

 **Alcester Academy Curriculum Planning: Key Stage 4 (Year 9)**

Department: English		Year Group: 9		An Introduction to GCSE Media Studies (EDUQAS) http://www.eduqas.co.uk/qualifications/media-studies/gcse/			
Term	Topic/subject	Assessment Objectives	Knowledge	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	Introduction to Media Studies	<p>A01- develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products and processes</p> <p>A02- Analyse media products using the framework of media, including in relation to their</p>	<p>Begin to develop an understanding and application of key media terminology</p> <p>Application of relevant media terminologies in extended pieces of analysis</p> <p>Developing an understanding of set products provided by EDUQAS</p>	<p>Learning to: Understand the term media;</p> <p>Begin to question how media products construct and communicate meanings;</p> <p>Study and learn relevant theories and specific subject terminology</p> <p>Start to question how the media portrays issues such as gender and social groups;</p> <p>Identify own ideologies and understanding of how media influences oneself.</p>	<p>Numeracy: planning and structuring pieces; analysis of percentages and currency</p> <p>SMSC:- Personal response to social issues such as sexism and racism; discussion of own ideologies and listening to other points of view;</p> <p>Literacy: <i>Talk cards:</i> ATOS level 6.8. R/A 12.9</p> <p><i>Fragrance project:</i> ATOS level 9.5. R/A 14.6</p> <p><i>Assessment task:</i> ATOS level 12. R/A 17 (Subject specific terminology driving high ATOS level)</p>	Comp 3: Advert production task – based around fragrance	<p>This module relies on understanding of terminology specific to this subject and much of this needs to be constantly revisited for understanding. The terminology has elevated the reading levels.</p> <p>Key vocabulary: audience, industry, representation, media language; Semiotics Connotation Denotation Mise en scene; Representation; Camera</p> <p>angles;Blumler and Katz; signifier; signified; media consumption; colour palettes; camera angles;</p> <p>Widgit words:</p>

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		contexts, to make judgements and draw conclusions					Media; construct; communication; adverts; representation; audience; industry; production Key specific vocabulary to be added to slide 1 Focus on understanding, learning and using key terminology.
Autumn 2	Component 1 – This Girl Can, Quality Street and unseen	A01- develop knowledge and understanding of: The theoretical framework of media and contexts of media and their influence on media products and processes A02- Analyse	Developing an understanding of set products provided by EDUQAS Developing comparison skills of a seen set product to an unseen product	Building on: Understanding of constructs of media and how it communicates to an audience; Utilisation of specific terminology; Constructing individual responses to media products . Learning to: Understand how adverts are constructed for meaning; Understanding how advertising has changed over time;	Numeracy: Planning and structuring pieces; analysis of percentages and currency. SMSC-: Personal response to issues raised such as gender, race and cultural representation; Literacy: <i>Five ways to be modern woman:</i> ATOS level 5.7. R/A 10.8 <i>Quality Street history:</i> ATOS level 10.5. R/A 15.6	Component 1 Section A: Adverts – This Girl Can and Quality Street Comparison question – 25 marks Compare the representation of ____ in the ____ front cover/ film poster / advertisement and the ____ front cover/ film poster/ advertisement	This module relies on learning of key terminology that needs revisiting frequently to check for understanding. Key generic vocabulary: Representation; audience; context; industry; Blumler and Katz; Laura Mulvey; male gaze; social change; construct; gender; encoding; decoding; setting; props; visual code; anchorage; mode of address.

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		<p>media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions</p> <p>A03 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>		<p>Develop comparison skills: study of two additional, contrasting products from the set products;</p> <p>Develop analytical skills and explore a range of representations to support analysis of representation issues highlighted in set products;</p> <p>Understand how advertising reflects social change;</p>			<p>Widgit words: Adverts, magazines, print adverts; circulation; font; image; layout; caption; slogan; tagline.</p> <p>Slide 1 of each lesson to contain specific vocabulary;</p> <p>Word banks and knowledge organisers for longer pieces of writing.</p>
Spring 1 & Spring 2	Component 1 Section A: Magazines and Film posters ; Pride, GQ and unseen/spect	A01- develop knowledge and understanding of: The theoretical framework	Key aspects of media industries; Film, newspaper, radio and television.	<p>Building on: Acquisition of key vocabulary and how to apply to media products;</p> <p>Skills of exploring print adverts with the focus on construction of meaning;</p>	<p>Numeracy-: planning and structuring answers SMSC - Discussion of moral and ethical issues raised through study of magazines and film posters; individual ideas</p>	End of Spring 1 - Component 3: Film Poster production task – based around spy genre	<p>Additional key generic vocabulary: Convergent; Propp's Theory; Stuart Hall reception theory; stereotypes; visual codes; encoding; decoding; anchorage; mode of address;</p>

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	<p>re and MWTGG</p>	<p>of media and contexts of media and their influence on media products and processes A02- Analyse media products using the framework of media, including in relation to their contexts, to make judgements and draw conclusions A03 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to</p>		<p>Understanding the representation of colour, image and font to build meaning;</p> <p>Learning to: Take the skills developed investigating print adverts and use with magazines and film posters;</p> <p>Understanding of media production, including large organisations;</p> <p>Develop understanding of the importance of different funding models, including government-funding, non profit organisations and commercial models;</p> <p>Developing understanding of social, cultural, political significance of media products;</p> <p>New theories to understand themes and issues the products address, the fulfilment of needs and desires; the functions they serve in everyday life and society.</p>	<p>about how society constructs these;</p> <p>Literacy: <i>Be a man</i> – ATOS level 11.3. R/A 16.4 <i>GQ Exam text:</i> ATOS level 7.8. R/A. 12.9</p> <p><i>Scavenger hunt;</i> ATOS level 6.1. R/A 11.2</p> <p><i>Pride analysis sheet:</i> ATOS level 10.8. R/A. 15.9</p>	<p>End of Spring 2 - Component 1 Section B: Spectre industry Stepped questions – 17 marks</p>	<p>Additional widget words: Film poster; production; audience; consumption;</p> <p>Key vocabulary to be on slide 1 of each lesson;</p> <p>Word banks and widget vocabulary can be built into each module as specific vocabulary becomes utilised more frequently;</p> <p>Discussion of ideas is key with this subject and will allow for consistent revisiting of key concepts for understanding.</p>
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Summer 1 & 2	Component 2 Section B: Music Videos and Websites: Pharrell Williams, Taylor Swift and TLC	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	Gaining a deeper knowledge of representation, as well as extending their appreciation of these areas through the study of media industries and audiences	<p>Building on: Specific terminology already covered and increasingly using within written responses;</p> <p>Codes and construction that create meaning with the audience;</p> <p>Wide use of social media to promote products;</p> <p>Theories that relate to study of music videos and websites;</p> <p>Learning to: Understand the music production industry;</p> <p>Understand the ways musicians utilised multi social media platforms;</p> <p>Investigating philanthropic intentions within music industry artists;</p> <p>Begin to investigate marketing methods used to promote musicians;</p>	<p>Numeracy: Analysis of fractions, currency and percentages SMSC : Personal responses to stereotypes, racism and sexism; discussion based on moral messages conveyed within music videos</p> <p>Literacy: <i>History of music videos:</i> ATOS level 10.7. R/A 15.8</p> <p>More extracts to be included – reading will include current articles relating to the music industry and artists.</p>	<p>Summer 1 Component 1: Year 9 Mock exams. Adverts and magazines assessment focus. Section A only</p> <p>Summer 2 – Component 2 Section B: Music Videos – Pharrell Williams and Bad Blood. Comparison question – 20 marks</p>	<p>Key generic vocabulary: Videos; websites; artists; studios; persona; establishing shot; intertextuality; cultural and social context; signifies; lighting; body language; costume; genre; categories;</p> <p>Widgit words: Artists; representation; persona; videos; promotion; multi media; body language; costume; genre.</p> <p>Key specific vocabulary to be added to slide 1 of each lesson. Revisiting of key subject terminology; Knowledge organisers and word mats for longer writing tasks.</p>

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		and draw conclusions A03 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.		Increase sophistication and depth of responses using subject specific terminology.			
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