

Year 9 Media Studies Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Introduction to Media Studies	<ul style="list-style-type: none"> Understand the curriculum and structure of the course Understand how media language communicates meaning Different media Different genres Representation Basics of audience Basics of industry Technical skills 	<ul style="list-style-type: none"> How to analyse a media text How to analyse for representation How to write an effective evaluation of a media text How to identify different media and genre Layout and design skills Basic photography Photoshop techniques 	<ul style="list-style-type: none"> Analysis Writing PPE responses Understanding how ideas are communicated Reflective consideration of information Production tools 	<ul style="list-style-type: none"> IT skills developed Confident used of technology Group work Applying theories to texts Creative design Discuss ideas, express opinions and respond to the thoughts of others 	MEDIA STUDIES - OA <ul style="list-style-type: none"> 3.1 3.3 3.6 MEDIA STUDIES – SC <ul style="list-style-type: none"> 5.1 5.2 7 9.1 9.3 10.1 10.2 10.3 MEDIA STUDIES K&U <ul style="list-style-type: none"> 12 13.1 13.2 13.4 14.1 14.5 14.6 14.10 15.3 15.11 15.15 15.16 MEDIA STUDIES – SKILLS <ul style="list-style-type: none"> 17.1 17.2 17.3 18.1 18.2 	Baseline assessment – Analytical tests within the first fortnight to establish starting knowledge <ul style="list-style-type: none"> Analysis of how media language creates meaning Analysis of how media language creates representation and the impact of this representation on society and groups within society Production skills, linking to specific media and genre, and targeting a specific audience 	<ul style="list-style-type: none"> Students will develop key creative and technical skills that can be transferred to other subjects. Analysis, writing and debating skills are also developed. Confidence will be built through the development of skills and the use of a range of technical equipment. SMSC - Student will learn key aspects of empathy and understanding of difference through the work on representation and audience, where they will have to consider the world from the perspective of people who are different to them. Careers – students will learn about some of the different roles with the media industries and the skills they require.
Stranger Things	<ul style="list-style-type: none"> How camera shots and angles create meaning Media language: how technical choices create meaning through mis-en-scene. Genre conventions and hybridity. Creating an original text through intertextuality How texts target different audiences through technical choices Gender representation through media language Brands and how they affect audiences the TV industry 	<ul style="list-style-type: none"> How to analyse a media text Expressing the impact on gender representation through media language Layout and design skills Basic photography Photoshop technique Use of costume, setting and lighting Superimposition – how to create a layered, multi-character and location poster. Streaming sites and their impact on the TV industry. 	<ul style="list-style-type: none"> Analysis Writing PPE responses Understanding how ideas are communicated Develop an understanding of social issues of gender Begin to develop industry/business ideas 	<ul style="list-style-type: none"> IT skills developed Confident used of technology Group work Applying feminist and narrative theories to texts Creative design Discuss ideas, express opinions, and respond to the thoughts of others 	MEDIA STUDIES - OA <ul style="list-style-type: none"> 3.1 - 6 MEDIA STUDIES – SC <ul style="list-style-type: none"> 5.1 - 4 9.1 9.3 10.1 – 5 11 MEDIA STUDIES K&U <ul style="list-style-type: none"> 12 13.1 13.2 13.4 14.1 14.5 14.6 14.10 15.3 15.11 15.15 15.16 MEDIA STUDIES – SKILLS <ul style="list-style-type: none"> 17.1 17.2 17.3 18.1 18.2 	Baseline assessment: Quiz on movie promotion codes and conventions and targeting of audiences <ul style="list-style-type: none"> Analysis of a scene, exploring how the mis-en-scene creates tension and engages the audience. How to produce a new idea through intertextual ‘references’. Creating a a layered, multi-character and location poster. 	<ul style="list-style-type: none"> SMSC – students will learn about the impact of gender representation on social attitudes and how this representation has changed over the decades Careers – students will gain an understanding of the different roles with the movie industry
News Media – constructing a truth	<ul style="list-style-type: none"> Develop an understanding that all media creates narrative Explore notions of reality and how they are shaped 	<ul style="list-style-type: none"> Understand how news is shaped through media language, selection, editing and presentation 	<ul style="list-style-type: none"> Analysis Writing PPE responses Understand how media language shapes meaning 	<ul style="list-style-type: none"> Oral and debating skills Considered approach to discussing sensitive issues Applying theories to texts 	MEDIA STUDIES - OA <ul style="list-style-type: none"> 3.1 - 6 MEDIA STUDIES – SC <ul style="list-style-type: none"> 5.1 - 4 9.1 	Baseline assessment: Quiz news reporting and how it creates meaning	<ul style="list-style-type: none"> SMSC – students will gain a better understanding of ethnic representation with specific focus on the BLM movement.

	<ul style="list-style-type: none"> Understand how media language is used to construct chosen messages Understand how media representation of ethnicity creates social narrative ideas News conglomerates and public service broadcasters 	<ul style="list-style-type: none"> Understand how representations of ethnicity help to shape public perceptions Ideology and media language Understand how different industry models impact on the media 	<ul style="list-style-type: none"> Develop an understanding on the impact of representations of ethnicity Understand different political ideologies Understand the difference between PSB and private news companies 		<ul style="list-style-type: none"> 9.3 10.1 – 5 11 MEDIA STUDIES K&U 12 13.1 13.2 13.4 14.1 14.5 14.6 14.10 15.3 15.11 15.15 15.16 MEDIA STUDIES – SKILLS 17.1 17.2 17.3 18.1 18.2 	<ul style="list-style-type: none"> Create two newspaper articles from two different perspectives about the same event 	<ul style="list-style-type: none"> Students will have the opportunity to produce a 'newspaper article' on events leading up to BLM protests which can be shared with the whole school
Advertising and how audiences are created and targeted	<ul style="list-style-type: none"> Understand how different media products use codes and conventions How audiences are categorised How advertising has changed over time How different audiences are targeted by adverts How the magazine industry sells to advertisers How to create a brand to target a specific audience through a media pack How to create an ad campaign, using print and audio-visual 	<ul style="list-style-type: none"> Critical analysis of media texts Understand how different social groups respond differently to the same text How products are targeted across different media Advertising print and audio-visual techniques and codes and conventions 	<ul style="list-style-type: none"> Analysis Comparing texts Different types of audiences Writing PPE responses Ability to construct developed, detailed plans Understand how media texts represent the society that created them 	<ul style="list-style-type: none"> Applying theories to texts Creative design Photoshop skills Video filming Premiere Pro editing skills Group work 	<ul style="list-style-type: none"> MEDIA STUDIES - OA 3.1 - 6 MEDIA STUDIES – SC 5.1 - 4 9.1 9.3 10.1 – 5 11 MEDIA STUDIES K&U 12 13.1 13.2 13.4 14.1 14.5 14.6 14.10 15.3 15.11 15.15 15.16 MEDIA STUDIES – SKILLS 17.1 17.2 17.3 18.1 18.2 	<p>Baseline assessment: Test on demographics and media language</p> <ul style="list-style-type: none"> Create two advertising campaigns for the same product – firstly using 1960s perceptions, and secondly modern – focusing on the representation of gender Analyse adverts to identify audience and how it is targeted Create a fragrance advertising campaign, creating a print and audio-visual ad 	<ul style="list-style-type: none"> Creative work can be shared with the whole school, and the design and technical skills developed will be transferable to other subjects. A deeper understanding of how texts appeal to and are targeted at specific audiences will help to develop a wider appreciation of the differences within our society and the validity of those differences.
GCSE - Magazines	<ul style="list-style-type: none"> Explore media language of GQ and Pride magazine Explore representations of GQ and Pride magazine How to answer exam questions on GQ and Pride magazine 	<ul style="list-style-type: none"> Creating effective revision material for GQ and Pride, and how to prepare for exam questions Writing effective responses within a specific time frame. 	<ul style="list-style-type: none"> Analysis Comparing texts Different social ideas of gender and ethnicity Writing PPE response Key feminist and ethnicity theories 	<ul style="list-style-type: none"> Applying theories to texts Revision skills Exam skills 	<ul style="list-style-type: none"> MEDIA STUDIES - OA 3.1 - 6 MEDIA STUDIES – SC 5.1 - 4 9.1 9.3 10.1 – 5 11 MEDIA STUDIES K&U 12 13.1 13.2 13.4 14.1 14.5 14.6 14.10 15.3 15.11 	<ul style="list-style-type: none"> Timed 15 mark question on Media Language following the exact structure of the GCSE exam questions Timed 25 mark question on Representation, comparing a set text with a blind text, following the exact structure of the GCSE exam questions 	<ul style="list-style-type: none"> Key analytical skills, PEE writing in exam conditions. SMSC – developing a wider understanding of issues around gender and ethnicity.

					<ul style="list-style-type: none">• 15.15• 15.16•		
GCSE – Advertising	<ul style="list-style-type: none">• Explore media language of This Girl Can and Quality Street• Explore representations of This Girl Can and Quality Stree• How to answer exam questions on This Girl can and Quality Street	<ul style="list-style-type: none">• Creating effective revision material for This Girl can and Quality Street, and how to prepare for exam questions• Writing effective responses within a specific time frame.	<ul style="list-style-type: none">• Analysis• Comparing texts• Different social ideas of gender and ethnicity• Writing PPE response• Key feminist and ethnicity theories	<ul style="list-style-type: none">• Applying theories to texts• Revision skills• Exam skills	<ul style="list-style-type: none">• MEDIA STUDIES - OA• 3.1 - 6• MEDIA STUDIES – SC• 5.1 - 4• 9.1• 9.3• 10.1 – 5• 11• MEDIA STUDIES K&U• 12• 13.1• 13.2• 13.4• 14.1• 14.5• 14.6• 14.10• 15.3• 15.11• 15.15• 15.16•	<ul style="list-style-type: none">• Timed 15 mark question on Media Language following the exact structure of the GCSE exam questions• Timed 25 mark question on Representation, comparing a set text with a blind text, following the exact structure of the GCSE exam questions	<ul style="list-style-type: none">• Key analytical skills, PEE writing in exam conditions.• SMSC – developing a wider understanding of issues around gender and ethnicity