




YEAR 10 Autumn 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Introduction to 4 pillars of Media

Curriculum Intent	<p>In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality media texts in order to develop their inference and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society.</p> <p>In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none">• skills of enquiry, critical thinking, decision-making and analysis• acquisition knowledge and understanding of a range of important media issues• development of an appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics• an understanding and application of specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues• an appreciation how theoretical understanding supports practice and practice supports theoretical understanding• development of practical skills by providing opportunities for creative media production
Skills/National Curriculum Links	
Cross Curricular Links	<p>SMSC: Individual liberty, mutual respect and tolerance are represented by the choice of texts within the unit and taught explicitly in some of the topics covered.</p> <p>PSHE/British Values:</p> <p>Literacy: Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver.</p> <p>Numeracy: n/a</p> <p>Skills Builder:</p>
Becoming future ready	<p>Personal Skills: communication, problem-solving, imagination.</p> <p>Careers/Employability: exposure to advertising and music industry.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
QFT/SEND Provision	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Understand key media terminology.• Understand media language and representation.

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> Understand audience and industry. Develop practical and creative skills. <p>Key Vocabulary:</p>  <p>Subject specific vocabulary GCSE Mec</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

Year 10

Overview for term one



Weeks 1-7

Introduction to all four areas of the theoretical framework, through analysis and short-term practical projects, followed by a practical project on Music CD covers, focusing on Media language and Media representations.

Week	Topic	Specification reference
1 – 2	<p>Media language and representation</p> <ul style="list-style-type: none"> Basic media language terminology in use in a music video – shot sizes, camera angles, edits. Representation as ‘re-presentation or reality’: How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. Stereotypes and how they become established. <p>Marked Response: “How has Kerrang magazine tried to use codes and conventions to appeal to their target audience?”</p>	<p>Media language: Forms of media language</p> <p>Media representations: Re-presentation Stereotypes</p>
3 – 4	<p>Introduction to industries and audiences:</p> <p>Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret the music video analysed previously.</p> <p>The music industry as a commercial industry; with independent and major companies, targeting niche and mass audiences and looking at finance involved in the music industry (potential budgets and incomes). Could mention piracy and threats to the profitability of the music industry.</p> <p>Practical response: Design a poster or home page of a website re-positioning a current artist for a new audience.</p>	<p>Media representations: Choice of media producers</p> <p>Media language: Codes and conventions</p>

5 – 7	<p>Music CD covers – analysis and production:</p> <p>Use a range of CD covers; look at the whole set to establish conventions. Why are these conventions used? Use of images that embody stereotypes, and the problems and usefulness of these.</p> <p>Analyse a CD cover together as a class, students to extend the analysis individually. Introduce terms connotation and denotation.</p> <p>Marked Response:</p> <p>Create a new CD cover for an already established artist (Stormzy). Can use found images for this task but must consider the potential representations within the chosen image. They will also evaluate their product..</p>	<p>Media representations: Stereotypes</p> <p>Media language: Forms of Media Language</p>
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