

 **Alcester Academy Curriculum Planning: Key Stage 4 (Year 10)**

Department: Media		Year Group: 10					
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1 & Autumn 2	Component 2 Section A: TV Comedy – Friends and IT Crowd	<p>AO1- develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products and processes</p> <p>AO2- Analyse media products using the framework of media, including in relation to their</p>	<p>Understanding television comedy production and distribution;</p> <p>Understanding how companies and corporations communicate meaning through construct of character and storyline;</p> <p>Theories key to television;</p> <p>Developing an understanding of how the media portray issues, events, gender and social groups according to their own ideologies;</p> <p>Understand how and why particular social</p>	<p>Building on: Previous knowledge of key terminology & theories that are relevant;</p> <p>Understanding of how media constructs create meaning;</p> <p>Understanding of target audiences;</p> <p>Analysing meaning created through narrative, storyline, character and place;</p> <p>Learning to:</p> <p>Understand and utilise new theories and vocabulary specific to TV module;</p> <p>Understand the concept of sitcom;</p> <p>Understand the features and conventions of sitcoms;</p>	<p>Numeracy-: planning and structuring answers SMSC: Thinking and discussing personal identity in relation to characters within the series; discussing issues such as class and gender raised;</p> <p>Literacy: <i>Friends – family context:</i> ATOS level 9.2. R/A 14.3 <i>Friends modern era:</i> ATOS level 10.1. R/A 15.2 <i>The IT Crowd Reign...:</i> ATOS level 10.6. R/A 15.7</p> <p>High reading ages generated by inclusion of subject terminology so discussion, learning and use of terminology is key.</p>	<p>End of Autumn 1 - Media Language extract analysis question on IT Crowd/Friends – 20 marks</p> <p>End of Autumn 2 – Industry, audience or context analysis question on IT Crowd/Friends - 10 marks</p>	<p>Key generic vocabulary: Blumler & Katz theory; uses and gratifications; active audience; passive audience; global; diversion; surveillance; personal identity; personal relationships; tropes; title sequence; representation; mise-en-scene; narrative focus; Todorov & Propp; character type; funding models; Public Service; commercial; subscription; watershed; exhibition; streaming; conglomerate; location; parent company; distribution; production;</p>

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		contexts, to make judgements and draw conclusions	groups are represented; Theoretical perspectives on gender and representation, including feminist approaches.	Compare different sitcoms and create responses containing technical vocabulary; Understand TV Industry in detail; Understand the types of digital platforms and distributors and be able to comment on features; Understand in greater depth the regulatory element of TV.			subsidiary; syndicate; digital platform. Widgit words: Mis-en-scene; watershed; production company; subscription; digital platform; streaming; distribution; identity; Key vocabulary specific to lessons to be on slide 1; Terminology is key to this module and needs constant revisiting. Word mats will be used for longer responses
Spring 1	Revision for mocks Component 1 Section B: The Archers	AO1- develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products	Analysing how media products construct and communicate meanings and generate intended responses and interpretations. Use of relevant theories and subject specific terminology. Construct sustained line of reasoning which is coherent, sophisticated and detailed within	Building on: Relevant terminology and theories that can be utilised within this module; Understanding and analysis of digital platforms; Understanding of regulatory bodies; Construction of meaning through character and storyline; Different types of audience;	Numeracy: planning and structuring answers. SMSC: Discussion of moral and ethical questions covered in subject content; personal responses. Literacy: <i>Helen & Rob story</i> ; ATOS level 7.4. R/A 12.5 Powerpoints contain the proportion of opportunities to access	Component 1 Section B: The Archers: industry (in class) Year 10 Exams – Component 2: Sitcom and Music Videos Full Paper	Key generic vocabulary: Convergence; social context; audience; storylines; contemporary; omnibus; real time; broadcast; target audience; British Broadcasting Corporation; Public Service; OFCOM; radio regulation; coercive; Widgit words:

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		<p>and processes</p> <p>AO2- Analyse media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions</p>	<p>extended pieces of writing.</p> <p>Developing an understanding of how the media portray issues, events, gender and social groups according to their own ideologies.</p>	<p>Learning to:</p> <p>Use new terminology and theories within responses;</p> <p>Understand and use theoretical perspectives on gender and representation, including feminist approaches;</p> <p>Analyse in more depth the intentions of the media's influence over consumers;</p> <p>Exploring how media reflects the social, cultural and political contexts in which it was made – eg. Equality movements, high profile news case;</p> <p>Understand the different social groups and how some are underrepresented;</p>	<p>wider reading – these need to be read aloud and discussed within class for understanding.</p>		<p>Radio; broadcast; omnibus; target audience; storyline; format; genre; characters; regulation; funding; distribution; soap opera.</p> <p>Key vocabulary specific to lessons to be on slide 1;</p> <p>Terminology is key to this module and needs constant revisiting. Word mats will be used for longer responses.</p>
Spring 2 & Summer 1	Component 1 Section A/B: Newspapers (and their websites) – The Sun and The Guardian	<p>AO1- develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media</p>	<p>-Analysing how media products construct and communicate meanings and generate intended responses and interpretations</p> <p>- Use of relevant theories and subject specific terminology</p> <p>- Construct sustained line of reasoning which is coherent, sophisticated and detailed within</p>	<p>Building on:</p> <p>Generic vocabulary and theories that can be utilised in this module;</p> <p>Exploring how products construct meaning;</p> <p>Exploring how font, image and colour create meaning;</p> <p>Exploring how different social groups are represented;</p>	<p>Numeracy:</p> <p>Division of time for longer multiple responses; planning and structuring answers;</p> <p>SMSC:</p> <p>Discussion and personal response to reported and presented bias and opinion; empathy; interaction with issues such as discrimination</p>	<p>End of spring 1 - Component 1 Newspapers, Section A: The Sun and The Guardian – Media Language 15 marks</p> <p>End of summer 1 –</p>	<p>Key generic vocabulary:</p> <p>Representation; industry; audience; fake news; Galtung & Ruge; news values; frequency; elite persons; the unexpected; size and scale; continuity; ordinary people; uniqueness; elite nations; demand; predictability; negative</p>

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		<p>products and processes</p> <p>AO2- Analyse media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions</p>	<p>extended pieces of writing</p> <p>Developing an understanding of how the media portray issues, events, gender and social groups according to their own ideologies</p> <p>Understand how and why particular social groups are underrepresented</p> <p>Theoretical perspectives on gender and representation, including feminist approaches</p>	<p>Ability to write longer analytical responses;</p> <p>Analysing the intentions of the media's influence over consumers.</p> <p>Learning to: Understand the definition and function of newspapers;</p> <p>Understanding the targeted audiences for different newspapers;</p> <p>Understand the specific use of colour, font and image depending on newspaper;</p> <p>Understanding ownership and distribution of newspapers;</p> <p>Learn new theories and vocabulary relevant to this module;</p> <p>Further in depth study and understanding of audience classification.</p> <p>Understand the presence of fake news;</p> <p>Explore high profile news cases.</p>	<p>and presentation within the press;</p> <p>Literacy: Wider reading within this module comes from extracts/articles that are constantly updating, due to the nature of this module. There are opportunities for reading within the individual lessons and this will explore new vocabulary and theories. Oral work allows for comprehension and utilisation of new concepts and conventions.</p>	<p>Component 1 Newspapers, Section B: The Sun and The Guardian – Industry and Audience – 17 marks</p>	<p>stories; caption; standfirst; codes and conventions; trail; anchorage; splash; secondary story; byline; plug; masthead; brand identity; demographic; proprietor; editorial; digital media; blog; vlog; audience classification;</p> <p>Widgit vocabulary: Broadsheet; mid-brow tabloid; red top tabloid; bias; opinion; fact; headline; font; sales; advertising.</p> <p>Key vocabulary specific to the lesson to be on slide 1;</p> <p>This module is terminology driven so frequent revision and revisiting terms is key.</p> <p>Word mats will be used for longer analytical pieces.</p>
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<p>Summer 2</p>	<p>Component 1 Section B: Fortnite</p>	<p>AO1- develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products and processes AO2- Analyse media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions</p>	<p>Analysing how media products construct and communicate meanings and generate intended responses and interpretations - Use of relevant theories and subject specific terminology - Construct sustained line of reasoning which is coherent, sophisticated and detailed within extended pieces of writing</p> <p>Developing an understanding of how the media portray issues, events, gender and social groups according to their own ideologies</p> <p>Understand how and why particular social groups are underrepresented</p> <p>Theoretical perspectives on gender and representation, including feminist approaches</p>	<p>Building on: Knowledge of audience types and how the media target audience; How image, font and colour create meaning and impact; Ability to create more in depth analysis and exploration of presentation of conveyed messages; Vocabulary and theories previously covered and utilising them successfully within the study of gaming;</p> <p>Learning to: Understand the theory and usage of technological convergence; Understand new theories and apply when looking at games – Bartle’s Taxonomy of Gamers for example; Understand the rating system for games; Understand the institutions and regulations behind the institutions and franchises; Produce increasingly in depth and sophisticated responses</p>	<p>Numeracy: Looking at finance and figures; interpretation and utilisation of data.</p> <p>SMSC: Moral and ethical issues raised through subject matter of gaming; discussion about individual stance; understanding and appreciating the rise of gaming within society.</p> <p>Literacy: <i>2 Audience analysis article:</i> ATOS level 8.8. R/A 13.9 <i>Audience appeal:</i> ATOS level 6.8. R/A 11.9 <i>How Fortnite makes money:</i> ATOS level 10.9. R/A 16</p> <p>As with previous modules, there are many opportunities for wider reading within the module. The high reading ages are driven by the terminology needed so reading powerpoints and up to date extracts within</p>	<p>Component 1 Section B: Fortnite – Audience and Industry – 17 marks</p>	<p>Key generic vocabulary: Premium; franchise; gaming; audience; gratifications; technological; diversity; technological convergence; regulation; age ratings; PEGI system; Video Standards Council; institutions; synergy; millennials; aesthetics; rewards; narrative; Bartle’s Taxonomy of Gamers; achievers; killers; explorers; socialites; funding models; downloadable content; virtual currency; cross-media convergence;</p> <p>Widgit words: Audience; gaming; challenge; choice; rewards; merging; working together; technology; ratings; diversity; virtual currency.</p> <p>Key vocabulary for specific lessons to be on slide 1.</p>
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