

KS4 Curriculum Overview:
Year 11 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 have 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.

INTENT: Media and Film Studies students at Myton School are taught the tools and skills to be able to actively and critically analyse the ways in which a variety of media and films communicate key ideas about society's ideologies and representations. Students learn to see how institutions inform and shape audiences' responses and develop practical production skills that clearly demonstrate creativity, technical skills and consider carefully these key issues.

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 literacy and metacognition focus where each lesson starts with recall activities and students are encouraged to access more challenging texts through chunked sections and personalised questioning. This allows for all students to access the curriculum and achieve at all levels. We receive and act on regular feedback from our students to help shape inclusion.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Year 11 Autumn 1.1	<p><u>Crime Drama (Luther and The Sweeney):</u></p> <p>Students will be able to identify the conventions of the crime drama, explore differences between UK and US crime dramas. Revise key terms learned throughout Yr10 and apply terminology and relevant media theories to these 2 set products. Be able to identify the subgenre. Micro analyse the set episodes. Model exemplar exam response.</p>	<p>Written assessment for both Luther and The Sweeney using the Media PETAL format.</p>	<p><u>Independent Media task:</u> per fortnight to be set by teacher – revision on key scenes and theories appropriate.</p>	<p>Full schemes of learning with associated resources on Staff Shared – Media Studies – Year 11</p>	<ol style="list-style-type: none"> 1. I can confidently explain key media terminology appropriate to the set products 2. I can apply relevant theories to products with evidence and challenge them if appropriate 3. I understand how to answer the exam question for this set product using the Media PETAL structure (5 points per paragraph) <p><u>Cross Curricular:</u> <u>English</u> – analytical, writing, reading, and inference skills.</p>	<ul style="list-style-type: none"> • Glossary of key media terminology • Media theories sheet and revision videos. • Essay videos sent by Ms to all on Satchel One to cement learning.

Year 11 Autumn 1.2	<p><u>Music Video Revision</u> <u>Aim:</u></p> <p>Revision of Duran Duran Rio, Katy Perry Roar and Bruno Mars Uptown Funk.</p> <p>Students to understand the language, representations and context of the 3 set music videos and accompanying websites. Micro-analyse all 3 set products. Model exemplar response for assessment.</p>	<p>Written assessment for Music Videos using the Media PETAL format. Past paper completion.</p>	<p><u>Media research task:</u></p> <p>per fortnight to be set by teacher - theories to be applied with revision videos appropriate.</p>	<p>Full schemes of learning with associated resources on Staff Shared – Media Studies – Year 11</p>	<ol style="list-style-type: none"> 1. I can confidently explain key media terminology appropriate to the set music videos 2. I can apply relevant theories to products with evidence and challenge them if appropriate 3. I understand how to answer the music video exam question for this set product using the Media PETAL structure (5 points per paragraph) <p><u>Cross Curricular:</u> <u>English</u> – analytical, writing, reading, and inference skills.</p>	<ul style="list-style-type: none"> • Glossary of key media terminology • Media theories sheet and revision videos.

<p>Year 11 Spring 2.1</p>	<p><u>NEA Aim:</u></p> <p>For students to build their practical skills through a choice of 4 briefs set by exam board.</p> <p>Students use our adobe suite to process 1 of 4 products required responding to a set brief of their choice.</p>	<p><u>Final:</u> Complete submission of NEA inc SOA. Interim observations from teacher throughout planning, pre production, production and post production.</p>	<p><u>Media research task:</u> students are required to take own images or moving image out of school.</p>	<p>Full schemes of learning with associated resources on Staff Shared – Media Studies – Year 11</p>	<ol style="list-style-type: none"> 1. I can confidently respond to a set brief and plan to ensure I meet minimum requirements for my NEA 2. I understand what media language to use ensure my NEA displays my ideology as a media producer 3. I can explain why I have made certain choices and decisions 4. Apply relevant media theories to my NEA 5. I can use appropriate Adobe software to ensure my NEA looks as professional as possible <p><u>Cross Curricular:</u> <u>English, Photography, Film</u> – analytical, writing, reading, and inference skills.</p> <ul style="list-style-type: none"> - Camera skills - Editing skills 	<p>Tuition of Adobe suites. Glossary of key animation terminology. Reading contemporary articles about animation</p>
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<p>Year 11 Spring 2.2</p>	<p><u>Comp 1 Exploring the Media Revision Aim:</u></p> <p>For students to consolidate their knowledge and application for all set products focusing on media language, contexts and representation applying and revising all media theories used throughout</p>	<p><u>Final:</u> mock comp 1 assessment – past paper with marking criteria, show clear points of how they have achieved current grade and targets of what they need to do to improve</p>	<p><u>Media Research task:</u> analyse a top grade response and annotate</p>	<p>Full schemes of learning with associated resources</p>	<ol style="list-style-type: none"> 1. Apply knowledge to mock exam response 2. Identify how exemplar achieved top grade response 3. Understand how to apply theory to exam answer using PETAL structure 4. Understand grading criteria to why certain grades have been achieved <p><u>Cross Curricular links:</u> <u>English</u> – Writing for purpose</p>	<ul style="list-style-type: none"> • Glossary of key media terminology • Media theories sheet and revision videos.
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<p>Year 11 Summer 3.1</p>	<p><u>Comp 2 Understanding Media Forms and Products Revision</u> <u>Aim:</u></p> <p>For students to consolidate their knowledge and application for all set products in Television and Music focusing on media language, industries, audiences contexts and representation applying and revising all media theories used throughout</p>	<p>Final: mock comp 2 assessment – past paper with marking criteria, show clear points of how they have achieved current grade and targets of what they need to do to improve</p>	<p><u>Media Research task:</u> analyse a top grade response and annotate</p>	<p>Full schemes of learning with associated resources</p>	<ol style="list-style-type: none"> 1. Apply knowledge to mock exam response 2. Identify how exemplar achieved top grade response 3. Understand how to apply theory to exam answer using PETAL structure 4. Understand grading criteria to why certain grades have been achieved <p><u>Cross Curricular links:</u> <u>English</u> – Writing for purpose</p>	<ul style="list-style-type: none"> • Glossary of key media terminology • Media theories sheet and revision videos.
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