



NOTTINGHAM GIRLS' ACADEMY

Media Curriculum

Purpose of Study

Media has very close links with English, especially in terms of communication, ideas and critical thinking. Students are taught to interpret media in all its forms, understand its development and crucially, examine how media defines our place in the world through the mass communication platforms studied. We look at the importance of the media and its pervasive effect in modern society, especially in terms of ideology.

Modern, up to date knowledge is acquired via the study of modern texts; students explore the relevance of texts and how messages are communicated to an audience. Such exploration allows the deciphering and decoding of cultural, socio- political and ideological messages and values, an essential skill in a C21st world which is driven by the media, digital communication and the visual image.

Media is a truly contemporary subject which is relevant to all our pupils' lives. The media saturates everything we do in the developed world in the 21st Century. Giving pupils the tools to analyse and critique the media affords them the chance to see the ways in which the media pervades their lives and ultimately empowers them to evaluate and decide on their own perspective.

Aims

The overarching aim for Media at NGA is to promote high standards in our pupils' understanding of the media and how various platforms shape our perceptions of the world via viewpoints, representations and messages. Students learn to interpret the world as presented via the media, we aim to discuss and analyse the ways in which the media communicates universally, via film, posters, newspapers, magazines, advertising, TV drama and websites, all of which illuminate various ideologies and explore cultural expression and representation. During their study of Media, pupils are encouraged to:

- hone and demonstrate their skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important and contemporary media issues
- develop an appreciation and a critical understanding of the media: currently, historically, culturally and politically
- learn and apply a specialised register based on specific media based terms, used to analyse and compare media products
- explore the significance of contexts in which products are produced and consumed
- make informed and substantiated judgements, in order to draw conclusions about the impact of the products studied
- appreciate how theoretical understanding supports and enlightens practice and vice versa
- develop practical skills by providing opportunities for creative media production

Curriculum-at-a-Glance: Media

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---------|------------------------------------|--|--------------------|------------------------------|-----------------------------|-----------------------------------|
| Year 10 | Introduction: analysis and theory. | Advertising and Marketing. | Crime Drama: genre | Crime Drama: industry issues | NEA: Introduction to Briefs | Practical Production /Submission. |
| Year 11 | Video Games | Music industry /videos. | Radio | Newspapers | | |
| Year 12 | American Mainstream Film | Classic Hollywood (1930-1960) Vertigo | British Film/SotD | Production | Exam Practice | |
| Year 13 | | | | | | |

Medium Term Plan: Media

Year 10 Media

Knowledge, Qualifications and Assessment

What pupils will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

| Unit Title | Periods | Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i> | Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i> | Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|--|----------------|---|---|---|
| <i>Introduction to Practical Work Component 1 Section A: AO1 / AO2</i> | | Analysis – written. <ul style="list-style-type: none"> Advertising: Quality Street Analysis: This Girl Can Comparative analysis, other products <ul style="list-style-type: none"> Bond poster | What is media? Theoretical framework Practical assignment, briefs, ideas Advertising and marketing, appeal, analysis Advertising and marketing, appeal, analysis How to compare products How to plan/draft an advert Film marketing analysis | Starting point. |
| <i>Advertising and Marketing AO1 /AO2</i> | | <ul style="list-style-type: none"> Analysis – written. <i>Exam focus-advertising and marketing</i> <i>Component 1 Section B: Film industry and Spectre</i> <i>Film audience & marketing: Spectre poster</i> <i>Component 1 Section A: Magazines GQ (ML, gender reps, ethnicity)</i> | Exam focus-advertising and marketing Film industry info and Key film product Appealing to a key audience, key conventions Magazine conventions, representation issues Compare magazines with others How to plan a magazine to appeal to audience | Recap |

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|---|--|--|--|--|
| | | <ul style="list-style-type: none"> • <i>Pride (ML, gender reps, ethnicity)</i> • <i>Comparative analysis other products</i> • <i>Exam focus: practical draft magazine work</i> • | | |
| <p><i>Component 2: Crime Drama Luther / Sweeney</i></p> <p><i>AO1 / AO2</i></p> | | <p>Analysis – written. TV genre, introduction Analysis of full length episode-key codes Key sequences-media language Representations-gender, ethnicity etc Contexts/full length product</p> <p>-----</p> <p>Exam focus practical task storyboarding a sequence</p> | <p>Genre introduction, genre conventions Viewing of full episode, key genre codes, viewing pleasure Specific elements of media language within sequences Analysis of representations within sequences Exploration of relevant contexts in relation to full length episode Exam focus-media language/representations, practical task storyboarding a TV sequence</p> | |
| <p><i>Component 2: Luther / Sweeney</i></p> <p><i>AO1 /AO2</i></p> | | <p>Industry issues Audience issues Intro to second product: 10 minute sequence, comparison Comparison Revision-Component 1A &2A</p> | <p>In relation to full length episode Viewing 10 minutes sequence, comparison of media language and representations Detailed comparison - contexts, audience, industry Revision/exam practise</p> | |
| <p><i>Component 3: NEA Introduction to Briefs / Practical Prep.</i></p> <p><i>AO3</i></p> | | <p>Research-similar products Research-target audience, research Research & planning-pitch, ideas Planning-storyboarding, scripting etc Planning-shooting, cast, crew etc</p> | <p>Introduction to briefs, initial ideas, research Analyse similar products, refresher training on equipment Target audience, secondary research</p> | |

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| | | | <i>Draft of initial ideas, pitch concept, treatment</i> <i>Storyboard, scripting, layout designs etc</i> <i>Shooting schedule, planning of resources etc</i> | |
| <i>Production.</i> <i>A03</i> | | <i>Submission of final product.</i> | <i>Filming, photographing, constructing layout, copywriting</i> <i>Editing, constructing design – teacher review</i> <i>Re-shoot/re-drafting as necessary</i> | |

Qualities

During Year 10, pupils will have opportunities to develop the following BUILD qualities:

| <i>BUILD Quality</i> | <i>How the Year 10 Media curriculum contributes to developing this quality:</i> |
|-----------------------------|--|
| <i>Respect</i> | |
| <i>Kindness</i> | |
| <i>Tolerance</i> | |
| <i>Resilience</i> | |
| <i>Creativity</i> | |
| <i>Positivity</i> | |
| <i>Integrity</i> | |
| <i>Aspiration</i> | |
| <i>Empathy</i> | |

Skills

During Year 10, pupils will have opportunities to develop the following wider skills:

| <i>Skill Area</i> | <i>How the Year 10 Media curriculum contributes to developing this skill area:</i> |
|--|---|
| <i>Literacy & Numeracy</i> | |
| <i>Communication</i> | |
| <i>Problem Solving</i> | |
| <i>Leadership</i> | |
| <i>Collaboration</i> | |
| <i>Metacognition</i> | |
| <i>Physical, Practical and Technical</i> | |
| <i>Digital Literacy</i> | |

Year 11 Media

Knowledge, Qualifications and Assessment

What pupils will study during Year 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

| Unit Title | Periods | Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i> | Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i> | Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i> |
|--|----------------|--|--|---|
| Component 1 Section B Video games | | Pokemon: industry Music videos: gender Analysis | Video games introduction-what and why. Industry-why? Relevance of Pokemon Go Audience appeal of Pokemon Go Overview of music video and online media links Taylor Swift/Katy Perry media language and representation Context of contemporary music videos and audience | |
| <i>Analysis contemporary video 2, ML & representation of ethnicity</i> | | Analysis / comparison of music videos | Bruno Mars/Pharrell Williams ML and representations Michael Jackson music video analysis Comparisons of videos considering ML and representations Taylor Swift/Katy Perry Taylor Swift/Katy Perry Bruno Mars/Pharrell Williams Bruno Mars/Pharrell Williams | |
| <i>Exam focus-music, industry & audience</i> Component 1 Section B: <i>Radio industry &The Archers, evolving media product</i> | | Exam focus: radio | Radio industry – BBC, PSB and how they have evolved Target audience, global audience, responses, fandom Radio exam questions | |

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|---|--|--|---|--|
| <p><i>Component 1 Section A: Newspapers intro Analysis The Guardian ML & rep</i></p> | | | <p><i>Newspapers conventions and overview The Guardian media language and representations</i></p> | |
| <p><i>Analysis The Sun ML & rep Comparative analysis with other products Component 1 Section B: Industry & The Sun Audience & The Sun</i></p> | | <p><i>Exam focus: newspapers.</i></p> | <p><i>The Sun media language and representations Comparing the newspapers with others Ownership, context, political leanings etc Target audience, readership, responses Newspapers-set product and comparison with unseen.</i></p> | |
| <p><i>Revision</i></p> | | | | |
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Qualities

During Year 11, pupils will have opportunities to develop the following BUILD qualities:

| <i>BUILD Quality</i> | <i>How the Year 7 Media curriculum contributes to developing this quality:</i> |
|-----------------------------|---|
| <i>Respect</i> | |
| <i>Kindness</i> | |
| <i>Tolerance</i> | |
| <i>Resilience</i> | |
| <i>Creativity</i> | |
| <i>Positivity</i> | |
| <i>Integrity</i> | |
| <i>Aspiration</i> | |
| <i>Empathy</i> | |

Skills

During Year 11, pupils will have opportunities to develop the following wider skills:

| <i>Skill Area</i> | <i>How the Year 10 Media curriculum contributes to developing this skill area:</i> |
|--|---|
| <i>Literacy & Numeracy</i> | |
| <i>Communication</i> | |
| <i>Problem Solving</i> | |
| <i>Leadership</i> | |
| <i>Collaboration</i> | |
| <i>Metacognition</i> | |
| <i>Physical, Practical and Technical</i> | |
| <i>Digital Literacy</i> | |

Qualities

During Year 12, pupils will have opportunities to develop the following BUILD qualities:

| BUILD Quality | How the Year 7 Media curriculum contributes to developing this quality: |
|----------------------|--|
| <i>Respect</i> | |
| <i>Kindness</i> | |
| <i>Tolerance</i> | |
| <i>Resilience</i> | |
| <i>Creativity</i> | |
| <i>Positivity</i> | |
| <i>Integrity</i> | |
| <i>Aspiration</i> | |
| <i>Empathy</i> | |

Skills

During Year 12, pupils will have opportunities to develop the following wider skills:

| Skill Area | How the Year 10 Media curriculum contributes to developing this skill area: |
|--|--|
| <i>Literacy & Numeracy</i> | |
| <i>Communication</i> | |
| <i>Problem Solving</i> | |
| <i>Leadership</i> | |
| <i>Collaboration</i> | |
| <i>Metacognition</i> | |
| <i>Physical, Practical and Technical</i> | |
| <i>Digital Literacy</i> | |

