

The curriculum is designed in order to encourage critical evaluation skills and personal approaches to a variety of texts and within the study of these close study products (CSPs), students will be prompted to consider their own experience and approach to the media industry and analytically consider the role that it plays in their own lives. Within the Media curriculum there are frequent opportunities for cross curricular links with aspects of English Language, History, Politics, Psychology and Sociology. In particular the reference to multiple theoretical studies allows students to explore how media texts are purposefully manipulative, and the strategies that media production teams have utilised and refined over the last century.

The aims in Media are that student will be taught:

1. To broaden media technical language, something that is supported by our knowledge organisers, as students are actively encouraged to experiment with the application and use of technical and theoretical terminology throughout their studies.
2. To develop analytical skills across Year 10, which builds the required familiarity with the rigorous requirements of the GCSE exams and frequent and purposeful practise of key exam questions and styles is built in for termly review.
3. To approach a topic of their choice independently within the Eduqas stipulated task. This independent coursework task will allow students to creatively design and produce a media product of their own and actively apply the theoretical approaches to the industry that they have acquired across the course.
4. To build a sense of their own autonomy by researching, interacting with, watching and analysing texts so that their own viewpoints are encouraged to develop.
5. To increase active and independent involvement in cultural opportunities.
6. To read and develop specific technical vocabulary.
7. All learners (including EAL/SEND and M.A.) to make strong progress.

How cultural capital is enhanced through Media:

Personal Development

Various media careers. Ability to develop relevant skills to analyse all media texts and platforms as well as make them.

Social Development

Political and current affairs awareness. Social context within media texts, e.g. Regency era, 1950s, etc. Working with others in groups.

Physical Development

Looking at identity theorists and exploring identity through vloggers and social media. Reflecting and evaluating their work, and the work of others. Workshops in lighting, camera use, etc. Learning to develop arguments and autonomy.

Spiritual Development

This is developed through context and analysis of texts. Trips and visits to the BFI, Sky, The Guardian, etc. Skype calls with industry professionals. Learning about the bias of ownership, religions, gate keeping, etc.

Cultural Development

Selected texts explore minorities, niche or mass audiences. Signs and symbols and theorists in relation to this. Current affairs.

Moral Development

Opportunity for students to share their beliefs in class discussion and in relation to texts studied, e.g. race and poverty issues for Hurricane Katrina. Consideration of political parties through study of newspapers. Consideration of gender bias.

How students' vocabulary is developed through Media:

<https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/Alevel%20media%20glossary.pdf>

<https://resource.download.wjec.co.uk/vtc/2016-17/gft/eduqas/mediastudies/GCSE%20media%20studies%20Glossary.pdf>

- Dictionaries developed at the back of work books as a continual reference and to show a build-up of knowledge, terminology and subject lexicon.
- Opportunities to practise using new terms through exam questions that require the newly learnt terminology.
- Only media specific terminology used in media lessons to build up students' repertoire.
- Encouragement to learn high end English as well as media terms, e.g. hegemony, patriarchy, verisimilitude.
- Use of digital resources to teach new words and their definitions.
Word bank on display board.

Implementation

Eduqas Specification

Key stage 4:

In Y9 the programme of study is designed to develop specific skills required for GCSE examinations. Students study camera angles and shots, conduct analysis of magazines, films, etc.

Students at Y10 and 11 follow the Eduqas syllabus. This is a new specification and, as with all subjects, the learning is now weighted towards exam work. This course involves two written exams that contribute to 70% of the final grade and a piece of coursework. The coursework has an overall weighting of 30%. Students can select their coursework brief from a range provided by Eduqas and work independently on a format of their choice.

- Film
- Media
- Print

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge to develop and hone their skills and understanding in a deep and rich way.

Key stage 5:

At A Level, students follow the new Eduqas syllabus to complete what is now a two year course. The course consists of two exams, that when combined are worth 70% of the final grade. Both exams will be taken in the final year. The coursework, worth 30% of their final grade, is worked on independently and students get to choose a topic from a range of media platforms.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Students take part in critique sessions that enable them to take advice from others to refine practice. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Throughout the course, our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' e-folders show they can use an editing software. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards media and its influence on popular culture.

The Media Studies curriculum at Chiltern Hills Academy aims to develop our students' confidence in critically engaging with media texts of all styles and types. Across the course of study, students will develop an understanding of and analytical approach to television, radio, music, video games, advertising, film, print media and online and social participatory media, which will be evident in their portfolio of work.

Our aim is to broaden students' awareness of the world of media. This includes the study and making of moving images, print and e-media. The course is not only relevant to the world we live in today but also relates closely to the media industry as a whole. For this reason, many students selecting this subject at GCSE choose to continue their studies into A Level and beyond. Students know what it means to have a career in media and the pathways open to them.

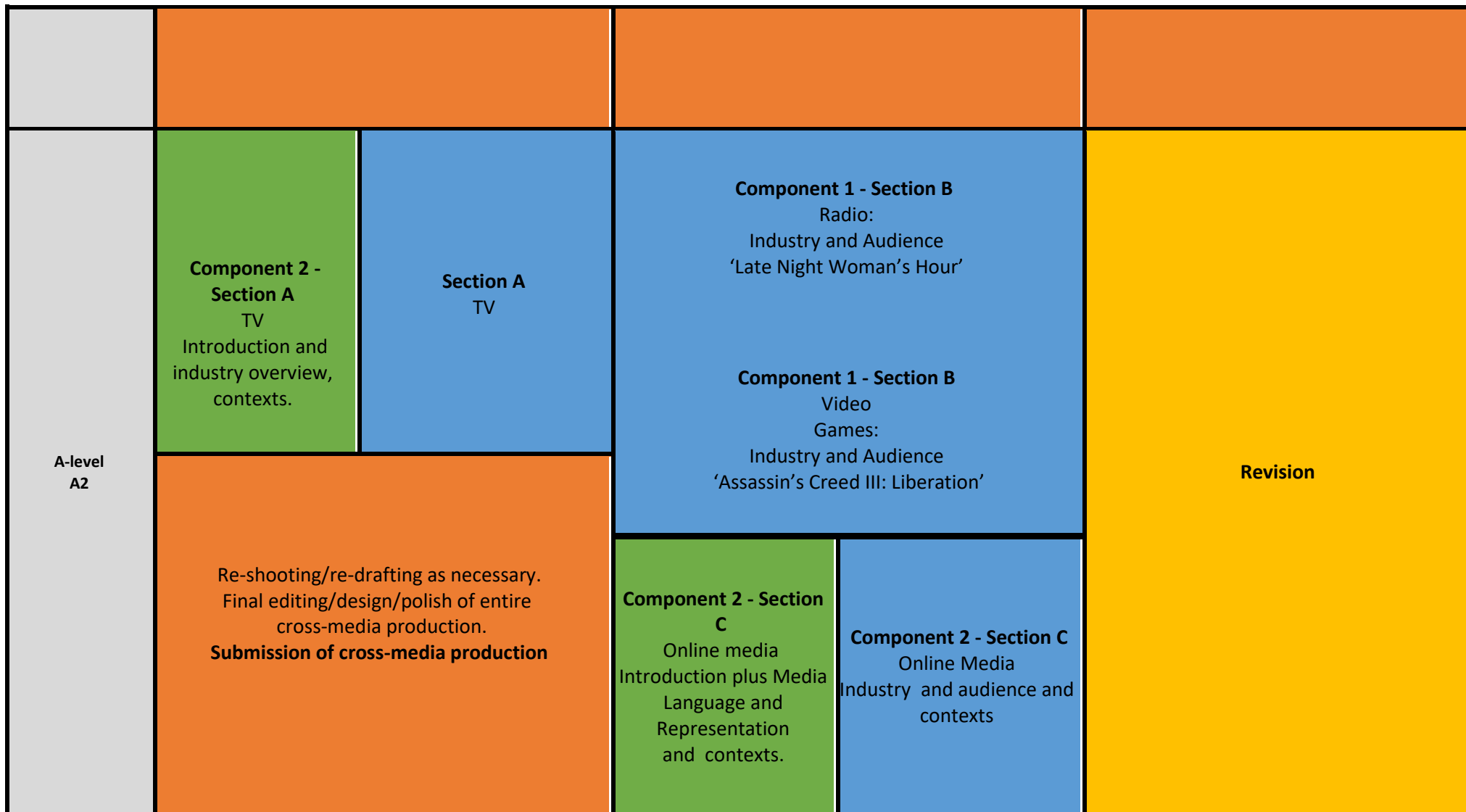
We run many trips and visits for students to engage in media workshops in London, such as: Guardian Y10 Media trip/BFI A level Media trip, which allow students be taught by professional practitioners and apply this knowledge into their own work.

This table outlines the key topic areas covered in **Media** across KS3, KS4 and KS5. They are divided into Media Language, Representation, Industry and Audience, as these pillars are the basis of all media knowledge. The curriculum is designed in order to encourage critical evaluation skills and personal approaches to a variety of texts; within the study of these close study products (CSPs), students will be prompted to consider their own experience and approach to the media industry and analytically consider the role that it plays in their own lives. Within the Media curriculum there are frequent opportunities for cross curricular links with aspects of English language, history, politics and psychology and sociology. In particular the reference to multiple theoretical studies allows students to explore how media texts are purposefully manipulative, and the strategies that media production teams have utilised and refined over the last century. The splits indicate terms.

Curriculum map - subject: Media

AGE-STAGE	TOPICS				
GCSE Y9	Introduction to Media Language (ML), Representation – two of the pillars LO: to embed the bedrock of media (also called the four pillars) and the key vocabulary and theorists to support analysis of all media texts.	Introduction to Industry, Audiences – two of the pillars LO: to embed the bedrock of Media (also called the four pillars) and the key vocabulary and theorists to support analysis of all media texts.	Print Advertising Component 1 - Section A LO: to learn the conventions of print adverts and the ML, representation and context within them.		Film Marketing (Print) Component 1 Section A LO: to be able to apply representation and media language (bedrock) knowledge to the marketing of Bond.
			Component 3 – practical work in using In-Design for Print LO: to put into practice the academic work on print adverts into the practical work of construction.		Film Marketing (Print) Component 1 Section B LO: to be able to apply industry and audience (four pillars) knowledge to the marketing of Bond.
	Component 3 – introduction to practical work to support academic work above.		Video Games Component 1 Section B LO: to apply industry and knowledge information to video games.		
GCSE Y10	Pop Videos Component 2 - Section A LO: to learn the conventions, contexts, ML and representation within two present day pop videos and one historical.	Pop Videos Component 2 Section B LO: to learn the conventions, contexts, ML and representation within two present day pop videos and one historical.	Magazines Component 1 - Section A LO: to learn the conventions, contexts, ML and representation within GQ and Pride magazine.	TV Crime Component 2 - Section A LO: to study all four pillars of Media (ML, Audience, Representation and Industry) to be able to fully analyse TV crime dramas, both historical and present day.	TV Crime Component 2 - Section A LO: to study all four pillars of Media (ML, Audience, Representation and Industry) to be able to fully analyse TV crime dramas, both historical and present day.

			Component 3 – Magazine design and start of brief (March) LO: to be able to apply all conventions learnt to their media project.	Component 3 – Complete Practicals	
GCSE Y11	Newspapers Component 1 - Section A LO: to study all four pillars of Media (ML, Audience, Representation and Industry) to be able to fully analyse newspapers.	Newspapers Component 2 - Section B LO: to study all four pillars of Media (ML, Audience, Representation and Industry) to be able to fully analyse newspapers.	Radio Component 1 Section B LO: to see how industry and audience applies to radio.	Revision/exams	
A-level AS	Introduction to course (Media Language and Representation)	Introduction to course (Industry and Audience) Component 1 - Section B 'Black Panther' (Film)	Component 1 - Section B Film 'Black Panther' 'I, Daniel Blake'		Component 3 – start examination practical task Introduction to briefs, initial research, ideas, planning, making.
	Component 1 – Section A Advertising and Marketing Tide, WaterAid, 'Kiss of the Vampire'	Component 1 – Section B Advertising and Marketing Audience Tide, WaterAid	Component 2 - Section B Magazines introduction and industry overview; contexts	Component 2 - Section B Magazines introduction and industry overview; contexts	
	Component 1 - Section A Newspapers The Daily Mirror The Times	Component 1 Section B Newspapers The Times and The Daily Mirror	Component 1 - Section A: Music video ML and Rep Dream or Formation; Riptide		
	Component 3 – introduction to practical work to support academic work above		Component 3 - practical task – storyboard or film a section of a music video		



	Media Language and Representation – Component 1 & 2
	Industry and Audiences – Component 1 & 2
	Component 3 – Practical Work
	Revision

