




## YEAR 10 Spring 2

‘An ambitious curriculum that meets the needs of all’

### Medium Term Planning - Topic: CSP Study – Music Videos and Radio

<b>Curriculum Intent</b>	<p>In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality media texts in order to develop their inference and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society.</p> <p><b>In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:</b></p> <ul style="list-style-type: none"><li>• skills of enquiry, critical thinking, decision-making and analysis</li><li>• acquisition knowledge and understanding of a range of important media issues</li><li>• development of an appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics</li><li>• an understanding and application of specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues</li><li>• an appreciation how theoretical understanding supports practice and practice supports theoretical understanding</li><li>• development of practical skills by providing opportunities for creative media production</li></ul>
<b>Skills/National Curriculum Links</b>	
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Individual liberty, mutual respect and tolerance are represented by the choice of texts within the unit and taught explicitly in some of the topics covered.</p> <p><b>PSHE/British Values:</b></p> <p><b>Literacy:</b> Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver.</p> <p><b>Numeracy:</b> n/a</p> <p><b>Skills Builder:</b></p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> communication, problem-solving, imagination.</p> <p><b>Careers/Employability:</b> exposure to advertising and music industry.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b></p> <p><b>By resource:</b></p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Understand key media terminology.</li><li>• Understand media language and representation.</li></ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>Understand audience and industry.</li> <li>Develop practical and creative skills.</li> </ul> <p>Key Vocabulary:</p>  <p>Subject specific vocabulary GCSE Mec</p>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.

## Year 10



6 – 10	<p>Begin with contextualizing music videos. Students use laptops to research music videos and create top 5 countdown.</p> <p>Music videos CSPs Music videos (targeted, focusing on Media Audiences and Media Industries):</p> <ul style="list-style-type: none"> <li>Arctic Monkeys - <i>I bet you look good on the dancefloor</i></li> <li>Blackpink – <i>How you like that</i>.</li> </ul> <p>Set each CSP within its context.</p> <p>Focusing on the industry and audiences.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Assessment questions:</p> <p>How do music video help bands create their own identity? AM example.</p> <p>How do Blackpink compare to Arctic Monkeys? Discuss how independent music differs from the mainstream.</p> <p>Practical activities:</p> <ul style="list-style-type: none"> <li>devise the marketing plan for the single launch for one of these videos. How would you use each of the available media platforms to reach your target audience?</li> <li>plan the website home page for the day before, or the day of the launch</li> <li>write the posts for the band's official social media channels in the five days prior to the release of the single.</li> </ul>	<p>Media industries:</p> <p>The nature of media production</p> <p>Production processes</p> <p>Regulation</p> <p>Media audiences:</p> <p>Range of audiences</p> <p>Targeting</p> <p>Interpretations</p> <p>Media practices</p> <p>Audience Responses</p>
10 – 12	<p>Research NEA briefs.</p> <p>Revision on CSPs</p>	