



YEAR 12 Autumn 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Introduction to 4 pillars of Media

Curriculum Intent	<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>In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none">• skills of enquiry, critical thinking, decision-making and analysis• acquisition knowledge and understanding of a range of important media issues• development of an appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics• 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• an appreciation how theoretical understanding supports practice and practice supports theoretical understanding• development of practical skills by providing opportunities for creative media production
Skills/National Curriculum Links	
Cross Curricular Links	<p>SMSC: 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>PSHE/British Values:</p> <p>Literacy: Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver, semiotics.</p> <p>Numeracy: n/a</p>
Becoming future ready	<p>Personal Skills: communication, problem-solving, imagination.</p> <p>Careers/Employability: exposure to advertising and music industry.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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>By Offering Optional Activities: 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>
QFT/SEND Provision	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Understand key media terminology.• Understand media language and representation.• Understand audience and industry.• Develop practical and creative skills.
Learning Outcomes (Knowledge)	<p>Key Vocabulary: https://www.aqa.org.uk/resources/media-studies/as-and-a-level/media-studies/a-level/subject-specific-vocabulary</p>

Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

Year 12



Prior knowledge

This assumes students have no specific prior knowledge.

It is suggested that the theoretical framework and an engagement with media products will take up much of the teaching time in the first term.

Knowledge can be tested regularly by using 'pop quizzes' and short written analysis tasks.

The first term focuses on the fundamental knowledge and understanding required at this level:

- an introduction to a range of media forms and platforms can be formalised by the application of the theoretical framework focusing on the named theorists and enabling ideas from the specification.
- in the development of knowledge of the theoretical framework, the targeted Close Study Products (CSPs) could be used as examples but students are encouraged to consider other media products in addition to these.
- the first term offers an opportunity to introduce students to production technologies and they can complete some short activities to help them develop their skills.

Learning objectives

- Familiarity with the theoretical framework.
- Engagement with media products – CSPs and others.
- Development of NEA related skills.

Theoretical framework (introduction to media forms and platforms)

Specification reference

3.4.1, 3.4.1.1, 3.4.1.2

Specification content – Term Y12 1a

Media language

How the different modes and language associated with different media forms communicate multiple meanings.

How the combination of elements of media language influence meaning.

How audiences respond to and interpret media language.

Semiotics including Barthes.

- Sign
- Signifier
- Signified
- Icon
- Index
- Symbol
- Denotation
- Connotation
- Myth
- Ideology

Students to engage with a number of media products and identify media language use, genre codes, narrative devices in a relatively informal way.

Practical analysis tasks identifying media platforms/genres and their conventions.

Targeted CSPs may be introduced to help formalise analysis.

Closer focus on media language to include formal approaches from Barthes leading to an engagement with genre (Neale) and narratology (Todorov) ideas.

Genre theory

- Conventions and rules
- Sub-genre
- Hybridity
- Genres of order and integration
- 'Genre as cultural category'

Narratology:

- Narrative codes
- Narration
- Diegesis
- Quest narrative
- 'Character types'
- Causality
- Plot
- Masterplot

Further engagement with general media examples and targeted CSPs to exemplify ideas covered.

Practical activity (NEA)

- Initial IT skills audit to identify individual strengths and weaknesses.
- IT skills and basic design practices for print and e-media products.
- Equipment needed: access to computers and relevant software.
- Activities to develop camera skills using moving image and still cameras and to include use of images in NEA productions.
- Equipment needed: access to cameras and computer equipment.

- Activities to further develop practical skills using moving image and still cameras and to include use of images in NEA productions.
- Equipment needed: access to Adobe Suite and or editing software, still and/or moving image cameras etc.