

**Subject: Media Studies
Year 10 Half Term One**

Core skill focus

Year group: Year 10

Module title:

Length of module: 7 weeks

Module intent / knowledge to be gained

What are the ways in which the media re-present groups of people & the world, and construct versions of reality?

What assumptions do media organisations make about their target audience(s) in order to market to them?

Component One Section A: Analysis of media language, representation and media contexts

Sequence – where does this module fit? Links to past and future learning:

This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media. The framework is based on four interrelated areas:

- Media language: how the media through their forms, codes and conventions communicate meanings
- Representation: how the media portray events, issues, individuals and social groups
- Media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms
- Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

Links to future learning include - These are the building blocks that will allow student to use the knowledge they gain in a historical context. It will embed skills learned previously and extend their knowledge of skills so that they become more proficient.

Key words: Demographic, Enigma, Media, Purpose, Audience, Genre, Ideology, Connotation, Representation, Industry, Concept, Create, Design,			
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p>Introduction to key concepts of media studies</p> <p>Media language</p> <p>Media audience</p> <p>Media representations</p> <p>Media industries</p> <p>Media Key Concepts (text, institution, audience)</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
2	<p>Media Key Concepts (genre, conventions, media language)</p> <p>Investigation of the different genres in film and television</p> <p>Investigation into the language that is used in the media to portray different ideologies and meanings.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.

3	<p>Media Key Concepts (representation, stereotypes, narrative)</p> <p>Investigation into the representation of certain people in the media industry and how this has changed over the last 50 years.</p> <p>The stereotypes used in the media. How people from different backgrounds are viewed in the media.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	<p>Homework will be in the knowledge organiser.</p>
4	<p>How to analyse a CD Cover (Taylor Swift and Pharrell Williams)</p> <p>Investigate both covers and identify the purpose of both covers individually. Understanding why artwork is important and the story it tells us about the artist and the song.</p> <p>Then a compare and contrast both of them together and how they differ from one another.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	<p>Homework will be in the knowledge organiser.</p>
5	<p><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Homework will be in the knowledge organiser.</p>

	<p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		
6	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Media Studies
Year 10 Half Term Two**

Core skill focus

Year group: Year 10

Module title: Contexts Advertising

Length of module: 7 weeks

Module intent / knowledge to be gained

What are the ways in which the media re-present groups of people & the world, and construct versions of reality?

What assumptions do media organisations make about their target audience(s) in order to market to them?

Component One Section A: Analysis of media language, representation and media contexts

Sequence – where does this module fit? Links to past and future learning:

This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media. The framework is based on four interrelated areas:

- Media language: how the media through their forms, codes and conventions communicate meanings
- Representation: how the media portray events, issues, individuals and social groups
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- Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

Links to future learning include - These are the building blocks that will allow student to use the knowledge they gain in a historical context. It will embed skills learned previously and extend their knowledge of skills so that they become more proficient.

Key words: Demographic, Enigma, Media, Purpose, Audience, Genre, Ideology, Connotation, Representation, Industry, Concept, Create, Design, Advertising, Culture, Racism, Sexism, Homophobia			
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p>Introduction to historical / social / cultural and political contexts</p> <p>Students to learn about the context In which films, television and music where created in and how that shapes the product that has been created.</p> <p>A historical and social investigation into the world between 1900 and 2020 to see the raging differences in views.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
2	<p>1950s-1970s social & cultural ideologies / values</p> <p>1980s and 2000s+ shift in social & cultural ideologies / values</p> <p>A continuation in historical and social investigation into the world between 1900 and 2020 to see the raging differences in views.</p> <p>A specific in depth review of the ideologies between the 1950 and 1970s. This will specifically look at the racism and homophobia at the time and how that influenced products at that time.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.

3	<p>Comparison of ideologies and messages embedded in adverts</p> <p>Students will take a range of different adverts from the 1950's, 1970's and today.</p> <p>Students must be able to describe the difference between the adverts and how these differences can make a difference to a viewer's opinion of the product.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	<p>Homework will be in the knowledge organiser.</p>
4	<p>Producing a 1950s advert which challenges social/cultural 'norms'</p> <p>1950s advert practical task (with annotations)</p> <p>Students will create their own 1950's advert that would be politically correct today. They must choose a product from the 1950's and advertise for today's audience.</p> <p>Students must annotate the work they have done with reasoning and descriptions of their work.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	<p>Homework will be in the knowledge organiser.</p>
5	<p><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Homework will be in the knowledge organiser.</p>

	<p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		
6	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Media Studies
Year 10 Half Term Three**

Core skill focus

Year group: Year 10

Module title: Print Analyse

Length of module: 6 weeks

Module intent / knowledge to be gained

What are the ways in which the media re-present groups of people & the world, and construct versions of reality?

What assumptions do media organisations make about their target audience(s) in order to market to them?

Component One Section A: Analysis of media language, representation and media contexts

Sequence – where does this module fit? Links to past and future learning:

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The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

Links to future learning include - These are the building blocks that will allow student to use the knowledge they gain in a historical context. It will embed skills learned previously and extend their knowledge of skills so that they become more proficient.

Key words: Demographic, Enigma, Media, Purpose, Audience, Genre, Ideology, Connotation, Representation, Industry, Concept, Create, Design, Advertising, Culture, Racism, Sexism, Homophobia, Newspaper, Right Wing, Left Wing, Political, Analyse			
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p>Identifying conventions and their purpose 2 Examining magazine media language and audiences</p> <p>Students will learn about the notion of conventions and how this influences products like newspapers and their political stance. Students will research and understand two different magazines and the target audience.</p>	<p>Staff to follow the following principles when teaching SEN students (1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
2	<p>Comparing GQ vs. Pride media language/representations</p> <p>Students will compare and contrast the difference between two magazines. This will lead into a discussion about the different target audiences and how they attract those audiences.</p>	<p>Staff to follow the following principles when teaching SEN students (1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.

<p>3</p>	<p>Comparing The Daily Mail vs. Guardian media language/representations 4 Examining newspaper media language and audiences</p> <p>Students will now compare and contrast two different newspapers and their headlines. They must understand the purpose of a newspaper's political agenda and how that influences the way they write their stories. Students must be able to identify their political agenda from the newspaper they research.</p>	<p>Staff to follow the following principles when teaching SEN students (1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	<p>Homework will be in the knowledge organiser.</p>
<p>4</p>	<p>6 Sample Exam Assessment: stepped and extended questions DEADLINE Stepped & extended newspaper and magazine analysis answers</p> <p>Students will complete their first sample exam with questions from previous examinations. This will be on the newspaper and written analysis they have already completed this half term.</p>	<p>Staff to follow the following principles when teaching SEN students (1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	<p>Homework will be in the knowledge organiser.</p>
<p>5</p>	<p><u>Lesson Nine– Celebration of Knowledge</u> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Homework will be in the knowledge organiser.</p>

	<p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		
6	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Media Studies
Year 10 Half Term Four**

Core skill focus

Year group: Year 10

Module title: Audio and Visual Analyse

Length of module: 6 weeks

Module intent / knowledge to be gained

Analysis of media language, representation and media contexts

Set products: Print advertisements

Component One Section B: Analysis of media industries in relation to film

Set products: Spectre, 12 (2015)

Sequence – where does this module fit? Links to past and future learning:

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Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p>Understanding mise-en-scene, camera, editing and sound elements</p> <p>Applying 4 media language areas and developing note-making</p> <p>Students will be given an in-depth look at how films and television shows are created. Students must be able to describe the following aspects above and understand how each one works alone to create one whole project.</p> <p>Students will be taught how to take down notes correctly when being told or watching information.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
2	<p>Analysing <i>The IT Crowd</i> (includes genre analysis)</p> <p>Students will watch an episode of the IT Crowd to develop their understanding of the genre and how to review a product.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.

3	<p>Analysing <i>Friends</i> and comparing to <i>The IT Crowd</i></p> <p>Students will watch an episode of Friends and continue to develop their understanding of the genre and how to review a product.</p> <p>They will contrast both programs together and how they despite being in the same genre are different forms of comedy.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
4	<p>Analysing Taylor Swift <i>Bad Blood</i></p> <p>Analysing Pharrell Williams <i>Freedom</i></p> <p>Students will listen to both songs and continue to develop their understanding of the genre and how to review a product.</p> <p>They will contrast both songs together and describe how they are different and how different artists manage to get their message across.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
5	<p><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	Homework will be in the knowledge organiser.

	<p>twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		
6	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Media Studies
Year 10 Half Term Five**

Core skill focus

Year group: Year 10

Module title: Marketing

Length of module: 6 weeks

Module intent / knowledge to be gained

Analysis of media language, representation and media contexts

Set products: Print advertisements

Component One Section B: Analysis of media industries in relation to film

Set products: Spectre, 12 (2015)

Sequence – where does this module fit? Links to past and future learning:

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The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

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Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p>Examining industry practices with regards to film marketing</p> <p>Students are to examine how film studios with different budgets will approach the way they market a film. They will look at the difference between a blockbuster film that spend £100 million on marketing, compared to a low budget film and how they can both make the same impact.</p> <p>Students are to also be able to explain the importance of marketing in the industry.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
2	<p>Examining film poster conventions (comparing <i>MWGG</i> & <i>Spectre</i>)</p> <p>Students are to compare two different James Bond posters from different eras of the Bond franchise. They will develop their knowledge on the importance of marketing and how a poster can influence their opinions.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.

3	<p>Examining DVD cover conventions (comparing <i>MWGG</i> & <i>Spectre</i>)</p> <p>Students are to compare two different James Bond DVD covers from different eras of the Bond franchise. They will develop their knowledge on the importance of marketing and how a DVD cover can influence their opinions. Students to examine why the one film may have numerous covers.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
4	<p>Producing drafting and planning materials for final products</p> <p>Students will examine the ways in which films complete their post-production and why it can be argued to be the most important part of filmmaking.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections, (2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice, (3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
5	<p><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as</p>	<p>DIRT feedback is to differ depending on each student and the work that they have completed.</p>	Homework will be in the knowledge organiser.

	<p>twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>		
6	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Media Studies
Year 10 Half Term Six**

Core skill focus

Year group: Year 10

Module title: Branding – Practical Production

Length of module: 6 weeks

Module intent / knowledge to be gained

Component 3 (Non-examined assessment = coursework)

Students respond to a brief set by Eduqas.

Students undertake some research and planning, constructing representation in relation to their intended audience. They then complete the production work.

In the Summer Term, each student will sit an internal exam which will consist of all elements taught throughout the course. Appropriate preparation in the form of revision should be taken seriously with sufficient planning and organisation to ensure each student fulfils their potential.

30% of the final grade will be awarded for the students' Non-Examined Assessment (NEA, or coursework) and this will be completed in Summer 2 (year 10).

Sequence – where does this module fit? Links to past and future learning:

This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media. The framework is based on four interrelated areas:

- Media language: how the media through their forms, codes and conventions communicate meanings
- Representation: how the media portray events, issues, individuals and social groups
- Media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms
- Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

Links to future learning include - These are the building blocks that will allow student to use the knowledge they gain in a historical context. It will embed skills learned previously and extend their knowledge of skills so that they become more proficient.

Key words: Demographic, Enigma, Media, Purpose, Audience, Genre, Ideology, Connotation, Representation, Industry, Concept, Create, Design, Advertising, Culture, Racism, Sexism, Homophobia, Newspaper, Right Wing, Left Wing, Political, Analyse, Mise-en-scene, Camera, Editing, Pre Production, Language, Screenplay			
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p>MOCK: Component 1 Section A and Component 2 Section A</p> <p>Students are to complete their first mock exam for section A. Revision, will be made available for students during and after school.</p> <p>Completing a statement of aim</p> <p>Students will create their final product which is worth 30% of their final marks.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
2	<p>Producing final products</p> <p>Students will continue to create their product which could be a film poster, short, film, newspaper or magazine. They must choose their target audience and use all of the skills they have learnt throughout the year.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.

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4	<p>Producing final products (1st draft self- and peer-assessment)</p> <p>Students will continue to create their product which could be a film poster, short, film, newspaper or magazine. They must choose their target audience and use all of the skills they have learnt throughout the year. First draft to be completed and marked by teacher.</p> <p>Completing final products</p>	<p>Staff to follow the following principles when teaching SEN students</p> <p>(1) Present new material in small sections,</p> <p>(2) Scaffold new learning through modelling, thinking aloud, guiding initial pupil practice,</p> <p>(3) Providing supportive feedback which acknowledges what has been done well/correctly, identifying errors and working together to correct mistakes.</p>	Homework will be in the knowledge organiser.
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