



## 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 10

<b>SUBJECT</b>	<b>Media Studies</b>
<b>INTENT</b>	<p><b>'Who in the world am I?' Alice. <i>Alice in Wonderland</i>.</b></p> <p><b>Intent:</b>  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><b>Progression: Jobs attached to Media Sector.</b>  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: MEDIA

<b>Year Group</b>	<b>10</b>												
<b>Rationale/ Narrative</b>	<p>Students will recall work covered during distanced learning Radio. Students who are secure with their knowledge and understanding will work on a practical project, students who need more support will work through the topic in class for 2 weeks, and deepen their understanding with home learning tasks.</p> <p>Students will study 7 areas of the media sector: music videos. TV. Online, participatory social media. Video games. Newspapers. Magazines. Film Industry.</p> <p>Students will develop the synoptic links of media language, audiences, industries and representation between all of these products.</p> <p>Students will develop their knowledge of the Music Business and consider the impact of technical developments on the engagement of audiences. Students will develop their understanding of representation in media products, and appreciate the influence of social and historical contexts and expectations.</p> <p>They will explore the modern concept of convergence, which has allowed for online commercial success and brand building, and the place of 'influencers' in the modern world.</p> <p>They will consider bias as part of print news (comparing with the more regulated BBC news).</p> <p>Students will practice answering questions with different marks.</p> <p>(*subject to changes by OFQUAL)</p>												
	<b>Autumn 1.</b>		<b>Autumn 2.</b>		<b>Spring 1.</b>		<b>Spring 2.</b>		<b>Summer 1.</b>		<b>Summer 2.</b>		
<b>KNOWLEDGE</b>	<b>CSP 1: Radio Recall 2 weeks.</b>	<b>CSP2: MUSIC VIDEOS.</b>  Audience. Industries.	<b>CSP 3: TV.</b>  Media Language. Representation. Audience. Industries.	<b>CSP 4: ONLINE SOCIAL MEDIA.</b>  Media Language. Representation. Audience.	<b>CSP 5: VIDEO GAMES.</b>  Media Language. Representation	<b>CSP: ADVERTISING.</b>  Media Language. Representation.	<b>CSP 7: MAGAZINES.</b>  Media Language. Representation.	<b>CSP 8: FILM INDUSTRY.</b>  Industries.					



# CHORLTON HIGH SCHOOL: MEDIA

				Industries.	Audience. Industries.			
SKILLS	*See Year 9 Summer 2	<b>Knowledge &amp; Understanding.</b> How are music videos constructed to engage its target audience? What influence does the record label have over a band's promotion? <b>Analyse.</b> Music videos: Black Pink., 'I bet you look good...' by Arctic Monkeys. <b>Create.</b> Devise a music video, on a budget.	<b>Knowledge &amp; Understanding.</b> How does the historical and social context impact on the technical quality of television drama, and the representation of different groups? <b>Analyse.</b> Doctor Who (1963) Episode 1: <i>An Unearthly Child.</i> <i>His Dark Materials</i> Series 2: Episode 1 <b>Create.</b> Script a short scene, using the conventions of 1960s dialogue and technical codes.	<b>Knowledge &amp; Understanding.</b> How has Zoe Sugg developed herself as a successfully commercial brand through participatory social media? <b>Analyse.</b> <i>Marcus Rashford</i> (You Tube, Twitter, Instagram). <b>Create.</b> Create a vlog, using the appropriate cods and conventions for a given topic and target audience.	<b>Knowledge &amp; Understanding.</b> How have video games developed to reflect a change in the market? <b>Analyse.</b> Kim Kardashian <i>Hollywood Game.</i> Lara Croft <i>Go.</i> <b>Create.</b> Devise a new game, for handheld devices, for a specific target audience.	<b>Knowledge and Understanding.</b>  Analyse. Television advertisement for Galaxy – Audrey Hepburn (2013).  NHS Blood and Transplant online campaign video Represent featuring Lady Leshurr.  OMO Print advert from Woman's Own magazine, 5 May	<b>Knowledge &amp; Understanding.</b> How are print advertisements constructed to communicate their meaning to the audience? <b>Analyse.</b> Front cover of <i>Tatler</i> January 2021 Front cover of <i>Heat Magazine</i> 21-27 November 2020.  <b>Create.</b> Create the front cover of a magazine, using the appropriate conventions, for a given audience.	<b>Knowledge &amp; Understanding.</b> How are different films funded, distributed and promoted? <b>Analyse.</b> <i>I, Daniel Blake</i> (2016). <i>Black Widow</i> (2021).
ASSESSMENTS		<b>Marking Point 1.</b> Extended writing piece. <i>How do both bands address their audiences in their music videos?</i> (12 marks)  <b>Marking Point 2.</b>	<b>Marking Point 1.</b> Extended writing piece. <i>Consider the technical limitations of 1963, which caused TV Drama to be slower. Make comparisons to Class.</i> (12 marks)	<b>Marking Point 1.</b> Extended writing piece. <i>How has Marcus Rashford developed as a commercial brand?</i> (8 marks)  <b>Marking Point 2.</b>	<b>Marking Point 1.</b> Extended writing piece. <i>How do both video games represent women?</i> (10 marks).  <b>Marking Point 2.</b>	Marking Point 1. Extended writing piece. Analysis of the denotations and connotations used to convey meaning in the 3 advertisements.  Marking Point 2. Progress Assessment.	<b>Marking Point 1.</b> Extended writing piece. <i>'How does the front page of Heat Magazine communicate meaning to its audience?'</i> (12 marks)  <b>Marking Point 2.</b>	<b>Marking Point 1.</b> Extended writing piece. <i>Compare the influence of the film industry in the production, distribution and promotion of both films.</i> (12 marks).



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		<p>Extended writing piece. <i>How have technical developments enabled bands like the Arctic Monkeys to self-produce their own artistic output?</i> (8 marks)</p>	<p><b>Marking Point 2.</b> Progress Assessment</p>	<p>Extended piece of writing <i>How is Marcus Rashford's audience positioned by his different social media platforms?</i> (8 marks).</p>	<p>Progress Assessment.</p>	<p>What factors will affect the audience interpretation of each product?</p>	<p>Progress Assessment.</p>	<p><b>Marking Point 2.</b> Progress Assessment.</p>
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