

Media Studies

Intent

With young people using the media for, on average, 25% of their daily lives and with the media as one of the largest growing employment sectors in UK society, it is essential that all young people gain a knowledge and understanding of Media Texts and Industries.

Media Studies has a crossover with many other curriculum areas - English, History, Sociology, ICT and Art, to name a few - which helps to develop cross curricular skills and knowledge. A media education enables young people to develop as local, national and global citizens and to be ready to enter a workforce with ever evolving and new careers.

'What sort of Media curriculum did we want to create'

- A KS3 curriculum that teaches media language and the skills necessary to both analyse and construct basic media texts to all Year 8 students. This includes the development of reading and writing skills that are complementary to English together with new ICT Digital Media skills.
- Prior learning and competencies from KS2 and Year 7 to be built on and taken further with the analysis and construction of both fiction and non-fiction texts
- To recognise the purpose of the media - to inform, educate and entertain - and to understand the impact of social, historical, political and cultural contexts upon media texts
- To develop an understanding of audience, how and why texts appeal to audiences and how audiences relationships with media texts are complex
- To provide students with the skills to question representations in the media, particularly damaging messages regarding representations of perfection and the effect that they have on audiences
- To deliver both an academic and practical understanding of the media that fits into a broad and balanced curriculum
- To construct a progressive curriculum that builds on prior skills and knowledge and develops the communication skills of our students
- To develop both Level 2 and Level 3 vocabulary to make the curriculum accessible to all students
- To challenge students to apply media theory, particularly at KS4 and KS5, to develop a richer understanding of the media and strong independent study skills
- To prepare for the world of work by working to briefs, deadlines and high expectations

Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

Implementation of Curriculum	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Low stakes quizzes at the start of every lesson focus on the knowledge students require before being able to apply the knowledge to more complex questions	X	X	X	X	X	X
Students in all lessons are exposed to high quality modelling from teachers ensuring that they are exposed with the necessary procedures, use of language and metacognitive processes that will be required from them in their independent work	X	X	X	X	X	X
Students are given opportunities to develop their behaviour for learning habits through the integration of the Stoke Damerel 6 principles in lessons	X	X	X	X	X	X
All lessons are planned and executed using the 6 principles of teaching	X	X	X	X	X	X
All students in year 8-13 are supported to work independently through the use of google classrooms to be able to communicate with teachers and find bespoke resources	X	X	X	X	X	X
Students at KS5 are encouraged and supported to continue with Media Studies					X	X
Students are given timely and regular feedback on their knowledge recall, comparative, insightful, literal and conceptual analyses . Teaching is reactive and DIRT activities and weeks are planned to allow students to improve as well as correct.	X	X	X	X	X	X
Students are made aware of knowledge that must be learned and are given strategies and resources in which to learn key vocabulary, definitions and	X	X	X	X		

contextual information relating to texts through the use of knowledge organisers						
Students are given regular opportunities to write at length. Students are given regular opportunities to re-draft extended pieces of work following feedback.	X	X	X	X	X	X
Students are taught both academic and practical aspects of the subject to develop a full understanding of the media	X	X	X	X	X	X
Students are taught about media language and representations so that they are able to deconstruct texts and recognise issues around representations, messages and values	X	X	X	X	X	X
Students are taught about media industries and audiences and social, historical, political and cultural contexts so that texts are not seen in isolation	X	X	X	X	X	X

Impact

- All students are supported in working towards their attainment targets
- All students are supported to have confidence and high levels of literacy
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning on every level (both academic and pastoral)
- Leaders set and meet targets which are realistic and evidence repeated marginal gains