Year 10 Media	Subject Intent	We want our students to be confident critical thinkers and communicators of the world around them as the media has a real relevance and importance in their lives today. Our curriculum aims to challenge and inspire pupils thinking to question influences, messages, and meanings of the media. Our curriculum improves pupil's communication skills, literacy, creativity, and analytical skills. This is evident through pupil's study of media products focussing on the media industry, audiences and the of use of images, sounds, language, and representations to create meaning. Pupil's will be confident in these key skills of critical thinking, analysing, and creating media products. These key exam skills are embedded in all that we do.
	KS4 Subject Narrative	Our KS4 course focuses on depth of knowledge and the key skills of analysing images, messages and meaning and creating media products. Students are introduced to the key areas of the theoretical framework for studying media - media language, representation, media industries and audiences – in relation to diverse examples from a modern and historically wide range of media forms: advertising and marketing, film, magazines, music video, newspapers, online media, radio, television and video games.
	Routine Assessment Strategies	Pupils sit at least one formative writing assessment per half term with SAR (Strength Action Response) marking to practice key knowledge and analytical skills from studied media forms. We frequently use knowledge retrieval starters and low stakes quizzes to embed knowledge. When completing their non-examined assessment (NEA) component, students will use a lot of peer and self-assessment strategies to improve the standard of their practical and written work.

	WHY THIS, WHY NOW?	Autumn Term – Component 1 Section A/B Advertising & Marketing, Film Posters and Magazines	Spring Term – Component 2 Section A: TV genre, Component 3: NEA Brief	Summer Term- Component 3: NEA Brief continued
Year 10 Media	Enquiry questions	• How does media products portray messages and meanings? • What is a target audience? • What is connotation and direct mode of address?	• How can you determine who are the stereotype and countertypes of the TV genre? • What is the watershed? • What is media product brief and how to identify the target audience?	• How do I plan to respond to the set brief to meet the requirements? • How do I apply media language to create a media product?
	Key Subject Knowledge	• Explain target audience effect and impact • Identify key colours, codes for connotations and messages in text and images • Explain how the media portray events, issues, individuals, and social groups	• Know aspects of media audiences, such as targeting and consumption and use on audiences • How the product reflects the society and culture in which it was made through its representations, themes, values, messages, and viewpoints	• Apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a brief • Identify target audience • Reflect and evaluate brief planning and research of the production process
	Subject Competencies	Apply key terminology such as genre, conventions, mise-en-scène and applying to media forms • Applying software product skills to create media products • Investigating and developing opinions around key themes of the online media.	• Compare and contrast how genre changes over time • Use a range of skills, techniques, and media software to create print/video products	• Apply key technical skills using software to create media product to meet the set brief • Develop plans, mock ups and research media product from brief
	Summative Assessments (high stakes assessments which test <u>cumulative</u> knowledge)	• Formative assessments in class such as verbal feedback, quizzes, and written tasks	• Mid-year cumulative assessment on content to date.	End of Year cumulative assessment on Year 10 content.
	How do we pave the way for future study?	• Developing analytical skills for set media forms such as print media products essential for GCSE	• Develops proficiency in using a range of media software programs to create a finished media product.	• Further develops expertise in how to respond to a set brief, a key requirement in GCSE