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| **Media Studies and Vocational Media Studies** | | | | | | | | | |
| **Key Stage 4:**  Eduqas | | | | | **Key Stage 5:**  Vocational: OCR | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
|  |  | |  | 3 lessons per week | | 3 lessons per week | 12 lessons per week | | 12 lessons per week |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **S. Ali** | | Curriculum Leader | | | **A.Carvalho** | | | Subject Leader for Drama | |
| **D.Murray** | | Teacher of English  Lead Practitioner | | |  | | |  | |

**Intent: what are we trying to achieve with our curriculum?**

As we become increasingly reliant on media technologies and industries to provide us with a version of the truth, it is our intention that Media Studies students are able to hone their natural curiosity and become critical evaluators of the media. By studying Media Studies students will gain thorough knowledge of the complex nature of the media and the almost unnoticeable impact it has on our everyday lives—from the colours we choose to wear, to who we choose to vote for. Through in-depth analysis of theoretical frameworks which span many other subjects (Psychology, Advertising, Business, Sociology etc) students will be able to understand the vast power the media has in every industry in the world and begin questioning the ethics of such an industry.

Where possible, practical application will be nurtured with a strong focus placed on students’ understanding the employment/ industry benefits of learning such skills as opposed to viewing practical elements of the course as only facilitating NEA. Ultimately, however, we wish for students to achieve the maximum academic progress in an environment that nurtures autonomy, debate and critical awareness.

**Implementation: how do we deliver our curriculum?**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 10** | **Component 1 – Section A: Magazines**  **GQ**  **Pride** | **Component 1 – Section A: Advertising**  **This Girl Can**  **Quality Street** | **Component 1— section A+B:**  **Newspapers**  **The Sun**  **The Guardian** | **Component 1 - Section B: Film and Marketing**  **James bond** | **Component 1 –section B: Video Games**  **Fortnite**  **Component 1 - Section B: Radio** | **NEA** |
| **Year 11** | **Component 2 Section B: Music Video and Online Media** | **Component 2 TV: Crime**  **Luther**  **The Sweeney** | **Revision of Component 1— section A+B:**  **Newspapers**  **The Sun**  **The Guardian** | **Revision of Component 1 & Component 2 Content** | **Revision of Component 1 & Component 2 Content** | **Public Examinations** |
| **Year 12** | **Component 1 Section A: Advertising & Marketing**  **Component 2 Section B: Magazines** | **Component 1 Section B: Newspapers & Music Videos**  **Component 2 Section C: Online Media** | **Component 1 Section B: Radio and Video Games**  **Component 2 Section C: Online Media & Television** | **Component 2 Section C: Television**  **Component 3: Media Production** | **Revision of Component 1 & Component 2 Content** | **Component 3: Cross-Media Production (NEA)**  **Component 2: Television in the Global Age** |
| **Year 13** | **Component 3: Cross-Media Production (NEA)**  **Component 2: Television in the Global Age** | **Component 1 Section A&B: Advertising & Marketing**  **Component 2 Section B: Magazines Mainstream and Alternative Media** | **Component 1 Section A: Newspapers & Music Videos**  **Component 2 Section B: Magazines Mainstream and Alternative Media** | **Component 1 Section B: Film Industry, Radio & Video Games**  **Component 2 Section C: Media in the Online Age** | **Revision of Component 1 & Component 2 Content** | **Public Examinations** |

**Vocational Media Studies**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 12** | **Unit 15: Create Audio-Visual Promos** | **Unit 3: Create a Media Product** | **Unit 5: TV and Short Film Production**  **Unit 22: Scriptwriting** | **Unit 5: TV and Short Film Production**  **Unit 22: Scriptwriting** | **Unit 20: Advertising** | **Unit 17: Visual and Special Effects** |
| **Year 13** | **Unit 1: Media Products and Audiences**  **Unit 2: Pre-Production and Planning** | **Unit 6: Social Media and Globalisation** | **Unit 14: Radio Production** | **Unit 23: Create a Personal Media Profile** | **Unit 16: The Creation and Use of Sound in Media** |  |

The Media Studies curriculum builds skills from KS3 to KS4 that not only prepares students for academic success at GCSE but also allows students to choose one of two pathways at KS5, both of which have yielded strong academic success and progress over the last three years. The A Level pathway offers more academic students the chance to develop their essay writing skills, critical thinking and analytical deconstructions pairing well with subject such as Psychology, English Literature, Sociology and History.

The Vocational pathway offers a more technical skills focused course which provides the students with the ability to earn significant UCAS points at the same time as preparing them for Media industry careers by reinforcing the importance of planning paperwork in addition to honing skills using softwares such as Photoshop and Final Cut Pro.

**Year 10:**Formal introduction to the Theoretical Framework. Analysis of print products using wider contexts to enhance understanding. Application of basic theory beginning with Audience.

**Year 11:**Development of analytical skills covering full range of set products. NEA tasks from choice of Eduqas supplied briefs develop research, planning and production skills.

**Year 12:**High level of analysis of set products, using a range of Media terminology throughout. More extended and independent NEA tasks. Explore a wider variety of more complex theories and theoretical perspectives.

**Year 13:**Evaluation of theories and theoretical perspectives and their relevance in themodern Media landscape and analysis of each set product. Deeper exploration of industries and funding. NEA task is a cross-media campaign spanning more than one Media platform.

**Vocational Year 12:**Practical units build skills, starting with research of form/genre conventions moving through to the construction of products e.g. radio programme, magazine etc. Paperwork is completed to a near industry standard. All processes are evidenced and evaluated.

**Vocational Year 13:**Learning from practical units is applied to mandatory examined units at the beginning of this year. More technical practical units including the use of special and visual effects. Construction of personal portfolios prepare students for interviews for post-18 pathways.

**In Media Studies, the curriculum will:**

* Ensure progress for every student through differentiation, clear lesson objectives and outcomes.
* Maximise the opportunity for AfL and peer-to peer group tasks and feedback.
* Foster the student’s passion for Media and, where possible, make it relatable and personalised to their real-world consumption.
* Develop and model high level written responses in addition to verbal contributions, building on skills developed in other curriculum areas,
* Promote Media literacy and critical awareness, encouraging students to evaluate media sources and content.
* Endorse, embed and evaluate mastery and retained learning.
* Each lesson will start with a Do Now in line with The Bacon’s Way.
* Reward and incentivise students for their active engagement in lessons.
* Foster a passion and enjoyment of the subject.
* Be updated regularly and will adapt to changes in the set products (GCSE/A Level 2021) and/or structure of the exam.
* Teach students real-life application of the Media as an industry and where possible, provide real-life application e.g. work experience, guest speakers, trips etc.
* Allow students to question, express and challenge their own opinions as well as peers.
* Embed opportunities for assessment through mini-mock points as laid out in the departmental marking policy. Mini-mocks highlight students’ performance in ley skills-based success criteria in addition to mimicking exam style assessment.
* Ensure assessment points are closely followed by in-lesson intervention points that allow teachers to address any misconceptions or gaps in knowledge before moving on to the next topic or set product.
* Offer students skills that allow them to question and evaluate the world around them, promoting safe and responsible use of social-media and digital footprints.

**Remote learning**

Remote learning should not mean lower quality teaching nor learning. In Media Studies, we ensure our student’s receive high quality lessons where they interact with teachers ‘live’ to decrease the chance of errors, and maintain our high expectations.

**Teams: ALL** remote lessons are conducted on Teams. There is no requirement for cameras, but students are required to have working mics. If this isn’t possible please let the department know and we can arrange mics.

**Class Notebook: ALL** lessons are designed on Power Point so can be sent out to (absent) students with ease. In most lessons students will work on Class Notebook (a Microsoft app) which allows students to work remotely, and have a teacher ‘live-mark’ as they go. This has been adopted in Media during the 2021 lockdown and has proved successful with students and teachers alike.

**ALL** absent students are checked in on dependent on absence length. As a minimum all absent students would have had at least one contact period with the teacher per week for a 'catch-up’ lesson.

**ALL** students are given a textbook, and a wider reading book at the beginning of the year. Tasks from these books can be allocated for any remote learning purposes.

**Impact: what difference is our curriculum making to pupils?**

**Media Students will:**

* Enjoy and contribute in a positive manner towards lessons.
* Autonomously view the Media, actively reading around an event/ debate.
* Write fluently and analytically when deconstructing media products, embedding terminology throughout their work.
* Understand the importance of drafting and acting on feedback. Work is not expected to be perfect first time, but improvements and progress are made via a constant dialogue between teacher and student.
* Develop resilience by understanding the nature of media as ‘work in progress’ and that there is always room to improve.
* Acknowledge their own success identified by written comments on work, and verbal 121 sessions with teachers
* Meet and exceed the expectations of the Behaviour For Learning policy.
* Meet all deadlines (H/W & NEA)
* Support the learning of those around them.
* Have the highest possible expectation of their work and themselves as set out by the entirety of the Media team.
* Make progress in line with their MTGs and personal targets.
* Leave Media with strong qualifications that benefit not only careers and aspirations in the subject but outside of it also.
* Conduct themselves with pride and integrity in all that they do.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**