

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 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
-----------------------	---------	------------	---------------	-----------	-----------------------------	---------

<p>Year 9 Autumn 1.1</p>	<p><u>Introduction to Media Studies</u> <u>Aim:</u> for students will explore the idea of Media Studies. Students will learn key terms, consider carefully their own media 'diets', explore the key concepts of audience and representation. Student explore marketing, branding and learn to use Photoshop to manipulate an image.</p>	<p>Production of edited image and evaluation.</p> <p>Pitching branding and marketing ideas for new chocolate bar</p>	<p><u>Independent Media task:</u> per fortnight to be set by teacher</p>	<p>Full schemes of learning with associated resources on Staff Shared – Media Studies – Year 9</p>	<ol style="list-style-type: none"> 1. I can confidently explain key media terms 2. I can edit an image in Photoshop and consider wider representation issues 3. I can consider how brands market and promote to audiences <p><u>Cross Curricular:</u> <u>English</u> - writing, reading, and inference skills. <u>Photography</u> – Camera and audience</p>	<ul style="list-style-type: none"> • Glossary of key media terminology and theories. • Reading contemporary articles in relation to key terminology.
----------------------------------	---	--	---	--	---	--

--	--	--	--	--	--	--

<p>Year 9 Autumn 1.2</p>	<p>Podcasting Aim: For students to explore the history of radio and impact of podcasts. Students will explore some examples and plan, record and edit a podcast aimed at a youth audience.</p>	<p>Final: MP3 podcast file, ideally with cover art and short evaluation</p>	<p>Media research task: per fortnight to be set by teacher</p>	<p>Full schemes of learning with associated resources on Staff Shared – Media Studies – Year 9</p>	<ol style="list-style-type: none"> 1. I can confidently explain key radio and podcasting terms 2. I can identify and explain the ways audio is edited for radio and/ or podcasts 3. I can design and edit a podcast <p>Cross Curricular Art/ Photography – Using templates to create cover artwork Music – Editing audio</p>	<ul style="list-style-type: none"> • News articles on rise of podcasting
----------------------------------	--	--	---	--	---	---

<p>Year 9 Spring 2.1</p>	<p>Animation Aim: For students to build their creative skills through a professional brief. Students are introduced to and learn how to animate using three different software and edit their work together in another</p>	<p>Final: Finished animation edited on premiere pro, with animations made using photoshop, animate and character animator</p>	<p>Media task: 1. animation history research task 2. Script on student's relationship with animation</p>	<p>Full schemes of learning with associated resources on T:\Media and Film\Year 9 Media Studies\animation</p>	<ol style="list-style-type: none"> 1. I can use a range of software to create animations 2. I can follow a production brief 3. I can explain types and examples of animation <p>Cross Curricular links: Photography – Production skills: both practical and theoretical English – scriptwriting Art - Creating a Production Piece</p>	<p>Glossary of key animation terminology.</p> <ul style="list-style-type: none"> • Reading contemporary articles about animation
----------------------------------	--	--	---	---	--	---

<p>Year 9 Spring 2.2</p>	<p>Aim: For students to build their understanding of genre, marketing and contemporary television industry contexts.</p>	<p>Progress: Informal pitch for new TV game show.</p> <p>Final: Assessed pitch, wix site and marketing material</p>	<p>Media Research task: To analyse examples of game shows</p>	<p>Full schemes of learning with associated resources on T:\Media and Film\Year 9 Media Studies\Game shows</p>	<ol style="list-style-type: none"> 4. I can apply key media terminology to my ideas 5. I can demonstrate appropriate, creative response to tasks 6. I can build my production skills 7. I can understand key aspects on contemporary television industry <p>Cross Curricular links: Photography – Production skills: both practical and theoretical English – Writing for purpose Art - Creating a logo IT – Creation of a website</p>	<p>Glossary of key media terminology Reading contemporary articles in relation to TV game shows.</p> <ul style="list-style-type: none"> • • •
----------------------------------	---	---	--	--	---	---

<p>Year 9 Summer 3.1</p>	<p>Music video: Aim: Students to study the history of music videos, develop textual analysis skills and production skills byt planning, filming, and editing a 1 minute music video</p>	<p>Progress: Analysis of videos in genres</p> <p>Final: Completed music video</p>	<p>Media Research task: Analysis of music videos in different genres</p> <p>Evaluation of final video</p>	<p>Full schemes of learning with associated resources on T:\Media and Film\Year 9 Media Studies\Year 9 music video</p>	<ol style="list-style-type: none"> 1. I can analyse aspects of music videos and explain genre conventions 2. I can understand how to plan, shoot and edit a music video in a genre 3. I can reflect on my work <p>Cross curricular Links: English – Writing, grammar and analysis Drama and Theatre Studies – Creativity and audience Art/Design and IT – Creating a production piece Photography – Camera skills, angles and positioning the audience.</p>	<p>Glossary of key media terminology Reading contemporary articles in relation to music videos</p> <ul style="list-style-type: none"> • • •
----------------------------------	---	---	--	--	---	--

<p>Year 9 Summer 3.2</p>	<p><u>Video games industry</u> <u>Aim:</u> Students to study the history/ context of video games and analyse case studies. Students will produce a series of marketing material for a new game and create key assets.</p>	<p><u>Progress:</u> Analysis of extract from game and related website</p> <p><u>Final:</u> Marketing material and assets for a new 2d platform game</p>	<p><u>Media task:</u> per fortnight to be set by teacher</p>	<p>Full schemes of learning with associated resources on T:\Media and Film\Year 9 Media Studies\Video games</p>	<ol style="list-style-type: none"> 1. I can explain aspects of the history/ context of video games 2. I analyse the visual codes from an extract of a game 3. I can produce a series of marketing material for a new video game including key assets <p><u>Cross Curricular Links:</u> <u>English –</u> Writing to analyse <u>IT/ DGP –</u> Using tech to create assets</p>	<ul style="list-style-type: none"> • • Glossary of key media terminology • Reading contemporary articles in relation to video game industry •
----------------------------------	---	---	---	---	---	---