how individuals have created their star persona. We learn how black artists are represented in the UK and the unconscious bias that has existed and how the industry is combating the hegemonic male status How does the media influence our decisions, politically, socially, culturally? How do producers of media show representations use media language? Visual codes- body language, facial expressions, mis-en-scene. How do influencers/musicians represent themselves using media language?</p> <p>Links to prior learning. First level of knowledge from the very basic outline of each area of the theatrical framework. Linking to audience views and looking deeper into how producers achieve these views.</p> <p>Links to British Values, SMSC and work-related learning Spiritual: reflecting own influences and experiences from the media Moral: Are media influences, morally right? Cultural/BV: interest in exploring the contexts associated with media. How culture has shaped society in Britain.</p> | <p>Topic: TV cross curricular project Murder Mystery</p> <p>Content covered, including knowledge and skills. How are certain groups/individuals represented? Under-representation and mis-representation How are audiences categorised? How do different audiences interpret media differently? What are active and passive audiences? Media producers of large organisations What's the difference between non-profit and commercial TV production? What regulations are there?</p> <p>Links to prior learning. Link to Representation of stereotypes Links to Audience and uses and gratification theory- escapism.</p> <p>Links to British Values, SMSC and work-related learning Spiritual: widening their knowledge on individual and groups beliefs and identities Social: looking at the British regulations in TV. Willingness to participate in 'entertainment' with the tv and film industry Moral: understanding the active audience. Is it right to categorise audiences? Is it right to portray certain groups as stereotypes?</p> | <p>Topic: Working to a brief Planning</p> <p>Content covered, including knowledge and skills. Applying Media Language and Representation to create an advert as per a brief How to create a visualisation diagram, mind map and mood board to a brief.</p> <p>Links to prior learning. Reflecting on all areas of the theatrical framework to design to meet a particular brief.</p> <p>Links to British Values, SMSC and work-related learning Social: ensuring they are meeting British values and working to a set brief given. Moral: are they creating an advert that is morally sound reflecting on stereotypes in a modern age. Cultural: are they covering a wide selection of the audience's beliefs and values? Spiritual: use of imagination and creativity in their production work.</p> |
| Spring 2 | | | |

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| | Social/BV: looking at individual liberty of influencers | Cultural: how genres and hybridity has changed over time due to cultural desires from audiences. BV: regulations and do we stick to them? | |
| Summer 1 | <p>Topic: News reports</p> <p>Content covered, including knowledge and skills.</p> <p>How to create a written/video news report? How to I use a stills/video camera? How do I edit in post-production?</p> | <p>Topic: TV and Film Marketing</p> <p>Content covered, including knowledge and skills.</p> <p>Plan and Create a Film Poster using the media language/representation/audience areas that have been learnt. ML-Technical codes, Visual codes, Genre, Narrative Rep- stereotypes, under and mis represented Audience- U&G Contexts- historical, cultural, political, How is a Poster laid out? Creative writing- narrative</p> | <p>Topic: Advertising and marketing</p> <p>Content covered, including knowledge and skills.</p> <p>Exploring how advertising and marketing of products is used within media now and over time. How do advertisers use above and below the line advertising? Expanding the advertising campaign to more than one platform</p> |
| Summer 2 | <p>Links to prior learning.</p> <p>Linking to what they have learnt this year students will show understanding of representing individuals and groups in society through a news report.</p> <p>Links to British Values, SMSC and work-related learning</p> <p>Spiritual: checking those being shown beliefs are represented accurately Moral: are their facts correct? Social: are different parts of society being represented? Cultural: are different cultural societies being represented accurately?</p> | <p>Links to prior learning.</p> <p>Reflecting on our analysis of others work in the theatrical framework of TV and Film Linking to creative writing in other subject areas</p> <p>Links to British Values, SMSC and work-related learning</p> <p>Spiritual: reflecting on others beliefs and values for your target audience. Moral: ensuring their creative work is in line with the BV and morally and ethically right. Cultural: reflecting historically in the genre they are working with. Social: interacting with their target audience to ensure they are meeting British values.</p> | <p>Links to prior learning.</p> <p>Exploring how the theatrical framework applies to advertising and marketing. How conglomerates are commercial industries. Links to genres, audiences and their interactions U&G. Representation of individuals and groups.</p> <p>Links to British Values, SMSC and work-related learning</p> <p>Spiritual: how does advertising influence your buying choices? Moral: are gender banned adverts the right thing? Social: is it socially acceptable for advertisers to monopolise the media? Cultural: how are different cultures represented in the media? BV: regulations in advertising.</p> |

As media is an evolving subject our curriculum may be adapted to current affairs as they arise.

KS3 LEARNING JOURNEY



EXPLORE

YOUR MEDIA CONSUMPTION
USES AND GRATIFICATIONS THEORY
SEMIOTICS
REPRESENTATIONS IN SOCIETY
STEREOTYPES



APPLICATION

STAR PERSONA
REPRESENTATION OF BLACK
ARTISTS
MUSIC INDUSTRY
DIVERSITY IN THE MUSIC INDUSTRY



CREATE

WRITING/VIDEO A REPORT
HOW TO USE A STILL/VIDEO
CAMERA
HOW TO EDIT A REPORT
PHOTOSHOP AND PREMIERE



EXPLORE

TODOROV NARRATIVE THEORY
PROPP CHARACTER THEORY
MISE-EN-SCENE
HAIR/MAKE-UP/LOCATION/COSTUME
BLURB VS SYNOPSIS



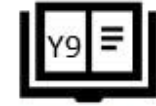
APPLICATION

MIND MAPS
MOOD BOARDS
SCRIPT WRITING
STORY BOARDS
SHOT LISTS



CREATE

CROSS MEDIA MARKETING
COMMON CODES AND
CONVENTIONS
LAYOUT DESIGN
PHOTOGRAPHY SKILLS



EXPLORE

RULES OF ATTRACTION
BRANDING/LOGOS
SLOGANS
TYPOGRAPHY/COLOUR USE
PHOTOGRAPHY
PRODUCT PLACEMENT



APPLICATION

PRODUCTION PROCESS
MIND MAP/MOOD BOARD
VISUALISATION DIAGRAMS
SHOT LIST
REPRESENTATIONS OF SOCIETY
TARGET AUDIENCE



CREATE

MARKETING OWN BRAND
CROSS MEDIA MARKETING
PHOTOSHOP
IN DESIGN