

Year	7	8	9
Area	Media (2 weeks/8 lessons)	Media (2 weeks/8 lessons)	Media (2 weeks/8 lessons)
Theme	Magazines & Representation	Film & Mise-En-Scene	TV & Genre (Sitcom)
Topic	Taylor Swift / Harry Styles	The Truman Show	Friends
End Points	<p>Media Reading</p> <ul style="list-style-type: none"> Be able to identify elements of media language, for example colour and main cover image. Be able to refer to fundamental principles of analysis, for example denotation and connotation. Be able to reference how representations (including self-representations) convey, for example, particular viewpoints, messages, values or beliefs, <p>Writing</p> <ul style="list-style-type: none"> Be able to write about at least one artist with reference to how they are shown on a magazine cover. To begin to use media language elements in analytical paragraphs (see next section for vocab examples). <p>Media Vocabulary</p> <ul style="list-style-type: none"> Begin to use words linked to media language of magazines, for example main cover image, camera angle, positioning or cover lines. 	<p>Media Reading</p> <ul style="list-style-type: none"> Be able to identify choice of elements of media language, for example camera angle, mise-en-scene or props. Begin to link the above choices to how they influence meaning in film, for example to create narratives or plot. Be able to identify the social or cultural significance of media products, for example the themes or issues they address, Be able to discuss how audiences may respond to and interpret media products. <p>Writing</p> <ul style="list-style-type: none"> Be able to write about one scene of a film with reference to at least one element of media language. To begin to link the above to the affect on an audience's thoughts, feelings, beliefs or reactions. <p>Media Vocabulary</p> <ul style="list-style-type: none"> Begin to use words linked to media language in film, for example mise-en-scene, props, camera 	<p>Media Reading</p> <ul style="list-style-type: none"> Be able to identify the codes and conventions of media language, and how they are relevant to a specific genre, for example character types in Sitcom. Begin to understand a theory of narrative, for example, Propp's narrative arc. Begin to understand the scale of media production by large organisations who own the products, for example Warner Bros. and Netflix. Identify the result of the increasingly convergent nature of media industries across different platforms, for example by knowing how big streaming companies bid large amounts for the rights to big shows like Friends. <p>Writing</p> <ul style="list-style-type: none"> Be able to answer short questions on industry (exam style). Be able to write analytically about an episode of Friends, for example about how it conforms to

	<ul style="list-style-type: none"> Begin to use words linked to representation, for example positive/negative, viewpoint, message, beliefs or values. <p><u>Speaking & Listening</u></p> <ul style="list-style-type: none"> Use standard English to explain their own ideas and help develop ideas as a class. 	<p>angle/movement, cut(s), or sound.</p> <p><u>Speaking & Listening</u></p> <ul style="list-style-type: none"> Use standard English to explain their own ideas and help develop ideas as a class 	<p>conventions of its genre through reference to elements like character types, storylines, recurrent settings or styles of humour.</p> <p><u>Media Vocabulary</u></p> <ul style="list-style-type: none"> Be able to use words linked to media language in TV Sitcom, for example genre, character types, narrative, mise-en-scene, camera angles or costume. Begin to use words linked to industry, for example corporation, producers, platform, profit or industry. <p><u>Speaking & Listening</u></p> <ul style="list-style-type: none"> Use standard English to explain their own ideas and help develop ideas as a class
Final	<u>Final Media Assessment</u> Compare how two people are represented on magazine front covers.	<u>Final Media Assessment</u> Evaluate how effective a scene of your choice is at engaging an audience.	<u>Final Media Assessment</u> Analyse how an episode of Friends conforms to its generic conventions.
Rationale (exam, English and Drama links)	Comp 1, Sec A of GCSE Media Studies (Eduqas) KS3&4 study of character in range of Literature and Drama texts (eg: Dickens, Shakespeare, Doyle etc)	Comp 1, Sec B of GCSE Media Studies (Eduqas) KS3&4 study of Drama texts and plays (eg: Miller (VFTB), Williams (ASND)) GCSE English Language Papers 1/2 Questions 4/6	Comp 2, Sec A of GCSE Media Studies (Eduqas) KS3&4 study of genre and KS3 Craft lessons (genre focused) KS3&4 study of scripted writing

			KS3&4 analysis of audience and context
Assessment Objectives	<p><u>Media</u></p> <p>Areas of the theoretical framework: <i>media language & representation.</i></p> <p><u>Language</u></p> <p>AO4 – evaluate texts critically</p> <p>AO5 - communicate clearly; organise information</p> <p>AO6 – range of accurate vocabulary & spelling</p> <p><u>Literature</u></p> <p>AO1 – understand and respond to texts</p> <p>AO2 – analysing language, form and structure using appropriate terminology</p>	<p><u>Media</u></p> <p>Areas of the theoretical framework: <i>media language & audiences.</i></p> <p><u>Language</u></p> <p>AO4 – evaluate texts critically</p> <p>AO5 - communicate clearly; organise information</p> <p>AO6 – range of accurate vocabulary & spelling</p> <p><u>Literature</u></p> <p>AO1 – understand and respond to texts</p>	<p><u>Media</u></p> <p>Areas of the theoretical framework: <i>media language & industry.</i></p> <p><u>Language</u></p> <p>AO4 – evaluate texts critically</p> <p>AO5 - communicate clearly; organise information</p> <p>AO6 – range of accurate vocabulary & spelling</p> <p><u>Literature</u></p> <p>AO1 – understand and respond to texts</p> <p>AO3 – understanding the relationship between the text and context</p>