




YEAR 10 Autumn 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Advertising and NEA practice

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 8-15

Study Advertising and marketing CSPs (Close study products) and other print marketing products. Start mock NEA project, using sample Brief Five: Print adverts for watches, to develop students' technical skills and to introduce the overall approach to NEA. Will also help to consolidate learning about advertising and marketing by engaging with it through practical work.

CSPs Advertising and marketing (targeted, focusing on Media language and Media representations)

Week	Topic	Specification reference
8 – 11	<p>Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations):</p> <ul style="list-style-type: none"> television advertisement for Galaxy NHS Blood and Transplant online campaign video OMO Print advert from <i>Woman's Own</i> magazine. <p>Introduce terms code, anchorage, sign, icon and symbol.</p> <p>Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to how developments in technology impact on content.</p> <p>Analyse representation and use of stereotypes.</p> <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet.</p> <p>Assessment questions: Television advertisement for Galaxy.</p> <p>How is media language used to persuade consumers to buy the product?</p> <p>Assessment Question: OMO Print advert from <i>Woman's Own</i> magazine.</p> <p>How did social and cultural contexts influence the way people understood advertisements in the 1950s?</p>	<p>Media language: Forms of media language Theories of narrative Technology and media products</p> <p>Media representations: Choice of media producers Representations of reality Stereotypes Reflection of contexts</p>

12	Plan adverts and write statement of intent (watch adverts)	
13	Take photographs for adverts, 3 x narrative photographs, pack/product shots.	
14	Create first advert.	
15	Create second and third advert.	