

KS4 Media Curriculum

“Are we using the media, or is the media using us?”



	Media Language	Media Representations	Media Industries	Media Audiences	Making Media products	
Year 10	Magazines 'How does a declining media product try to stay relevant?'	Advertising 'How do advertisers try to keep up with changing society?'	Music Videos and Video games 'In the digital era, has media liberated artists or made them more vulnerable?'	Video games and online, social, participatory media 'Can anyone become a celebrity in the age of the internet?'	Media Production and Mock exams 'Can we utilise our theoretical knowledge and understanding to create an appealing media product?'	Media Production 'Can we utilise our theoretical knowledge and understanding to create an appealing media product?'

Year 11	Television 'How has technology improved the audience experience?'	Radio and Mock revision 'Were reports of the death of Radio premature?'	Newspapers 'Is any news unbiased?'	Film and Revision 'If Hollywood is thriving, can Independent cinema survive?'	Exam revision	

How will you be assessed?

Knowledge and understanding of

- **Knowledge and Understanding** of the ways media products are constructed to create meanings for audiences
- **Application** of knowledge and understanding to interpret, analyse and evaluate media texts as well as to create media products.
- **Media skills**, such as interpreting media language, placing media within their context, explaining how audiences are targeted

Intent	What new knowledge/content do we introduce?				
By the end of KS4 students are able to...	Year 10		Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<p>AO1: Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> the theoretical framework of media contexts of media and their influence on media products and processes. AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning. 	Autumn	Magazines	Television	All texts with the single exception of the 'unseen text' are prescribed by the syllabus.	<p>We take opportunities to respond to current trends, talking points and controversies to feed into the course as and when it is appropriate and expedient to do so.</p> <p>A recent example included linking in the take-over of Twitter by Elon Musk into the unit on online, social and participatory media. Doing this yielded greater understanding and relatability from learners.</p>
		Advertising	Radio / mock Revision		
	Spring	Music Videos / Video games	Newspapers	Our focus then has been on sequencing of our the texts on the course where we can exert our biggest support for learners.	
		Video games / Online Social, participatory media	Film / Exam Revision		
	Summer	NEA: media production / Mock Revision	Exam Revision	In the single case of the 'unseen text' of Paper 1, Q1,	
Rationale for this sequence	<p>Magazines: Rationale: Introduce and begin to establish core vocabulary and analytical skills; introduce first key study areas of theoretical framework - all novel. Selection of magazines as first topic provides students with a more approachable, 'static' text through which to introduce complex theory and media language.</p> <p>Advertising: Rationale: Challenge: transition to a more challenging text that will develop students' confidence based on prior learning from magazines. Also a topic that has more student appeal through moving image.</p> <p>Music videos/Video games Rationale: Challenge: new theoretical concept. Interest: stimulates excitement and interest through relatable topic while also offering challenge.</p> <p>Video games/Online, Social Participatory media Rationale: Challenge: new theoretical concept. Interest: stimulates excitement and interest through relatable topic while also offering challenge.</p> <p>NEA/Mock Revision Rationale: Opportunity and importance: 30% of final grade. Builds on theoretical framework and knowledge and understanding</p> <p>NEA Rationale: Opportunity and importance: 30% of final grade. Builds on theoretical framework and knowledge and understanding (AO1/AO2)</p>	<p>Television Rationale: Challenge and interest: Most demanding/intensive media product is positioned at the start of the year to make the most of prior learning (confidence) and capacity for cognitive loading.</p> <p>Radio / mock revision Rationale: Challenge and interest: Most demanding/intensive media product is positioned at the start of the year to make the most of prior learning (confidence) and capacity for cognitive loading.</p> <p>Newspapers Rationale: Convenience and confidence: As we approach the exam period and begin to narrow down the targeted revision topics, Newspaper's presents an opportunity to explore a static text through the lens of theoretical framework components students are already experienced with.</p> <p>Film Rationale: Brevity and cognitive load: As the exams are imminent, this, the shortest of our topics provides an opportunity for learners to set aside more cognitive capacity for the revision and recall activities that will become a mainstay at this point.</p>	<p>we choose texts that are of contemporary appeal to our learners and that tap into their interests and talking points.</p> <p>We also choose unseen text sources which enable us to vary the degree of challenge: as students acquire the knowledge and understanding and skills, so the complexity of the unseen text material increases.</p>		
How does the K4 Curriculum build on previous learning at KS3?	<p>In KS3 English we have units of work that introduce key media theoretical approaches such as Narrative Theory (Propp/Todorov) which we build upon. Genre is also explored in KS3 – particularly in the unit on animation. We make explicit reference to this work and encourage recall as we introduce media theory in Autumn 1.</p>				

