Media – Key Stage 3

> **Intent:**
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> The media plays a central role in society, culture and politics, and at The Featherstone Academy we want to empower our students to be able to navigate the influence it has over their lives. We study a variety of texts, some produced within the last year and others that date back to the early 1900s. This allows students to explore social, political and technological changes, enhancing their ability to empathise with various viewpoints and perspectives. Our Media Studies curriculum allows students to explore the ways media shapes and influences our perception of the world. We expose them to challenging issues and guide them to be critical consumers of the media who are able to form their own interpretations of texts. The Media Studies curriculum also aims to teach students about media industries and how media institutions are largely profit driven. This impacts how media language is used to construct representations that maximise audiences and consequently increase profits. Our Contextual Curriculum in Key Stage 3 also gives our students the opportunity to study the media within the contexts of their own lives, exploring the representation of key historical and contemporary cultural events, developing the cultural capital of students. Our students are also provided with the opportunity to develop their practical skills and to produce their own media texts. The study of Media at The Featherstone Academy will develop students' skills in communication, analysis, evaluation and creativity, all of which are necessary in the modern working world. Ultimately, we want to develop empathetic and engaged citizens.

Implementation:

Year 7: In year 7, pupils will be introduced to different genres of media to develop an understanding of the media as something that is constructed and serves as the lens through which we view the world. Pupils will also be introduced to key terms in the study of media, and the codes and conventions of different mediums. They will also explore the ways the producers of media texts use language to appeal to their audience, and to create meaning. Pupils will also have the opportunity to develop computing skills and create their own Media product.

Year 8: In year 8 Media forms part of the Contextual Curriculum and is an opportunity for students to study the media within the context in which they use it. They will begin to explore the power of the media and the way the media can influence and manipulate audiences.

Year 9: In year 9, prior knowledge is built on as they begin to analyse Media texts as an introduction to skills that will be relevant at GCSE, focusing audiences, representation, media language, industries and context. They will explore a variety of different texts and will be introduced to some media theory, such as feminist theory, the Uses and Gratifications theory, and Propp's character types.

Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	Introduction to Media Studies Film Posters	Genre Conventions Camera angles Iconography Connotations of colours Using power point Snipping tool Using transparent backgrounds	Effects of camera angles and shots in film trailer Create a film poster Knowledge Test	Conflict – newspapers Conflict – Media Manipulation Social Justice – Social Media	Conventions of tabloids and broadsheet newspapers Identifying bias Effects of media language Bias and manipulation Propaganda techniques used by Nazis and the British in WW2 Modern day propaganda – Trump, Brexit Thought germs Click bait Algorithms Representation of social issues in the media – racism, homophobia Polarisation	Create a newspaper front page Create a poster celebrating British pride Analysis of techniques used in Nazi propaganda Create a guide to using the internet for information	Radio Film Print Adverts	Differences between public and commercial radio Exploration of different types of radio programmes Target audience Conventions of commercial radio programme Camera angles and shots Representations created Codes and conventions Importance of context in advertising Representation of gender roles in 1950s Representation of gender roles in 2020s Media language used to create representations Images, written text, layout	Create a radio show segment including one advert Analysis of mise en scene Essay comparing the representation of gender in two print adverts

Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 2	Magazines	Conventions of a magazine front cover Target Audience Language devices – alliteration, superlatives, rhetorical questions, direct address Connotations of words	Create a magazine front cover	Social Justice – Women in the Media	Stereotyping in film Use of dialogue, costume, props, set, positioning, expression to create representation in film #metoo movement	Create a movie poster which challenges gender stereotypes Analysis of the representation of a female character in film.	Television Soaps & Drama	Conventions of soap operas Contexts reflected in the themes and ideas explored The BBC as an institution Comparison of ITV and BBC – public and commercial broadcasters	Write a script for a scene in a soap opera
	Video Games	Features of modern video games How video games appeal to their target audience How to design a web page for a new online video game	Design your own video game and create a website	Power – Media Ownership	What is a media conglomerate? Difference between studio and independent films Research the size and power of Disney as a conglomerate Advantages and disadvantages	Presentation on the advantages and disadvantages of multi media conglomerates.	Gaming	How video gaming has changed over time Genres Why is video gaming so popular? How video games appeal to Bartle's player types PSHE KS2 / KS3: A career as a games artist - BBC Teach	Analysis of the websites for video games and how they appeal to Bartle's player types.
Term 3	News Media	Features of a Television News report Language used in a news report News Values	Produce and create a TV News Report	Power – State control and the media	Phone hacking scandal and the Leveson enquiry Free press Princes and the Press Cambridge analytica/ Brexit/ Trump – is it affecting democracy?	Research project Knowledge test	Music Videos	How do artists use music videos to appeal to their target audience? How do they use media language to represent themselves and their music?	Compare how music videos have changed over time.

Implementation:

GCSE Media: In Key Stage 4, students will consolidate and develop the knowledge and skills have acquired in KS3 Media and Contextual Curriculum. Students will learn how the media communicates meaning through forms, narratives codes and conventions. In doing this, they will learn how narratives are created, how meaning is constructed and the different expectations of each form and genre. Students will learn about how media products target, reach and address audiences. They will also learn how audiences interpret texts differently and can be impacted in different ways. Audiences themselves are changing, as people are more actively engage in the media that traditional audiences only consumed. Students learn how the media the process of production, distribution and circulation affect media forms and platforms. Students will develop an understanding of how people, places and events are represented in the media. They will explore the portrayal of individuals and social groups. To do this, students will learn how and why representations are used by producers and how stereotypes can be maintained and challenged. Students will learn how the production, reception and circulation of media texts depends on the historical, social and political context. Therefore, how texts are produced, received changes over time. For their NEA, students must independently create a product in response to a brief set by AQA. The briefs change every year, but will be linked to the Media Studies Close Study Products. The students must communicate meaning to a specified target audience, following the conventions of the form and genre they have chosen.

Term	Year 10/11 – One Year GCSE		
	Topic	**Knowledge**	**Skills/Assessment**
Term 1	An introduction to the Media Studies Framework	Codes and conventions of media genres Influence of context of print media texts Identifying and defining target audiences Signifiers Connotations Gender, Age and Ethnic stereotyping in representations	Component 1 Section A: Question 1 Explore how _____ uses media language to communicate meanings: Images, text/ written language, layout Explain how contexts affects film posters. Refer to The man with the Golden Gun film poster.
	Print Media texts NEA	adverts, magazine covers, Media Language Context Representations Comparison NEA – planning and research, statement of aims	Explain how historical contexts affect print adverts. Refer to the Quality Street advert Compare the representation of ethnicity in GQ and Men's Journal magazine.
	Print Media Radio Video Games NEA	Newspaper front pages, Film posters – context, language, representation, industry and audience The Archers – media industry and audiences Fortnite – media industry and audiences Applying knowledge of media framework to producing a magazine front cover and double page spread	How does technological convergence help The Archers to reach its target audience? Mock Exam – Paper 1

Term	Year 10/11 – One Year GCSE		
	Topic	**Knowledge**	**Skills/Assessment**
Term 2		TV Sitcoms in relation to all four strands of the media framework: Media Language Representation Audience Media Industry *And Media Contexts* Revision of Component 1 and Component 2 Section A Study of Music Video Two contemporary music videos: Katy Perry Roar, Bruno mars Uptown Funk One music video from the past: TLC Waterfalls All four strands of the media framework: - Media Language - Representation - Audience - Media Industry - *And Media Contexts* The role of social and participatory media in relation to each of the contemporary artists. (Facebook, Twitter, Instagram, Youtube)	Component 2: Section A 1. (a) Choose two camera shots used in this extract. Explain why they are used. 1.(b) How far are the settings typical of the genre? 2. How does Uses and Gratifications theory explain why audience watch sitcoms? NEA NEA assessed and submitted Component 2: Section B Music Video: Explain how contexts influence music videos. Paper 2 Mock exam
Term 3		Revision of both component 1 and component 2. Approaches to different styles of question, improving their work and being explicitly taught how to achieve the *clear* expression needed.	To be determined by previous formative assessment and targets.