

KS3 Curriculum Overview: Year 9

Media Studies

Media plays a central role in contemporary culture, society, and politics. It shapes our perceptions of the world through the representations, ideas and points of view offered. The Media curriculum exposes learners to a wide range of rich and stimulating media products central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Learners will work from the product outwards to debate key critical questions related to the social, cultural, political and economic role of the Media.

Term / Length of Unit	Outline	Key Vocabulary	Reading Strategy	Skills End Points	Home Learning	Assessment
Year 9 Autumn 1.1	<p><u>Introduction to Media</u></p> <p>Students will explore the idea of Media Studies. Looking at a variety of Media that students use in their daily lives, introduction to the language media producers use to convey messages such as Mise-en-scene and camera angles</p>	<p>Mise-en-scene Connotations Denotations Close-up Wide-angle</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<ol style="list-style-type: none"> 1. I can understand how media producers use image, language and layout to create meaning 2. I understand that media products have codes and conventions 3. I can pick out ideas about genre and intertextuality. 4. I can explain different camera angles to a peer 	<p>Media task: per fortnight to be set by HoD</p>	<p>Progress Check / Final Assessment:</p> <p>How do media producers use language / image / layout in order to create meaning</p>

<p>Autumn 1.2</p>	<p>Music Videos Aim: Students to study the genre conventions of music videos across a range of videos encompassing a diverse selection of form, audience representation, ethnicity and genre. Students are to explore the wider context of music videos across the western media and to understand how this genre works in terms of media industry and audience.</p>	<p>Stereotypes Representation Subvert Reinforce Direct address</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<ol style="list-style-type: none"> 1. Conventions of music videos and 2. I understand the media is a re-presentation of the world that can be distorted for a variety of reasons 3. I can explain what a stereotype is and how media products can play a part in their creation. 4. I can apply media theories to a media text 	<p>Media task: per fortnight to be set by HoD</p>	<p>Progress Check/ Final Assessment: Compare how representation in two media products.</p>
<p>Year 9 Spring 2.1</p>	<p>Film: Spirited Away Aim: To explore the film industry in one of the five biggest film making countries: Japan. Students will be exploring the context, historical ideology, genre, and comparison to western cinema through the genre of Anime and Studio Ghibli.</p>	<p>Genre Relatable Aspirational Target</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<ol style="list-style-type: none"> 1. I can confidently explain the term genre 2. I can identify and explain the different elements that make up the film industry 3. I can explain how different audiences respond to an international film 	<p>Media task: per fortnight to be set by HoD</p>	<p>Progress & Final Short and longer industry based questions</p>

<p>Year 9 Spring 2.2</p>	<p><u>Creative Brief:</u> <u>Aim:</u> For students to build their creative skills through a professional brief. Students are introduced to and learn industry level design and Photoshop skills.</p>	<p>Codes and Conventions Typical Atypical Creative brief</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<ol style="list-style-type: none"> 1. I can apply MAIR to my own production piece 2. I can produce a creative brief 3. I can build my Photoshop and photography skills 	<p><u>Media task:</u> per fortnight to be set by HoD</p>	<p><u>Progress:</u> 250 words written statement of aims outlining the student's ideas for their production piece.</p> <p><u>Final:</u> Finished production piece</p>
<p>Year 9 Summer 3.1</p>	<p><u>Newspapers</u> <u>Aim:</u> Students to gain an understanding of political coverage, in particular in newspapers. Students will gain an insight in how certain events can be perceived as 'newsworthy' and how events are editorialised dependent on contextual factors and newspaper type.</p>	<p>Broadsheet Tabloid Left-wing Right-wing Masthead Headline</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<ol style="list-style-type: none"> 1. I can define the codes and conventions of a newspaper 2. I can explain how contextual factors affect the political coverage 3. I compare representation of the same events from different political perspective 	<p><u>Media task:</u> per fortnight to be set by HoD</p>	<p><u>Final Assessment:</u> Representation Question</p>

<p>Year 9 Summer 3.2</p>	<p>Radio & Podcast: Aim: To introduce students to the industry of Radio and Podcasting. Students will undertake both creative and written work in this unit of study</p>	<p>Appeal Psychographics Demographics Uses and Gratifications</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<ol style="list-style-type: none"> 1. I can fully explain and use the terms 'active audience' and 'passive audience' 2. I can understand and explain the effect of online streaming services and convergence on radio and television 3. I can explain how producers categorize and target different audiences 	<p>Media task: per fortnight to be set by HoD</p>	<p>Progress and Final PC: Audiences Question FA: Creative Task</p>
----------------------------------	--	---	---	--	--	---