

**SUBJECT: MEDIA**

**Key Stage 3: Curriculum Intent**

2022-23	Year 7	Year 8	Year 9
Autumn 1	<p><b>Topic: MEDIA AND ME</b></p> <p><b>Content covered, including knowledge and skills.</b>                      Students will learn the foundations of Media. They look at their own consumptions and learn why they as audience members interact with certain media products. They learn how media shapes them as individuals and how groups and individuals are represented in the media. Students investigate an opportunity for employment in the media industry and the visual and technical aspects involved in creating media.</p> <p><b>Links to prior learning.</b>                      Students will have engaged in media most of their lives however they will not have looked at why? and how? the media works.</p> <p><b>Links to British Values, SMSC and work-related learning</b>                      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 entertainment and journalistic workforce of</p>	<p><b>Topic: FILM – THE GOONIES</b></p> <p><b>Content covered, including knowledge and skills.</b>                      Theories of narrative- Propp and Todorov Mise-en-scene- costume/make up/location Genre in TV and Film and how we read the codes and conventions of genres over time. Application of knowledge and understanding to a film noticing what they have learnt.</p> <p><b>Links to prior learning.</b>                      Links to– visual and technical aspect in Y7                      Links to U&amp;G- escapism                      Links to representation of individuals and groups</p> <p><b>Links to British Values, SMSC and work-related learning</b>                      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.</p> <p><b>The Goonies is a 12-age rating. Please contact Mrs Ledster if you do not wish your son/daughter to watch the film.</b></p>	<p><b>Topic: ADVERTISING</b></p> <p><b>Content covered, including knowledge and skills.</b>                      Students learn audience segmentation to a greater depth than in Y7. Students look at USP and value proposition applying their knowledge and understanding of advertising to a brief. Skills of reading briefs and noticing client requirements alongside developing original ideas for an existing product alongside the technical skill of product photography and writing slogans.</p> <p><b>Links to prior learning.</b>                      Links and development of visual and technical aspects of media and audience looking further into each area.</p> <p><b>Links to British Values, SMSC and work-related learning</b>                      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?</p>
Autumn 2			

	the UK and how this contributes to the economy.		
Spring 1	<p><b>Topic: DIVERSITY IN THE INDUSTRY</b></p> <p><b>Content covered, including knowledge and skills.</b>          We investigate 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 and representations in these groups?          How are characters casted and is diversity considered?          Students will then have the opportunity to cast characters to a game considering representations of a diverse society.</p> <p><b>Links to prior learning.</b>          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><b>Links to British Values, SMSC and work-related learning</b>          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.          Social/BV: looking at individual liberty of influencers</p>	<p><b>Topic: MURDR MYSTERY CROSS SUBJECT PROJECT</b></p> <p><b>Content covered, including knowledge and skills.</b>          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><b>Links to prior learning.</b>          Link to Representation of stereotypes          Links to Audience and uses and gratification theory- escapism.</p> <p><b>Links to British Values, SMSC and work-related learning</b>          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><b>Topic: THE HIGHS AND LOWS OF SOCIAL MEDIA</b></p> <p><b>Content covered, including knowledge and skills.</b>          We investigate the history of social media and the different platforms. Looking at the benefits and negatives for individuals and businesses. Students will consider their own use of social media and the how it effects self-esteem and self-confidence. We will look at what's represented in SM vs reality and the subliminal messages we receive. Students will then repurpose their advertising brief to cross promote their product from their advertising using online compatibility.</p> <p><b>Links to prior learning.</b>          How people and individuals are represented, self representation. Target audiences and how social media producers target the segmentation of society.</p> <p><b>Links to British Values, SMSC and work-related learning</b>          Social: how does social media impact communication between individuals or groups.          Moral: is social media showing good moral values and how do we filter the messages we are given. What responsibility do the SM platforms have for what's being communicated?          Cultural: is a diverse culture being represented or are some in the minority</p>
Spring 2			

		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><b>Topic: ANIMATION</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will investigate the history of animation and how it has progressed to what we see today. Experiencing the stop motion animation through learning about sequencing, storyboarding and character design</p>	<p><b>Topic: TV AND FILM MARKETING</b></p> <p><b>Content covered, including knowledge and skills.</b> Plan and Create a Film Poster using the visual and technical aspects /representation/ audience areas that have been learnt. Technical codes, Visual codes, Genre, Narrative Rep- stereotypes, under and mis represented Audience- U&amp;G Contexts- historical, cultural, political, Skills learnt using software for both layout and photography</p>	<p><b>Topic: ADVERTISING AND MARKETING</b></p> <p><b>Content covered, including knowledge and skills.</b> 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><b>Links to prior learning.</b> Links to own consumption of animation. Basis for y8 work on characters and moving image.</p> <p><b>Links to British Values, SMSC and work-related learning</b></p> <p>Spiritual: using imagination for character design Social: working in groups to share equipment, supporting others work Cultural: representation of a culture for the character</p>	<p><b>Links to prior learning.</b> 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><b>Links to British Values, SMSC and work-related learning</b> 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><b>Links to prior learning.</b> Exploring how the theatrical framework applies to advertising and marketing. How conglomerates are commercial industries. Links to genres, audiences and their interactions U&amp;G. Representation of individuals and groups.</p> <p><b>Links to British Values, SMSC and work-related learning</b> 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.**