

# Ian Ramsey CE Academy: **MEDIA STUDIES** Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now. <i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i> GCSE Media Studies enables pupils to develop and demonstrate skills of enquiry, critical thinking, decision-making and analysis. Our aim over, 2 years, is to teach pupils to acquire knowledge and understanding of a range of media issues, develop critical understanding of the media and its role in society, both currently and historically and to be able to respond to questions relating to the media landscape confidently and fluently in a critical manner. The course also has a practical element, whereby pupils are required to create their own media products. We develop pupils culturally, emotionally, intellectually, spiritually, and socially through encouraging them to think critically and openly. Media Studies is complemented by pupils' core study of English Language and Literature; therefore, pupils learn to acquire knowledge and build on what they already know from this.						How we teach the curriculum <i>How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it is being taught this way.</i>	What we expect from the curriculum <i>How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?</i>
Setting		Designing		Planning		Delivering		
Year 10 and Year 11	<b>What: Intro to Media Theoretical Framework</b> <b>What:</b> <ul style="list-style-type: none"> <li>An introduction to GCSE</li> <li>An introduction to the four areas of the theoretical framework – Media Language, Media Representations, Media Audiences and Media Industries.</li> <li>Pupils will focus on Media Language and Representation, beginning with the study of online, social, and participatory media.</li> </ul>	<b>What: Newspapers and Magazines</b> <b>What:</b> <ul style="list-style-type: none"> <li>The study of newspapers and magazines, with a focus on the language used in these mediums and representations that are created.</li> <li>The study of newspapers and magazines, utilising semiotic analysis explored during the previous term.</li> </ul>	<b>What: Music Videos</b> <b>What:</b> <ul style="list-style-type: none"> <li>Pupils explore music videos, with a focus on music industries and reactions and responses from a variety of different audiences.</li> <li>Comparisons between music videos and the landscape in which they are a part of.</li> </ul>	<b>What: Television Shows</b> <b>What:</b> <ul style="list-style-type: none"> <li>Pupils are introduced to the second part of the exam, where they are required to analyse a screening of an extract from the television close study product.</li> </ul>	<b>What: NEA: Planning and Research</b> <b>What:</b> <ul style="list-style-type: none"> <li>Researching and planning of their own media product, utilising their understanding the conventions for different media platforms, and the theoretical frameworks.</li> <li>Ongoing monitoring of research and planning - pupils will be expected to present an informal 20-minute discussion and PowerPoint presentation on their product intent.</li> </ul>	<b>What: NEA: Creation of Media Product</b> <b>What:</b> <ul style="list-style-type: none"> <li>Creating their own media products promotes pupil creativity and independence by allowing them to consider the areas of the framework they have studied and put them into practice.</li> </ul>	Delivery of lessons is underpinned by an enquiry-based approach to learning to support deep thinking, knowledge and understanding. This helps embed subject knowledge and develop metacognition and group work skills to develop resilience. This enables retrieval, interleaving of teaching to identify the key skills and how to apply them to all texts and writing styles.  The theoretical framework covers the codes and conventions of media products and forms – how they look, how they work and why they are the way that they are. It covers such elements as narrative, genre, semiotics, intertextuality, and the creation of meaning – what is denoted and connoted – with explicit links made the English skills to develop reading and analysis.  Understanding media language requires pupils to balance theoretical knowledge with practical experience and will generally underpin the exploration of most products covered.	
	<b>Why now:</b> In a world of social media platforms, digital and online and video games. Beginning with this medium encourage focus and engagement with the course from the outset.	<b>Why now:</b> Pupils will begin to draw different connections and comparisons between the mediums they have studied thus far.	<b>Why now:</b> pupils will be introduced to a new type of medium through the analysis of music videos and the representations that are created.	<b>Why now:</b> At this stage, pupils are sufficiently equipped with the knowledge and confidence to begin their analysis of the close study product.	<b>Why now:</b> Pupils should have the confidence, knowledge, and ability to commence the planning of their own media products.	<b>Why now:</b> Application and construction of their own media product based on the knowledge and skills studied over the course of the year.	Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.  <b>Formative Assessment</b> This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"> <li>Questioning</li> <li>Effective teacher feedback (written and verbal)</li> <li>Peer feedback</li> <li>Pupil self-assessment</li> </ul> <b>Summative Assessment</b> This is also used at key points in each year to evaluation pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.	
	<b>What: Film Industries and Radio</b> <b>What:</b> <ul style="list-style-type: none"> <li>Pupils explore film and radio, with a focus on industries and reactions and responses from a variety of different audiences, as well as targeting strategies used by the industry and social, cultural, and political significance.</li> </ul>	<b>What: Online, social, and participatory media and video games</b> <b>What:</b> <ul style="list-style-type: none"> <li>Pupils explore online, social, and participatory media and video games, with a focus on industries and reactions and responses from a variety of different audiences, as well as targeting strategies used by the industry and social, cultural, and political significance.</li> </ul>	<b>What: Advertising and Marketing</b> <b>What:</b> <ul style="list-style-type: none"> <li>Pupils explore advertising and marketing, with a focus on media language and representations.</li> </ul>	<b>What: Newspapers</b> <b>What:</b> <ul style="list-style-type: none"> <li>Pupils can be assessed on area of the framework and focuses on online, social, and participatory media and video games, as well as newspapers, in more depth. Pupils must answer short, medium, and extended response questions, assessing depth of knowledge, and understanding.</li> </ul>	<b>What: Revision</b> <b>What:</b> <p><b>Pupils use this time to revisit the key areas for improvement ahead of their examinations.</b></p> <p><b>Pupils will benefit from the transferable skills developed across the two years to support their revision and preparation for their examinations.</b></p>			
	<b>Why now:</b> Building on their theoretical study on TV shows pupils study of film and radio links them naturally, helping to promote their understanding of the relationship between audio-visual mediums.	<b>Why now:</b> The study of video games maintains the focus of audio-visual media, which pupils have been completing in the previous half-term and promotes fluidity and pupil understanding.	<b>Why now:</b> Having studied a wide range of different mediums, the inclusion of advertising and marketing allows pupils to make comparisons between the mediums studied.	<b>Why now:</b> Before they can respond to longer, essay-style questions, pupils must have the depth of knowledge, therefore, this allows for the culmination of all learning to be applied.				

