

Year 9 Overview

Subject: Media

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Purpose of music videos	Technical terminology of film	Representation of music artists	Stereotypes in the music industry	The music industry		Practical: Website homepage of for new artist		CD Cover conventions	Music genre and connotations	Practical: CD Cover design for new artist, evaluation and analysis		
LIFT & Ass								LIFT & Ass					LIFT & Ass
Cycle 2	Media Language		Representation and Stereotyping		The TV industry	TV Trailers - analysis	Narrative Structure, Techniques and Theory		Practical: TV trailer production. Planning, filming and editing and analysis				Evaluation
LIFT & Ass						LIFT & Ass							LIFT & Ass
Cycle 3	Advertising Theory		Advertising Campaign Analysis	Practical: Creation of print advert campaign for a specific target audience. How do adverts persuade?			CSP: 'Galaxy'		CSP: 'Represent'		CSP: 'OMO'		Recap
LIFT & Ass						LIFT & Ass						LIFT & Ass	



Subject: Media				Unit Overview		
Year	9	Unit Title	Introduction to Media Studies via the platform of the music industry		Cycle	1
Coverage – Links to Specification		Media representations: Re-presentation Stereotypes Choice of media producers Media language: Forms of media language Audience interpretation Media audiences: Interpretations Codes and conventions	Media audiences: Range of audiences Media Industries: The nature of media production Commercial industries	Knowledge Organiser Attached (Y/N)		Yes – see scheme
Intent: Why are we teaching this now?						
For students to gain a solid introduction to the key concepts and assessment objectives of Media through the platform of the music industry						
What are we trying to achieve?						
Previous Learning:	Media through English lessons in KS1, 2 &3 Newspapers, scripting. leaflets, advertising		Common Misconceptions:	Media is a ‘soft’ subject		
Core Learning:	Key Concepts: Representation, Language, Audiences, Industries		Key Vocabulary:	Representation / re-presentation Stereotypes Audiences Industries Codes and Conventions		
Future Learning:	Development of analysis of existing media products using subject specific vocabulary		Entry Task Focus:	Media platforms and Target Audiences		
How well are we achieving our aims?						
Assessment Opportunities:	Practical responses and evaluations – Week 8 & 13		Homework Tasks:	Preparation and planning for practical responses		



Subject: Media				Unit Overview	
Year	9	Unit Title	Media Language via the platform of TV	Cycle	2
Coverage – Links to Specification		Media language: Forms of media language Codes and conventions Media representations: Re-presentation Representations of reality Stereotypes	Media Industries: The nature of media production	Knowledge Organiser Attached (Y/N)	Yes – see scheme
Intent: Why are we teaching this now?					
For students to build on their knowledge of the four key concepts and introduce them to new vocabulary to enhance their communication of the subject topics.					
What are we trying to achieve?					
Previous Learning:	Key Concepts: Representation, Language, Audiences, Industries	Common Misconceptions:	Stereotyping is bad Fiction is just escapism There are only a few job roles available in the media industries		
Core Learning:	TV industry TV trailers Planning, filming and editing skills	Key Vocabulary:	Storyboarding Digetic / non-digetic Camera shots	Narrative Structure Narrative techniques Context	
Future Learning:	Audiences	Entry Task Focus:	Advertising		
How well are we achieving our aims?					
Assessment Opportunities:	TV Trailer analysis and practical TV Trailer	Homework Tasks:	Preparation and planning for practical responses		



Subject: Media	Unit Overview
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Year	9	Unit Title	Advertising	Cycle	3
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Coverage – Links to Specification	Media audiences: Range of audiences Targeting Categorisation Media language: Forms of media language Theories of narrative Technology and media products	Media representations: Choice of media producers Representations of reality Stereotypes Reflection of contexts	Knowledge Organiser Attached (Y/N)	Y – see scheme
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Intent: Why are we teaching this now?

To introduce students early into the course one of the bigger platforms within the subject but also with enough background knowledge from cycle 1 & 2 to interpret the topic effectively

What are we trying to achieve?

Previous Learning:	Key Concepts: Representation, Language, Audiences, Industries TV industry TV trailers Planning, filming and editing skills	Common Misconceptions:	Adverts are easy to analyse There is only a target audience for a product Target audiences are only based on age and gender
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Core Learning:	Audiences and audience theory Convergence Market research Narrative Theory	Key Vocabulary:	BAME Nostalgia Historical context Feminism Categorisation
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Future Learning:		Entry Task Focus:	TV Genres
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How well are we achieving our aims?

Assessment Opportunities:	Analysis of TV trailer Practical response: Print advert	Homework Tasks:	Planning and preparation for practical responses Research tasks on market research and audiences
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Learning Sequence

Challenge Question & Entry Task (Approx. Timeframe)	Suggested Activities, Methodology & Resources	What are we Assessing? (Assessment/Homework Opportunities)
Cycle 1		
Learning Block 1	Media language and representation	
1 CQ – Purpose of music video 2 CQ – Technical terminology 3 CQ Representation of artists	<ul style="list-style-type: none"> Basic media language terminology in use in a music video – camera angles, edits. Representation as ‘re-presentation or reality’: How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. <p>Practical response: Storyboard a 20-second video advert for the launch of a new album by the same music artist.</p>	<p>Media representations: Re-presentation Stereotypes</p> <p>Media language: Forms of media language Audience interpretation</p>
Learning Block 2	Introduction to industries and audiences	
4 CQ – Why are stereotypes used? 5 CQ – How does music make money? 6 CQ – What is piracy? 7 CQ - What is re-positioning? 8 CQ – How can I improve my work? LIFT Lesson	<ul style="list-style-type: none"> How different audiences might interpret the music video analysed previously. The music industry as a commercial industry, with independent and major companies, targeting niche and mass audiences; looking at finance involved in the music industry (potential budgets and incomes). Could mention piracy and threats to the profitability of the music industry. <p>Practical response: Design a poster or home page of a website re-positioning a current artist for a new audience.</p>	<p>Media audiences: Interpretations</p> <p>Media industries: The nature of media production Commercial industries</p>
Learning Block 3	Music CD covers – analysis and production	
9 CQ – What are the conventions of a CD cover? 10 CQ – How can we show genre in a CD cover? 11 CQ – How do I plan to	<ul style="list-style-type: none"> Range of CD covers, look at the whole set to establish conventions. Analyse a CD cover together as a class, students to extend the analysis individually. <p>Practical response: Create a new CD cover for an already established artist (could be the one whose video has been analysed). Can use found images</p>	<p>Media audiences: Range of audiences</p> <p>Media representations: Choice of media producers</p> <p>Media language:</p>



<p>create a CD cover?</p> <p>12 CQ – How do I layout a CD cover?</p> <p>13 CQ – How can I improve my CD cover? LIFT Lesson</p>	<p>for this task, but must consider the potential representations within the chosen image.</p>	<p>Codes and conventions Forms of media language</p> <p>Media language: Forms of media language</p>
<p>Cycle 2</p>		
<p>Learning Block 4</p>		
<p>1 CQ – Why is subject specific vocabulary important and useful?</p> <p>2 - CQ – Why is subject specific vocabulary important and useful?</p>	<p>Media language Recap previous terminology, plus: lighting, diegetic and non-diegetic sound.</p>	<p>Media language: Forms of media language Codes and conventions</p>
<p>Learning Block 5</p>		
<p>3 CQ – What is positive and negative stereotyping?</p> <p>4 CQ – Why is stereotyping important in the media industry?</p>	<p>Media representation How contemporary issues are represented through fictional narratives.</p>	<p>Media representations: Re-presentation Representations of reality Stereotypes</p>
<p>Learning Block 6</p>		
<p>Case study and media institutions</p>		
<p>5 CQ – How many different job roles are needed to make an episode of a TV show?</p>	<p>Most recent series of Dr Who, including job roles, the nature of the BBC, finance, marketing and global sales.</p>	<p>Media industries: The nature of media production</p>
<p>Learning Block 7</p>		
<p>6 CQ – What does a trailer do?</p>	<p>TV trailer</p>	



<p>7 CQ – What narrative techniques are used in a trailer?</p> <p>8 CQ - What narrative techniques are used in a trailer? LIFT lesson</p> <p>9 CQ How do I plan a trailer?</p> <p>10 & 11 CQ - How do I film a trailer?</p> <p>12 CQ - How do I edit a trailer?</p>	<p>Analysis of two trailers.</p> <p>Students create an animatic – ‘a filmed storyboard’ – to learn to plan for different camera shots, use the editing software, and add sound.</p>	
<p>13 CQ – how could I improve my trailer? LIFT lesson</p>	<p>Evaluation – Summative Assessment</p>	
<p>Cycle 3</p>		
<p>Learning Block 8</p>		
<p>1 CQ – What are demographics?</p> <p>2 CQ – What are psychographics?</p> <p>3 CQ – What are the conventions of an advert?</p> <p>4 CQ – What is convergence?</p> <p>5 CQ – What is market research?</p> <p>6 CQ – How do adverts persuade? LIFT lesson</p>	<p>Introduction to the advertising industry</p> <ul style="list-style-type: none"> • Division of audiences, using demographics and psychographics – VALS, Young and Rubicam’s 4Cs. • Targeting products at an audience. • Conventions of adverts, Z reading of print adverts. • Analysis of a campaign that targets multiple audiences (eg video games adverts, where the same game is advertised towards different psychographic groups). • Audience research to find out how to best advertise a specific product to a specific audience. <p>Creation of a print advert for that product and audience, using found images and ICT to add relevant text.</p>	<p>Media audiences: Range of audiences Targeting Categorisation</p> <p>Media language: Forms of media language Theories of narrative Technology and media products</p>
<p>Learning Block 9</p>		



<p>7 CQ – How does the ‘Galaxy’ advert appeal to its TA?</p> <p>8 – How does the ‘Galaxy’ advert appeal to its TA?</p> <p>9 CQ - How does the ‘Represent’ advert appeal to the BAME community?</p> <p>10 CQ - How does the ‘Represent’ advert appeal to the BAME community?</p> <p>11 CQ – How does the ‘OMO’ advert inform us about its historical context?</p> <p>12 CQ - How does the ‘OMO’ advert inform us about its historical context?</p>	<p>CSPs advertising and marketing (targeted, focusing on Media language and Media representations):</p> <ul style="list-style-type: none">• television advertisement for Galaxy• NHS Blood and Transplant online campaign video• OMO print advert from <i>Woman’s Own</i> magazine. <p>Introduce terms code, anchorage, sign, icon and symbol. Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to how developments in technology impact on content. Analyse representation and use of stereotypes.</p> <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet.</p>	<p>Media representations: Choice of media producers Representations of reality Stereotypes Reflection of contexts</p>
<p>Learning Block 10</p>		
<p>13 CQ – How does my advert persuade? LIFT Lesson</p>	<p>Evaluation and analysis</p>	