



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 9

SUBJECT	Media Studies
INTENT	<p>'Who in the world am I?' Alice. <i>Alice in Wonderland</i>.</p> <p>Intent: The modern world is exciting, fast-paced, ever- developing. Media presence in all of our lives is constant and increasingly influential. It is vital that we arm our students with the understanding and knowledge to recognise the signs and codes of Media products, in order to navigate their world. Understanding empowers. Planning for future. Developing marketable skills: Photoshop, editing, PowerPoint presentation, 'elevator' pitches. Improving cultural capital (reading <i>The Times</i> newspaper. Watching Social Realism <i>films I, Daniel Blake...</i>)</p> <p>Students need to have a sense of history about what came before, and understand the culture and social context that surrounds the creation and development of all media products.</p> <p>Progression: Jobs attached to Media Sector. For some students, in an ever growing sector, Media Studies could open the door to a future career. Animator. Broadcast engineer/ journalist/ presenter/ runner. Commissioning editor/ Editorial assistant. Digital marketer. Film director/ video editor/runner. Games/ Applications developer. Graphic designer. Lexicographer. Lighting technician, broadcasting/film/video. Location manager. Magazine features editor/ journalist. Multimedia programmer/ specialist. Newspaper journalist. Press photographer. Press sub-editor. Print production planner. Printmaker. Programme researcher, broadcasting/film/video. Publishing copy-editor/proof reader. Publishing rights manager. Radio broadcast assistant/ producer. Runner, broadcasting/film/video. Sound technician, broadcasting/film/video. Television camera operator/ floor manager/ production coordinator. Television/film/video producer. Web content manager/ designer.</p>



CHORLTON HIGH SCHOOL: CURRICULUM

RESTORE Curriculum: This curriculum has been developed to support all the students as they return to school after lockdown. Students who continued to follow work assigned will be offered the opportunities to explore their knowledge through extension tasks and practical projects. Students who are not up to date with their work, will be taught in class, and expected to catch up at home. All lessons will be planned to respond quickly to changes in school situation. Students will work in MS Class Notebook and all lessons power points will be saved in a file accessible by students.

Students will continue to work on MS Teams – using a Media Studies adapted Class Notebook to work on in class; developing routines started during Lock-down; and adaptable for distance learning if necessary. Students are empowered to develop their ability to work independently, with research tasks and group work. Work is shared with class, developing a sense of togetherness, and all good work is recognised and commended by teacher and peers. The practical tasks are enjoyable and collaborative.



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Year Group	9					
Rationale/ Narrative	<p>Year 9 acts as an introduction to the Media Studies course and will establish understanding of the threshold concepts; <i>media language, audiences, representation and industries.</i></p> <p>Students will begin to learn about how media products communicate meaning through codes and conventions. Students will start to explore the role of stereotypes and recognise how different people, places and events are represented in media products.</p> <p>Students will begin to explore the early days of BBC as a public service broadcaster, and appreciate the development of technology in the media sector. They will learn about young people becoming a marketable demographic. They will consider the presence of bias in news reporting and look at OFCOM regulations.</p> <p>Students will put their theoretical knowledge into practical creation of various products; developing their photo shop and editing skills.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Advertising & Marketing.</p> <p>How are print advertisements constructed to communicate their meaning to the audience?</p> <p>This will introduce foundation knowledge for the Advertising CSP, and develop Photoshop skills.</p>	<p>Music Business.</p> <p>How does the music business work? What is the difference between major and independent record labels? How is new music promoted?</p> <p>This will introduce foundation knowledge for the Music Video CSP, and further</p>	<p>TV Crime Drama.</p> <p>How are narratives structured? What are the main character roles in a narrative?</p> <p>This will introduce foundation knowledge for the TV CSP, and introduce filming and editing skills.</p>	<p>Horror Film genre.</p> <p>How are audio and technical codes used to create tension? What are the convention in film trailer?</p> <p>This is further develop filming and editing skills.</p>	<p>TV News Reporting.</p> <p>How are stories chosen for a TV News bulletin? What techniques are used to engage the audience. How is news reporting regulated?</p> <p>This will introduce foundation knowledge for the Newspaper CSP.</p>	<p>CSP 1: Radio.</p> <p>Media Audiences Media Industries</p>



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		develop Photoshop skills.				
SKILLS	<p>Knowledge & Understanding. Codes and conventions of advertisements</p> <p>Analyse. Deconstruct several print advertisements for drink products. Compare and contrast the techniques used in each. Linking each advert to their target audience.</p> <p>Create. Following a brief, design a print advert using the appropriate forms and conventions, create on Photoshop.</p>	<p>Knowledge & Understanding. The use of synergy in the representation of an artist, to engage the target audience.</p> <p>Analyse. Identify the representation of different artists/bands in different music videos and CD covers.</p> <p>Create. Produce a storyboard for part of a music video. Design of a CD Cover using the appropriate forms and conventions, on Photoshop.</p>	<p>Knowledge & Understanding <i>Vladimir Propp's</i> theory of character roles. <i>Levi-Strauss' theory</i> of Binary Opposites <i>Barthes' theory</i> of Enigma <i>Todorov</i> theory of Narrative structure.</p> <p>Analyse. Three different genres of TV Crime Dramas (Sherlock, Midsummer Murders, Cagney and Lacey)</p> <p>Create. Story board, film and edit a short scene for their own Crime Drama.</p>	<p>Knowledge & Understanding. Codes and conventions of film trailers.</p> <p>Analyse. Deconstruct the codes and conventions from <i>The Woman in Black</i> (2012).</p> <p>Create. Story board, film and edit a 2-minute trailer for their own Horror film.</p>	<p>Knowledge & Understanding. <i>Galtung and Ruge</i> News Values. Gatekeeping.</p> <p>Analyse. Deconstruct a BBC 1 news bulletin. Identifying the codes and conventions, and the different techniques used to report news stories.</p> <p>Create. Create the running order for a news bulletin aimed at a teenage market. Script, film and edit the headline story package.</p>	<p>Knowledge & Understanding. How has radio provision for a teen market developed from BBC Radio 1 in 1967 to Apple Beats 1 in 2015?</p> <p>Analyse. BBC Radio 1: Tony Blackburn (1967). Apple Beats 1: Julie Adenuga (2016).</p> <p>Create. Plan the schedule for a 20-minute radio programme aimed at a teenage market. Script, record and edit a 3-minute section, with background music.</p>
ASSESSMENTS	<p>Marking Point 1. Extended writing piece. Analysis to compare and contrast the techniques used</p>	<p>Marking Point 1. CD Cover design, using the appropriate conventions.</p>	<p>Marking Point 1. Extended writing piece. Analysis of the forms and</p>	<p>Marking Point 1. Edited trailer</p> <p>Marking Point 2.</p>	<p>Marking Point 1. Written analysis of the forms and conventions of 2 TV bulletin. Analysis to</p>	<p>Marking Point 1. Extended response: '<i>Does radio still gratify the teenage</i></p>



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	<p>in each advert, linked to their target markets.</p> <p>Marking Point 2. Responding to a brief, 'Dynamite Lite' design of own print advert, using the appropriate conventions, and class presentation.</p>	<p>Marking Point 2. Progress Test.</p>	<p>conventions of one chosen TV crime programme.</p> <p>Marking Point 2. Edited scene.</p> <p>.</p>	<p>Progress Test.</p>	<p>compare and contrast the techniques used, linked to target audience and channel identity.</p> <p>Marking Point 2. Edited report.</p>	<p><i>audience needs?'</i> (12 marks).</p> <p>Marking Point 2 Progress Test.</p>
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