

Intent: To develop a range of Digital Media Skills that can be used to equip and enhance learner's future lives whilst building digital literacy in order to remain safe and confident users of technology.

		CYCLE A - 2023-2024	CYCLE B - 2024-2025	Running throughout each cycle
Autumn	1	<p>Multimedia Applications</p> <p><i>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, advertising and marketing, online social and participatory media, video games, music video computer science, digital media and information technology</i></p> <p>Subject coverage to be taught at differentiated Developmental steps</p>	<p>The Digital World</p> <p><i>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, advertising and marketing, online social and participatory media, video games, music video computer science, digital media and information technology</i></p> <p>Subject coverage to be taught at differentiated Developmental steps</p>	<p><i>National Curriculum Links: Recognise the fundamental relationship between theory and practice. Students must be required to develop and apply their understanding of media through both analysing and producing media products in relation to the theoretical framework</i></p> <p><i>Together, the media products specified must ensure students study:</i></p> <ul style="list-style-type: none"> ▪ full range of products in terms of perceived quality, form and structure ▪ products from different historical periods ▪ Products intended for different audiences ▪ Products demonstrating emerging, future developments of the media ▪ Products that they would not normally engage with <p><i>Require students to develop and apply knowledge and understanding of relevant theoretical approaches and theories</i></p>
	2	<p>Printed Media</p> <p><i>National Curriculum Links: Study at least one audio/visual, one print and one online media form in depth through contrasting media products using all four areas of the theoretical framework.</i></p> <p><i>Study contrasting media products which together will:</i></p> <ul style="list-style-type: none"> ▪ possess cultural, social and historical significance ▪ reflect and illuminate the theoretical perspectives associated with them ▪ provide rich and challenging opportunities for interpretation and analysis, enabling students to develop detailed understanding of how the media communicate meanings <p>Subject coverage to be taught at differentiated Developmental steps.</p>	<p>Photography for a Purpose</p> <p><i>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, advertising and marketing, online social and participatory media, video games, music video computer science, digital media and information technology</i></p> <p>Subject coverage to be taught at differentiated Developmental steps.</p>	
Spring	1	<p>Film & Television</p> <p><i>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, advertising and marketing, online social and participatory media, video games, music video computer science, digital media and information technology</i></p>	<p>Computer and Video Games</p> <p><i>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, advertising and marketing, online social and participatory media, video games, music video computer science, digital media and information technology</i></p>	

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	2	<p>Media Industries</p> <p>National Curriculum Links: Demonstrate knowledge and understanding of theoretical frameworks which informs the study of media:</p> <ul style="list-style-type: none"> ▪ 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 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. <p>Study of subject content to be taught at differentiated Developmental steps.</p>	<p>Media Jobs</p> <p>National Curriculum Links: Demonstrate knowledge and understanding of theoretical frameworks which informs the study of media:</p> <ul style="list-style-type: none"> ▪ 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 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. <p>Study of subject content to be taught at differentiated Developmental steps.</p>	
Summer	1	<p>Advertising</p> <p>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, <u>advertising and marketing</u>, online social and participatory media, video games, music video computer science, digital media and information technology</p> <p>Complete one individual media production in response to a brief. This production must require students to apply their knowledge and understanding of representation and media language from the theoretical framework.</p>	<p>Websites</p> <p>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, advertising and marketing, <u>online social and participatory media</u>, video games, music video computer science, digital media and information technology</p> <p>Study at least one audio/visual, one print and one online media form in depth through contrasting media products using all four areas of the theoretical framework</p>	

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<p>2</p>	<p>Radio</p> <p><i>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, <u>radio</u>, newspapers, magazines, advertising and marketing, online social and participatory media, video games, music video computer science, digital media and information technology</i></p> <p><i>Study contrasting media products which together will:</i></p> <ul style="list-style-type: none"> ▪ <i>possess cultural, social and historical significance</i> ▪ <i>reflect and illuminate the theoretical perspectives associated with them</i> ▪ <i>provide rich and challenging opportunities for interpretation and analysis, enabling students to develop detailed understanding of how the media communicate meanings</i> <p>Subject coverage to be taught at differentiated Developmental steps.</p>	<p>Sound & Music</p> <p><i>National Curriculum Links: Study age appropriate examples of media products from all of the following media forms using relevant aspects of the theoretical framework; television, film, radio, newspapers, magazines, advertising and marketing, online social and participatory media, video games, <u>music video</u> computer science, digital media and information technology</i></p> <p><i>Study at least one audio/visual, one print and one online media form in depth through contrasting media products using all four areas of the theoretical framework.</i></p> <p><i>Study contrasting media products which together will:</i></p> <ul style="list-style-type: none"> ▪ <i>possess cultural, social and historical significance</i> ▪ <i>reflect and illuminate the theoretical perspectives associated with them</i> ▪ <i>provide rich and challenging opportunities for interpretation and analysis, enabling students to develop detailed understanding of how the media communicate meanings</i> <p>Subject coverage to be taught at differentiated Developmental steps.</p>	