

# Media Curriculum Intent



The Media plays a major role in our lives. They are the main providers of information and entertainment. The Media can shape what we know about the world and are often our main source of ideas and opinions, so it makes sense to investigate what they provide and why. We aim to acquire high order media literacy skills that will enable students to access a broad range of social and cultural experiences and are transferable to a wide range of careers.

# What Students Should Know and Be Able To Do

## Entitled To Powerful Knowledge

### Knowledge is Diverse, Inclusive and Representative

Students will learn to be analytical of media texts as well as exploring how products engage target audiences in order to give them a powerful understanding of how ideas are constructed. They will explore a diverse, inclusive range of representations in wide ranging media products as well as exploring a range of generic conventions. Students will use this knowledge to consider, create and explore their own constructive representations when making their own magazine front covers and double page features for the publishing sector. Students will carefully consider the representations they construct and how they can use their existing genre knowledge in their page designs.

### Education With Character

Our Media Studies curriculum intends to spark curiosity and equip students with the skills and knowledge to understand reasons behind media constructions.

## How Students Acquire This Knowledge

*"The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way."*

## Coherent whole

### Component One: Exploring Media Products (Internally assessed)

In this component, students develop their understanding of how media products are created for specific audiences and purposes in each of these sectors: audio/moving image, print and interactive media. Students will explore the relationship between genre, narrative and representation in media products, and develop their understanding of how they are interpreted by audiences. Students will learn how media production techniques are used to create different effects to communicate meaning to audiences.

### Component Two: Developing Digital Media Production skills (Internally assessed)

Working in the creative media industry involves the application of a wide range of practical processes, skills and techniques. The industry requires practitioners who can create products that are effective and well-matched to their audience and purpose. In this component, students will develop practical media production skills and techniques in the publishing sector. They will draw on their existing knowledge of genre, representations and publishing products from component one when planning, constructing and editing their own magazine front cover and double page feature.

### **Component Three: Create a Media Product in response to a brief (Externally assessed)**

In this component, students will respond to a client brief and create a product in the publishing sector. Students will interpret the client's needs and engage in the process of ideas generation, selecting and refining ideas until students are satisfied that they have an idea that meets the requirements of the brief. Students will undertake pre-production planning to demonstrate to the client how the ideas will be implemented within a planned media product. Throughout the pre-production process, students will need to monitor and review the effectiveness of planning and intended outcome to ensure that the planned media product is fit for audience and purpose. These skills continue to build on and utilise the existing knowledge of genre and representation in component 1 and component 2. The production skills from component 2 will continue to be developed in this exam unit.

### **Acquire and Apply**

We benefit from a spiralling curriculum in Media Studies, meaning that prior knowledge is regularly revisited throughout the curriculum. Knowledge is expanded upon and applied in new and diverse contexts. The curriculum has been mapped carefully to ensure the placement of each lesson is beneficial to the overarching curriculum and development of hierarchical knowledge. For instance, students are required to understand the different media purposes that exist, before using this knowledge to analyse a range of media texts and then using these ideas in their own creative work.

### **Adapt and Improve**

**Adapt what is taught:** Powerful knowledge drives what is taught, with resources being updated regularly to reflect new media texts. We ensure students are provided with the most up to date and relevant examples which aim to capture their interests.

**Adapt when it is taught:** Careful sequencing is key to enable students to secure the knowledge they need to be able to develop as analytical thinkers and researchers. Theoretical concepts are taught early in the course. Students also develop their understanding of how to conduct effective research when planning their own media product. Without this core knowledge, students would be unable to be analytical learners.

**Adapt how it is taught:** The school-wide evidence informed principles are used, techniques, strategies and routines to ensure all students receive the best lessons. These lessons will ensure that appropriate scaffolding and modelling are used to develop students understanding and application of knowledge. Do now tasks are consistently used to ensure that knowledge is revisited, and gaps are identified and re-taught when needed.

**Improve:** Teachers amend and change curriculum resources etc. to meet the needs of their own classes. Teachers are responsive to students learning.