

KS3 Curriculum Overview: Year 9

Media Studies

Rationale: Media plays a central role in contemporary culture, society, and politics. They shape our perceptions of the world through the representations, ideas and points view they offer. The media has real relevance and importance in our everyday lives today, providing us ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The Media curriculum offers learners the opportunity to develop a thorough and in depth understanding of several key issues, using a comprehensive theoretical framework and the variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is 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 the social, cultural, political and economic role of the media.

Inclusion: In Media Studies we aim to provide an inclusive curriculum for all our students regardless of the barriers to learning they face. We have a strong reading focus where each lesson starts with Key Vocabulary and students are encouraged to access more challenging texts through chunked sections and questioning. We have also introduced Guided Reading as part of our Home Learning Programme, this gives students an additional opportunity to further engage with other aspects of mass media and to continually develop their understanding of the topic. This focus allows for all students to access the curriculum and achieve at all levels. We aim to provide a reactive curriculum with regular feedback from our students to shape inclusion.

Term / Length of Unit	Outline	Key Vocab	Reading Strategy	Skills End Points	Home Learning	Assessment
Year 9 Autumn 1.1	<u>Introduction to Media</u> 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	Mise-en-scene Connotations Denotations	<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 producer use image, language and layout to create meaning2. I understand that media products have codes and conventions3. I can pick out ideas about genre and intertextuality.4. I can explain different camera angles to a peer	<u>Media task:</u> per fortnight to be set by HoD	Progress Check / Final Assessment: How do media producers use language / image / layout in order to create meaning

Autumn 1.2	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.	Stereotypes Representation Subvert Reinforce Male Gaze Theory	<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 	1. Conventions of music videos and 2. I understand the media is a re-representation 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	Media task: per fortnight to be set by HoD	Progress Check/ Final Assessment: <ul style="list-style-type: none"> • Compare how representation in two media products.
Year 9 Spring 2.1	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.	Production company Conglomerate Appeal Target Audience Anime	<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 	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	Media task: per fortnight to be set by HoD	Progress & Final Short and longer industry based questions

Year 9 Spring 2.2	<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>	Codes and Conventions Typical Atypical Creative brief	<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 	<p>1. I can apply MAIR to my own production piece</p> <p>2. I can produce a creative brief</p> <p>3. I can build my Photoshop and photography skills</p>	<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>
Year 9 Summer 3.1	<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>	Broadsheet Tabloid Left-wing Right-wing Masthead Headline Representation	<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 	<p>1. I can define the codes and conventions of a newspaper</p> <p>2. I can explain how contextual factors affect the political coverage</p> <p>3. I compare representation of the same events from different political perspective</p>	<p><u>Media task:</u> per fortnight to be set by HoD</p>	<p><u>Final Assessment:</u> Representation Question</p>

Year 9 Summer 3.2	<p><u>Radio & Podcast:</u> <u>Aim:</u> 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 Star power</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><u>Cross curricular Links:</u> <u>English</u> – Writing, grammar and analysis <u>Drama and Theatre Studies</u> – Creativity and audience <u>Photography</u> – Camera skills, angles and positioning the audience.</p>	<p><u>Media task:</u> per fortnight to be set by HoD</p>	<p><u>Progress and Final</u> PC and FA: Short and longer audience-based questions</p>
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