# Media Studies Year 10

## Curriculum Intent

Subject Intent: The digital communication department aims to develop student's subject knowledge and practical ability in GCSE Computer Science and GCSE Media Studies. In Media Studies, we aim to develop students' analytical and evaluative skills across a range of different media formats. Students will also learn how to utilise specialist software to create their own media products. In Computer Science, we look to teach students how to code in a high level programming language. Alongside this we aim to give students a foundational understanding of a wide range of subject specific theory.

## Whole Year Learning

### Students will learn

The various forms of media language used to create and communicate meanings in media products.

How choice (selection, combination and exclusion) of elements of media language influences meaning in media products, including to create narratives, to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values.

The relationship between technology and media products.

The codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time.

Intertextuality, including how inter-relationships between media products can influence meaning.

Fundamental principles of semiotic analysis, including denotation and connotation.

Theoretical perspectives on genre, including principles of repetition and variation; the dynamic nature of genre; hybridity and intertextuality.

Theories of narrative, including those derived from Propp.

The ways in which the media re-present (rather than simply present) the world, and construct versions of reality.

The choices media producers make about how to represent particular events, social groups and ideas.

The ways aspects of reality may be represented differently depending on the purposes of the producers.

The different functions and uses of stereotypes, including an understanding of how stereotypes become established, how they may vary over time, and how stereotypes enable audiences to interpret media quickly

How and why particular social groups may be under-represented or misrepresented.

How representations (including self-representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products.

The social, cultural and political significance of particular representations in terms of the themes and issues that they address.

How representations reflect the social, historical and cultural contexts in which they were produced.

The factors affecting audience interpretations of representations, including their own experiences and beliefs.

Theoretical perspectives on representation, including processes of selection, construction and mediation.

The functions and types of regulation of the media.

How and why media products are aimed at a range of audiences, from small, specialised audiences to large, mass audiences.

Combined with the ways in which media organisations target audiences through marketing, including an understanding of the assumptions organisations make about their target audience(s).

The ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences.

Combined with how audiences may respond to and interpret media products and why these interpretations may change over time.

The ways in which people's media practices are connected to their identity, including their sense of actual and desired self.

Theoretical perspectives on audiences, including active and passive audiences; audience response and audience interpretation.

Blumler and Katz's Uses and Gratifications theory.

### What does excellence look like?

To consistently wield subject specific terminology accurately in a variety of different contexts, not just when called on by a specific examination question.

To understand the concepts behind media studies subject specific terminology and apply these through practical work, in particular the statement of aims for the NEA.

To be able to view a media product from the producers perspective and suggest why certain decisions have been made and what impact they have on the representation created.

When producing practical tasks, able to take the format of the product into consideration when selecting an audience to target.

When analysing existing media products, able to identify what impact technology may have had on the format of the media product.

To accurately identify the tropes of specific genres and be able to suggest why producers decided to follow these blueprints even if they are cliché.

To be able to utilise tropes to create effective practical work that clearly fits the expectations of a specific genre.

To understand the difference between direct and indirect intertextual references.

To be a keen media studies student, absorbing media content that goes beyond their sphere of reference in order to be able to pick up on a wide range of intertextual references.

To be able to utilise intertextual references as part of their own practical work.

To be able to put themselves in the perspective of someone from a different age group, genre or cultural background and be able to comment on how they may see connotations differently to create different representations of a media product.

To understand and utilise simple connotations like colour, pose and lighting in their own practical work.

Are able to wield this information accurately and appropriately to draw upon a wider field of research and develop more detailed discussion points.

Are able to speak in wider terms about why the morphology is still prevalent in modern media products utilising a range of examples to support their discussion.

Able to utilise some of these concepts through the NEA task – particularly if they are asked to deal with protagonists, antagonists and secondary characters.

Have an understanding of the works of Stuart Hall and are able to draw upon this when answering questions on re-presentation.

Are able to utilise specific examples in comparison with the set texts to identify where bias has had an influence on the way that a media product was produced or received.

Able to draw comparisons between the ways that different organisations have reported on the same event.

Able to identify the political leanings of some large media outlets.

Able to comment on the impact of the media's use of stereotypes on wider society. Reflecting on the positive and negative connotations associated and considering the ethics of their use.

Understand the idea that white males have historically been prevalent in the media (can be argued that this is still true) and therefore a lot of the media that we consume is from the viewpoint of a white heterosexual male.

Able to consider the ways that social media allows for self-representation and discuss how this media format has changed how we send and receive information.

To understand the ways in which certain audiences are targeted by specific views, values and beliefs through the media.

Able to draw from specific examples in their work relating to significant events or productions and discuss the impact of the way they have been represented.

Able to discuss where historical, social and cultural contexts have shifted so that certain media products are no longer viewed as acceptable in society. Can draw upon specific examples like political propaganda to support their points.

To utilise specific examples to support their discussion. Able to articulate why having a different belief system or cultural upbringing may have an impact on the way that you interpret a media product.

## Knowledge, Understanding & Skills

A range of subject specific terminology relating to media studies analysis and development.

To utilise media studies subject specific terminology accurately and appropriately.

Understand that nothing is accidental in media studies, understanding that every aspect seen or heard has been selected with intent to create meaning.

Able to utilise these concepts to their advantage when studying set products and working through the NEA task.

The impact that various technologies have had on media products, including the rise and fall of their popularity and distribution.

Understand that different media formats will appeal to different target audiences and are able to identify correlations between the format and target audience of a media product.

To understand the concept of genres and the basic codes and conventions associated with specific genres.

To be able to accurately identify the tropes of specific genres and wield them effectively as part of their practical work and NEA.

To understand that media texts often reference each other, and that these references can create new meaning for the audience.

To be able to accurately identify intertextual references and suggest what meaning they may generate.

To clearly understand the difference between a denotation and a connotation.

To be able to accurately identify connotations and denotations through analysis work on the set products.

Understand the basic concepts of some theories on genre.

Able to suggest where some of these principles may have been utilised through analysis of the set products.

The basics of Propp's morphology and character types.

Able to accurately identify when a media product utilises a narrative structure that falls into Propp's morphology of the folk tale. Able to suggest which characters represent each of the different character types within the media product.

Understand the basic concepts of encoding and decoding messages.

Understand that different groups of people may read media texts in different ways.

Able to identify different ways that audiences may have perceived messages based on a variety of factors.

Understand the concept of bias and perceived bias, both on the part of the producer as well as the audience.

Can articulate why media producers may take certain approaches to dealing with the way that they portray certain issues or events.

Understand the concept of political bias in regards to the representation of current news affairs and historical documentation.
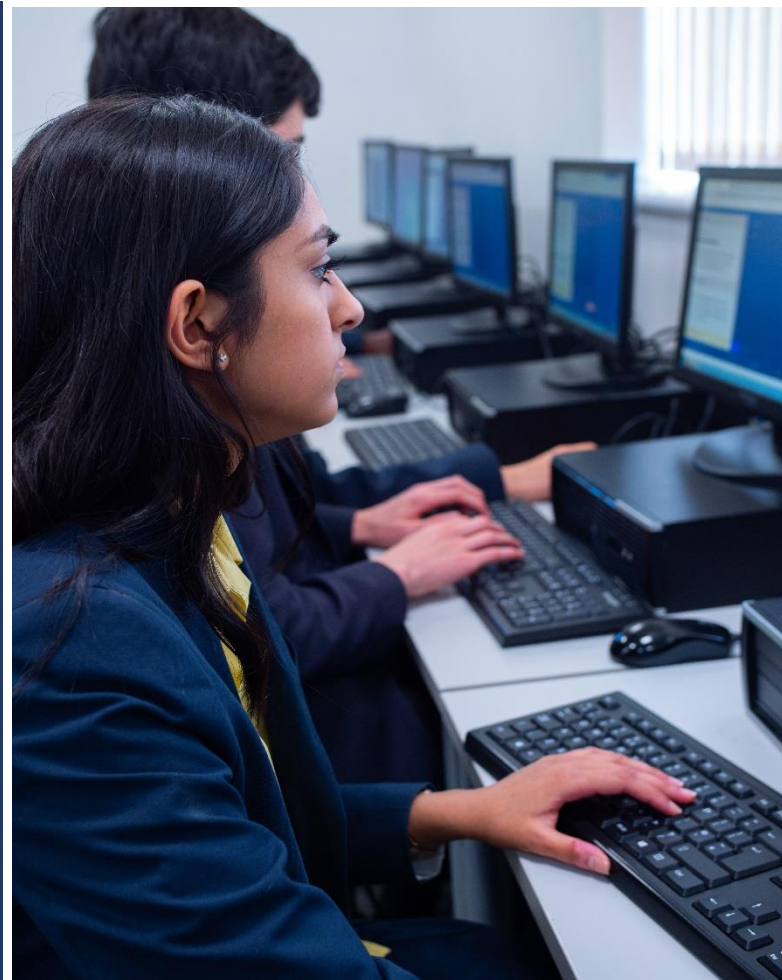
Able to identify where political bias may have had an impact on the way that historical affairs and current events are reported.

Understand the form, function and prejudice associated with some commonly utilised media stereotypes.

Able to accurately identify where a stereotype has been depicted in the set texts.

Understand which groups are and are not under-represented or misrepresented.

Able to identify under-represented or misrepresented groups within the set texts and wider media analysis.



## How is homework used to enhance learning?

After school study club is available to students across KS4 on Thursdays after school in C14.

Website resources covering various aspects of the subject:
https://resources.eduqas.co.uk/Pages/SearchResources.aspx

## Knowledge, Understanding & Skills (continued)

Understand the difference between different media formats in the way that representations are conveyed. Understand that these representations often reflect the viewpoints of the producers of the media product.
Able to accurately identify the messages that are being conveyed by the set texts.
Have an understanding of a variety of social, cultural and political issues that are portrayed in the media.
Able to identify where an approach to representation may have been adjusted for a particular social, cultural or political issue.
Understand that social and cultural views are ever changing and have shifted significantly since the dawn of early media texts.
Able to suggest which historical or cultural context a media product may have been developed in, particularly for the set texts.
Understand that no two people will view every single piece of media in the exact same way. That cultural backgrounds, geographic location and individual belief systems can all have a part to play in the way that representations are constructed.
Are able to suggest different ways that a media product may be interpreted by different groups of people based on their upbringing and other relevant factors.
Understand the concepts of selection, construction and mediation.
Are able to suggest examples of where these concepts have been applied in relation to the set texts.
Understand the different functions, purposes and types of media regulation in the UK.
Able to discuss different types of media regulation, why it is in place and what impact it might have on a media production.
The impact that target audience has on a media production.
Steps that media production companies take to appeal to specific audiences.
Can identify how media organisations utilise different forms of marketing to appeal to different target audiences and discuss how they might approach this. Can discuss the merits and demerit of broad and specialised target audiences.
That a person's social and cultural upbringing and stage of life may have an impact on the meaning they take from a media production.
Are able to discuss different meanings that people might take away from a media production and suggest why different upbringings may impact this so significantly.
Can describe why the stage of a person's life may also have a significant impact on the way they interpret media.
Understand the concepts of actual and desired self and why these concepts may impact on our media consumptions.
Able to comment on how the way we view our own identities can impact on the media that we choose to consume.
Understand the difference between a passive and an active audience.
Able to describe how a passive audience may interpret a media product and how that interpretation may alter if the audience was active.
Understand the basic tenants of the uses and gratifications theory.
Can describe why audiences may select the media they choose to consume and link this accurately to the uses and gratifications theory.

### How will we assess impact?

Students will have two preliminary exams where they practice section A and section B paper, with resits issued in line with school policy.

Before this they will have regular in class tests and homework tasks to assess their level of understanding. This data will be tracked with interventions put in place for those who need extra support.



## International Opportunities

### Visits Programmes

Heidelberg – ZKM Center for Art & Media
Lyon - Musée miniature et cinéma.

### Within the curriculum

Looking at some of the Russian folk tales that Propp used as the basis of his theory.

- Domestic and international examples of current affairs stories used as examples to demonstrate this. For example looking at global population figures and comparing them to media statistics – *womenandhollywood.com*
- Domestic and international examples of current affairs stories used as examples to demonstrate this. For example making a comparison between how the issue of global warming is being portrayed from media outlets in different countries.
- Domestic and international examples of current affairs stories used as examples to demonstrate this. For example looking at how a major world event like Chernobyl was documented at the time, and compare it to how it is now depicted in the media.

Discussion of how people from different cultural backgrounds, and those who speak other languages, may interpret media products differently.