

Media Studies KS4 Curriculum: Intent, Implementation & Impact

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

KS4 Media Studies	Intent	Implementation	Impact
	<p>The curriculum prepares for next stages and employment / study of A Level or BTec Media Studies in further education.</p> <p>The Media curriculum guides students to develop skills of enquiry, critical thinking, decision-making and analysis.</p> <p>The curriculum guides students to acquire knowledge and understanding of a range of important media issues, such as representation, political bias and the impact of new media technologies.</p> <p>Students will develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics. This involves some in depth study of historical and contemporary media texts.</p> <p>The curriculum will guide pupils to understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed</p>	<p>GCSE Eduqas Media Studies 9-1 following route 2 suggested by exam board.</p> <p>Through CA which is synoptic of all elements studied to date. Completed in Summer of Year 10 it draws upon component 1 skills and theory.</p> <p>The Sun(2015), The Guardian(2015), Pride(2016), GQ(2016), Quality Street (1956), This Girl Can (2015), Spectre (2015) and The Man with The Golden Gun (1974) – analysis of audiences, industries and printed media texts.</p> <p>All products require the study of the social, historical and cultural context produced in. Quality Street is taught first as it lays the foundations for later historical products.</p> <p>The study of media specific theories such as The Male Gaze, Uses and Gratifications, Propp and Stuart Hall to support investigation of representation and use / effect of media products.</p>	<p>Results: -0.9 SPI overall 9-4 = 60% 9-5 = 40% 9-7 = 16% 9-8 = 8% 9 = 4%</p> <p>Pupil voice is positive and pupils enjoy applying theory and practical skills</p> <p>Evidence of book looks, learning walks, moderation</p> <p>Evidence of wider cultural and intellectual enrichment</p> <p>Participation in and success in national competitions (BFI / Somerset Film)</p>

1. Longer Term Plan - Overall Rationale 3I's

	<p>in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.</p> <p>Throughout the course, students will develop and understanding of key media theories such as Uses and Gratifications and Propp's Character theory, which they will apply to their own practice.</p> <p>We are committed to developing practical skills by providing opportunities for creative media production.</p> <p>Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to learners' target. As the exam is a single tier all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries</p> <p>The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the specification in preparation for Exams and life after school</p>	<p>Controlled assessment (print, moving image, online) allows pupils to construct representations and consider layout and design in their practical production.</p> <p>Each unit of work contains an independent study task of a practical nature (create an advert, trailer, magazine cover etc)</p> <p>Literacy mats, sentence starters and visual aids as well as key words are used to help SEND students access Media Studies. It is an untiered paper.</p> <p>Through consideration of news, fake news, media panics etc through the study of video games (Pokemon Go and Fortnite)</p> <p>Order of teaching and rationale:</p> <p>Advertising</p> <p>Quality Street – lays the foundation for later historical products, embeds the first theories.</p> <p>This Girl Can – Build upon textual analysis skills from QS but relates to more recent social/ historical context.</p>	
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		<p>Controlled Assessment – create a media product for a set target audience (magazine, trailer, website, film poster and DVD cover). Set on March 1st each year. Students finish Year 10 combining their skills from component 1 in this project. 30% of course.</p> <p>Year 11</p> <p>Radio</p> <p>The Archers – Convergence and how traditional products use new media technologies to target audiences and diversify. More in depth study of audience profiling (demographics / psychographics).</p> <p>Video Games</p> <p>Pokemon Go / Fortnite – Examination of regulation, targeting audiences, use of technology and convergence. Issues of ownership. All topics introduced in Year 10.</p> <p>Crime Drama</p> <p>Luther – Synoptic unit building upon all theories, textual analysis and industry issues.</p> <p>Music Videos</p> <p>Katy Perry – Roar</p> <p>Pharrell Williams – Freedom</p> <p>Michael Jackson – Black and White / TLC – Waterfalls</p> <p>Synoptic unit building upon all theories, textual analysis and industry issues. Websites and representation.</p>	
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