



Media Studies Curriculum

Intent

Curriculum Vision

Media Studies will enable students to gain an understanding of the central role that media plays in contemporary society and culture, and how our perceptions of the world are shaped through the representations, viewpoints and messages communicated.

Students will experience a wide range of media text, considering how each is constructed, funded and owned; the way meaning is created for the viewer; and how audience response is manipulated. Giving our students an understanding of this is needed more now than ever before as new forms of media, AI, and social media are rapidly growing, transforming how information is created, shared, and experienced across the globe. Media studies is a perfect academic discipline to teach our young people to question sources, recognise perspectives, and evaluate the credibility of information before accepting or sharing it.

Initially, students will do this by analysing media presented in the form of magazines, film posters, newspapers, poster advertising, video games, radio dramas and film. Students will then critically evaluate TV crime dramas and music videos, in addition to investigating and contrasting the roles of traditional and social media in engaging modern audiences.

Students will then apply the knowledge and skills developed throughout the course to create their own media representations designed to meet a set of given briefs.

Concepts and Skills

The four key concepts covered during the course are: media language, audiences, industry and presentation.

Media Language

- How meaning is created through composition and layout

Audience

- How media texts target and appeal to specific audiences
- How audiences respond and engage with media texts differently (e.g. passive or active engagement)
- How media audiences are categorised

Industry

- How different media industries are regulated
- How media industries are funded
- The different types of media ownership and the advantages and disadvantages of each.
- The production process for each type of media text

Representation

- Why media texts use representations
- How these representations are created and constructed
- The impact of these representations on the viewer

Students will develop an awareness of the media strategies used and be able to critically evaluate their intent and impact.

Vocabulary

Students' Vocabulary will be broadened by looking at the etymology of key words and by developing an understanding of their discipline-specific definitions. A selection is listed below

connotation	Headline
polysemy	Tagline
denotation	Copy
Mise-en-scene	Focal image
Narrative structure	Bill blocking
stereotypes	Blurb
counter stereotypes	Lure
misrepresentation	IPSO
iconography	BBFC
composition	PEGI
demographic	Commercial
psychographics	Public service broadcasting
mediation	ASA
audience	OFCOM
globalisation	Credits
desensitisation	Mark of Quality
synergy	RAJAR
analysis	Foley Artist
underrepresentation	Multi-player
industry	Platform
context	VSC
social	GRA
political	Regulation
historical	Tabloid
cultural	Broadsheet

Homework

Curriculum-aligned homework helps our students achieve mastery in Media Studies by consolidating and extending what they learn in lessons so that they know more and remember more. It also guides students to build strong independent study habits.

At Key Stage 4 homework will be in the form of practice essay and exam questions to develop their analytical and examination skills. Towards the end of Year 10, students will be working on planning and drafting their NEA work with weekly challenges set for them to complete.

This helps our students achieve mastery in Media Studies. Students who need extra support to achieve mastery are supported by our 10:10 programme in Year 11 to work on revision and completing their NEA.

Implementation

Overview Statement

The curriculum in Media Studies is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. The media texts chosen are from a variety of media platforms and eras to provide our students with a broad base for their learning and to expose them to both traditional and contemporary texts. We provide a balance between modern and older media texts to allow students to explore the changing nature of media and its impact on contemporary audiences. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' strengthen memory as do mid-term and end-of-year assessments which are cumulative. Vocabulary is developed in Media Studies through the Frayer Model and students are taught to read, write and speak like a critical and academic writer. Technology is employed to engage and widen students' experiences to strengthen learning and give a multi-sensory learning experience: using print, electronic and moving image texts. Learning character is developed each lesson using the six Learning Applications (LApps).

Impact

Key Stage Three

The Key Stage Three media curriculum is interleaved within the Key Stage 3 English curriculum. Once complete, students will be able to apply critical and analytical skills when investigating media texts. They will have developed a knowledge of media language and representation, and be able to apply this knowledge when analysing media texts. Students develop all the Lapps but especially their independence and awareness by investigating how the media create meaning for their audiences. Students have an introduction to the disciplinary literacy required to be able to communicate like a critical writer, and all opportunities to develop numeracy are fully exploited in context, such as timelines and statistics. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of media language, representation, media industries and media audiences. Through developing their knowledge of a variety of media texts from the past and more current texts, as well as relevant media theories, they are able to analyse, evaluate and critique both media texts and media theories. Students also develop an understanding of the entwined nature of their studies, through explicit cross-curricular links and inter-disciplinary study, such as how techniques taught in Music help create an atmosphere in film soundtracks. Their progress in Media Studies is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.