



Media Studies Curriculum (KS4): Intent, Implementation & Impact, St Dunstan's School 2021 - 2022

St Dunstan's School Context

St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.

St Dunstan's was 2nd in the County for progress when national data was last available

St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)

St Dunstan's has a more monocultural demographic than the national average (88.7% white British)

Intent	Implementation	Impact
<p>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.</p>	<p>GCSE Eduqas Media Studies 9-1 following route 2 suggested by exam board.</p> <p>Through NEA 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>Results: -0.99 SPI overall</p> <p>9-4 = 88.8%</p> <p>9-5 = 77.7%</p> <p>9-7 = 29.6%</p> <p>9-8 = 22.2%</p> <p>9 = 7.4%</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 and success in national competitions (BFI / Somerset Film, Shepton Mallet Snowdrop Photography Competition)</p>

- Seek Truth
- Grow Resilience
- Stay Aware
- Choose Kindness



• Stay on TRAK

The St Dunstan's Media Studies curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:

Truth: Students explore the extent to which truth plays a part in Media Studies. For example, exploring issues of representation and through the application of media theories.

Resilience: Students are encouraged to develop their resilience in Media both through practice and repetition of analysis of exam texts and through the NEA which requires students to work independently from conception and planning, right through to presentation of the finished media product, fit for a given audience. The skills used mirror those of the workplace in the media industry and are good preparation for working life.

Awareness: The Media curriculum has been developed to encourage students to become culturally, historically and politically aware, through the study of specific texts, to the issues surrounding the creation and reception of media texts. The study of newspapers and the issues around British values are a good example of this.

Kindness: In Media Studies, students are kind in their appreciation of the texts as works of art. In peer assessment and group work, students are kind

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.



Controlled assessment (print, moving image, online) allows pupils to construct representations and consider layout and design in their practical production.

Each unit of work contains an independent study task of a practical nature (create an advert, trailer, magazine cover etc)

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.

Through consideration of news, fake news, media panics etc through the study of video games (Pokemon Go and Fortnite)



and thoughtful in the comments and advice that they offer to their peers.

The curriculum prepares for next stages and employment / study of A Level or BTEC Media Studies in further education.

The Media curriculum guides students to develop skills of enquiry, critical thinking, decision-making and analysis.

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.

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.

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 in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.

Throughout the course, students will develop an understanding of key media theories such as Uses and Gratifications and Propp's Character theory, which they will apply to their own practice.



Order of teaching and rationale:

Advertising

Quality Street – lays the foundation for later historical products, **embeds the first theories.**

This Girl Can – Build upon textual analysis skills from QS but relates to more recent social/ historical context.



Magazines

Pride – Introduces the idea of targeted / niche audiences and conventions of printed magazines which will be needed for CA.

GQ – **Build upon conventions of magazines** but looks at how audiences change e.g the metrosexual to the spornosexual.



We are committed to developing practical skills by providing opportunities for creative media production.



Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to learners' targets. 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.

The curriculum is appropriately and continuously challenging in line with the exam board specification and to ensure that the subject matter studied does not get outdated. An example of this is the substitution of TLC's 'Waterfalls' instead of Michael Jackson's 'Black or White' for the historical music video. In addition, the newspaper front covers have been subject to change from a refugee themed lead to one covering Brexit.

Film Marketing

The Man with the Golden Gun – Builds upon prior learning of contextual factor affecting production and marketing. **Introduces franchises and further character and narrative theory.**

Spectre – **Continuation of learning about Bond franchise** and the opportunity to analyse the longevity of it. Study of film industry, production, regulation and audience theory. **This will be needed for 3 other products later in the course.**



Newspapers

The Sun – Introduction of political bias, representation of social groups and topical issues. **Builds upon audience theory from previous unit.** Study of news values, regulation, audience **uses and gratifications and convergence issues which are necessary for later in the course (Archers)**. Examine conventions of websites / how it differs from print copy of The Sun.

The Guardian – **Continues prior learning on political bias, news values etc.**





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.

Year 11

Radio

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).**



Video Games

Fortnite – Examination of regulation, targeting audiences, use of technology and convergence. Issues of ownership. **All topics introduced in Year 10.**



Crime Drama

Luther and The Sweeney– **Synoptic unit building upon all theories**, textual analysis and industry issues.



Music Videos

Katy Perry – Roar

Pharrell Williams – Freedom / Justin Beiber - Intentions

Duran Duran - Rio / TLC – Waterfalls

Synoptic unit building upon all theories, textual analysis and industry issues. Websites and representation.

