

Department: <i>Media Studies</i>						Year Group: 9
Term	Topic/Subject	Assessment Objectives and Knowledge (include differentiation)	Skills (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	Introduction to Media Studies	<p><b>AO1-</b> develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products and processes</p> <p><b>AO2-</b> Analyse media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions</p> <p><b>AO3</b> Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Analysing how media products construct and communicate meanings and generate intended responses and interpretations</p> <ul style="list-style-type: none"> <li>- Use of relevant theories and subject specific terminology</li> <li>- Construct sustained line of reasoning which is coherent, sophisticated and detailed within extended pieces of writing</li> </ul>	<p>Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- planning and structuring answers</p>	<p>Analysing 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 cases.</p> <p>Applying knowledge and understanding of representations of particular events and/or groups to communicate meanings to the intended audience.</p>	Comp 3: Advert production task – based around fragrance
Autumn 2	Component 1 Section A: Advertising – This Girl Can, Quality Street and unseen	<p><b>AO3</b> Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Developing an understanding of how the media portray issues, events, gender and social groups according to their own ideologies</p> <ul style="list-style-type: none"> <li>-Develop practical and decision making skills</li> <li>-apply knowledge and understanding of media language and representation to a media production</li> <li>-use media language to express and communicate meaning to an intended audience.</li> </ul>	<p>Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- planning and structuring answers</p>	<p>Analysing 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 cases.</p>	Component 1 Section A: Adverts – This Girl Can and Quality Street Comparison question – 25 marks

			<i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>			
Spring 1	Component 1 Section A: Magazines and Film Posters – Pride, GQ and unseen/Spectre and MWTGG	<b>A01-</b> develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products and processes <b>A02-</b> Analyse media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions <b>A03</b> Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.	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	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- planning and structuring answers	Analysing the intentions of the media's influence over consumers.  Exploring how media reflects the social, cultural and political contexts in which it was made – eg. Equality movements, high profile news cases.  Applying knowledge and understanding of representations of particular events and/or groups to communicate meanings to the intended audience.	Component 3: Film Poster production task – based around spy genre
Spring 2			Developing an understanding of how the media portray issues, events, gender and social groups according to their own ideologies -Develop practical and decision making skills  -apply knowledge and understanding of media language and representation to a media production  -use media language to express and communicate meaning to an intended audience. <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning,</i>	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- planning and structuring answers	Analysing the intentions of the media's influence over consumers.  Exploring how media reflects the social, cultural and political contexts in which it was made – eg. Equality movements, high profile news cases.	

			<i>appropriate worksheets and sentence starters will be provided if required)</i>			
Summer 1	Component 2 Section B: Music Videos and Websites: Pharrell Williams, Taylor Swift and Michael Jackson	<b>A01-</b> develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products and processes <b>A02-</b> Analyse media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions <b>A03</b> Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.	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	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- planning and structuring answers	Analysing the intentions of the media's influence over consumers.  Exploring how media reflects the social, cultural and political contexts in which it was made – eg. Equality movements, high profile news cases.	Component 1: Year 9 Mock exams. Adverts and magazines assessment focus. Section A only.
Summer 2			Developing an understanding of how the media portray issues, events, gender and social groups according to their own ideologies -Develop practical and decision making skills  -apply knowledge and understanding of media language and representation to a media production  -use media language to express and communicate meaning to an intended audience. <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- planning and structuring answers	Analysing the intentions of the media's influence over consumers.  Exploring how media reflects the social, cultural and political contexts in which it was made – eg. Equality movements, high profile news cases.	Component 2 Section B: Music Videos – Pharrell Williams and Bad Blood. Comparison question – 20 marks