

Subject Name: Media Studies

Department Vision & Ethos

INTENT

It is our intent.....

- To increase student awareness of how meaning is created in media texts and that those meanings may be used to persuade people to respond to texts in certain ways, such as adopting certain attitudes or values or engaging in purchasing, using or producing media texts
- How different people interpret meaning in different ways according to their own circumstances and experiences and the value of all of these
- To build understanding of how media has evolved over time and examine historical context to highlight how people of different ages in society consume and use the media and identify the value of all of these
- To develop understanding of how differing social groups of people are represented by the media and evaluate favourable and unfavourable representations and reasons for these
- To inspire students to learn more about the industry as a whole and consider career options in the media
- To encourage independent learning and creative thought through creation of own media coursework and the utilization of ICT skills
- To encourage questioning minds and independent learning through developing analytical skills in exploring how media texts are constructed and decoded
- To build confidence in their own ability through analysis of unseen texts and exploring the value of differing interpretations
- To increase the cultural capital of students by introducing them to more demanding media texts with which they would not normally engage

Trustworthy & Honourable	Taking responsibility for their own learning and developing good habits both in lessons and with homework. Considering both sides to any situation and making a decision based on evidence.
Positive & Resilient	Arriving at every lesson ready to learn and expecting to achieve. Demonstrating the ability to continue when it becomes difficult.
Competitive & Driven	Aiming to improve themselves in every area, each and every lesson. Pushing themselves to go to the next step in their learning and being able to bridge any gaps in their learning. Challenging themselves to be the best they can. The drive to achieve excellence in everything that they do.

Courteous & Compassionate	Understanding that different students learn in different ways and at times the structure of learning will change to accommodate this Helping each other to achieve in lessons and develop the skill needed to succeed. Being able to learn from one another as part of a two-way process Manners and respect
Aspirational & Self-Motivated	Wanting to be the best that they can be in each and every area of the subject Being prepared to try in every lesson and looking at how they can learn and develop from the experiences they have in the classroom Extra-Curricular experiences to support learning

IMPLEMENTATION

How the curriculum is implemented

	CURRICULUM OVERVIEW											
	HT1		HT2		HT3		HT4		HT5		HT6	
	Knowled ge	Skills	Knowled ge	Skills	Knowle dge	Skills	Knowled ge	Skills	Knowled ge	Skills	Knowledg e	Skills
Ye ar 7	N/A											
Ye ar 8	N/A											
Ye ar 9	Advertisi ng and Marketi ng	Language analysis. Representa tion issues. Influence of context, social and historical.	Film Industry	Industry case study Compariso n between Hollywood and independe nt film	Music video	Examining music industry and uses of music video. Audience response in context.	Radio	Public service radio and commercia l radio industry. Audience response in context.	Online, social and participa tory media	Language analysis. Representa tion issues. Online industry. Audience response – all in	NEA	ICT. Encoding media language. Targeting audiences.

										context.		
Year 10	NEA	ICT. Encoding media language. Targeting audiences.	Television	Language analysis. Representation issues. Television industry. Audience response – all in context.	Lifestyle Magazines	Language analysis. Representation issues. Influence of context, social and historical.	Newspapers	Language analysis. Representation issues. Newspaper industry. Audience response – all in context.	Revision		Revision/Examinations	
Year 11												
Year 12	Introduction to Framework	Language analysis. Representation issues. Industries. Audience response. Contexts.	Film Advertising and Marketing	Independent film industry in context. Language analysis and representation in context	Television Lifestyle Magazines	Language analysis. Representation. TV industry UK and worldwide. Audience response. Contexts.	Music Video. Video Games.	Language analysis. Representation. Video Gaming industry. Audience response. Contexts.	NEA	ICT Encoding and decoding meaning. Representations. Audience response. Planning and production.	NEA	ICT Encoding and decoding meaning. Representations. Audience response. Post production.
Year 13	NEA	ICT Encoding and decoding meaning. Representation	Newspapers	Newspaper industry. Audience response in context.	Radio	Public service broadcasting, commercial radio	Online	Language analysis. Representation. Audience response.	Revision		Revision and examinations.	

		tions. Audience response. Post production.				industry. Audience response. Context.		Industry. Contexts.				
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IMPACT

What can be expected by the end of each key stage (for KS4 this will be the end of course)

Media Studies is not taught in Key Stage 3. Students may however take early entry GCSE and undertake the course throughout years 9 and 10 or alternatively begin the two year course in year 10 and complete in year 11.

Both GCSE and A Level courses comprise 30% coursework (NEA) and 70% examination over two papers.

The NEA briefs are released by the exam board on 1st March each year. A level students may choose from six briefs and work independently. GCSE students are guided to complete one of the media forms specified in one of the briefs offered. This enables teachers to teach and support students as a group. When students start their GCSE NEA may be subject to change to enable all relevant units and content to have been taught beforehand. NEA briefs change yearly and detail different media forms and target audiences.

By the end of KS4 students will have explored the four key areas of the Media Theoretical Framework examining how: meaning is created in the construction and decoding of texts; how people, places and ideas are represented in different ways in texts; how audiences are active and will engage in differing interpretations of texts according to environmental factors and personal experience; how the media industries have evolved over time and the opportunities open to them at the end of the course and how context affects the construction and interpretation of media texts and how these are continually subject to change. Through creation of their own coursework project students will have engaged with the practical creation of a media product using ICT and creative skills.

By the end of KS5 students will have explored, in depth, the four key areas of the Media Studies Framework plus the influence of context whilst focusing on the set close study products. Students will be able to analyse a broad range of texts, including those with which they would not normally engage and provide clear evidence and examples of differing texts and ideas. They will have identified and examined the ideas of key theorists whose work may be applied in analysis and also evaluated for their value in illuminating interpretations. Through this, students will develop their own reflections, opinions and arguments regarding meaning, representation and interpretations. In constructing a cross media NEA students will utilize creative and ICT skills to make two media products they can be proud of.