

Stanborough



Curriculum Intent and vision for Media Studies

**Our vision for the Media Studies Curriculum
at Stanborough is ...**

To prepare students for the society we envision for tomorrow, to enable students to become critical, intelligent consumers of the mass media. We aim to foster an understanding of the media's power to influence, shape and define our concepts of identity, reality and social values. We want students to take responsibility for their media consumption habits and help them understand the effects of their choices. Lastly, we aim to empower and inspire students to express themselves through construction of creative, original and thought-provoking media products.

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Key Stage 3

What is your curriculum intent for Key Stage 3?	
Media is not taught as a discrete subject at KS3, but we have integrated a unit of work on a media industry into year 7, 8 and 9.	
What have students been taught at Key Stage 2 to prepare them for Key Stage 3?	
N/A	
How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?	
N/A	
What do students cover in Key Stage 3? When do they study it?	
Year 7 Advertising	Year 8 Travel documentaries
Why do they study it in that order?	
These tie in with two of the industries at GCSE and give students a chance to experience the subject so they are informed when they come to choose their options.	
Does the Key Stage 3 coverage reflect the content in the national curriculum?	
Yes, media knowledge and understanding links in with deconstruction and analysis in English with written texts. It helps students to develop these skills with products that are more familiar to them.	
How do you ensure students embed knowledge? What do you revisit? When do you revisit it?	
We revisit analytical skills by using subject terminology to consider connotations within a text – this analysis is a familiar skill for students in English, however we look at image as well as language in media texts. We revisit terminology each year by studying a different industry with the same deconstruction skills.	
How do your curriculum choices contribute to the student's cultural capital?	
Cultural capital is at the centre of the subject as we look at current affairs and explore the impact of media texts on society. Using texts that are familiar to students enable them to engage with the skills and use these in English literature and language.	

Key Stage 4

What is your curriculum intent for Key Stage 4?		
To develop the students' understanding of media products and to be able to analyse their purpose and impact on audiences. To consider construction and connotations which create meaning for the audience. To use these skills to understand how the media is communicating (sometimes manipulating) the target audience.		
How does Key Stage 3 prepare students for Key Stage 4?		
The students will do three units which introduces them to three separate industries and their codes and conventions. This will give them an experience of the subject to enable them to make choices in year 8 for their GCSEs.		
What do students cover in Key Stage 4? When do they study it?		
Year 9 An introduction to a range of media industries – analysing key products (some of the set texts for GCSE) and then producing a range of media texts to give them an experience of production.	Year 10 Component 1 – study set products for the exam in order to understand the four elements of the framework: media language, representation, industry and audience Summer Term – research and planning for NEA	Year 11 Autumn Term – production and redrafting Component 2 – detailed study of two industries: Television (comedy) and Music Videos. Develop historical understanding of the industry and study contrasting texts to explore genre, narrative and representation. Study skills for exam.

Why do they study it in that order?

The first year gives them an introduction into the industries and experience producing a range of products so they are informed when it comes to deconstruction the four elements of the framework for set texts in year 10. It enables students to choose the correct brief to maximise their potential in the NEA unit – Component 3.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Each time we study a set product we revisit the core concepts – media language, representation, industry, audience (according to which section of the exam the product belongs to). This enables the students to consolidate the key skills and to become confident at using subject terminology (the confident use of terminology enables students to reach above band 3 in the assessment criteria)

How do your curriculum choices contribute to the student's cultural capital?

Cultural capital is at the centre of the subject as we look at current affairs and explore the impact of media texts on society. Using texts that are familiar to students enable them to engage with the skills and develop an academic and informed discussion. For example, when we study newspapers we look at how audiences are being encouraged to have a particular mindset, depending on their choice of newspaper, and how this impacts political, cultural and social awareness and beliefs.

Key Stage 5

What is your curriculum intent for Key Stage 5?

To enable all students to engage in debate regarding current affairs and to develop understanding of media industries and set products. Additionally, it is the intent for students in KS5 to develop independent research, planning and production skills by choosing a brief and working towards the creation of a media product.

How does Key Stage 4 prepare students for Key Stage 5?

It introduces students to the different media industries and their structure, shows them how media industries are convergent, and enables them to become confident with media terminology. It is a cyclical course – the KS5 structure echoes the KS4 curriculum. Students find it helpful to have previously studied media at GCSE, but the students who have not studied the subject previously are still able to make excellent progress.

What do students cover in Key Stage 5? When do they study it?

Year 12
Component 1 – study set products for the exam in order to critically engage with the four elements of the framework: media language, representation, industry and audience
Summer Term – research and planning for NEA

Year 13
Autumn Term – production and redrafting
Component 2 – detailed study of three industries: Television (crime drama) and Magazines (lifestyle) and Online media. Develop historical understanding of the industry and study contrasting texts to explore genre, narrative and representation.
Study skills for exam.

Why do they study it in that order?

Year 12 enables students to explore a range of media industries through set products so that they become confident deconstructing the four elements of the framework f- media language, representation, industry and audience. It enables students to choose the correct brief to maximise their potential in the NEA unit – Component 3. Year 13 develops their production and redrafting skills (to understand the process in the industry) and a more focused examination of three media industries to understand how they are structured, how they engage audiences, and how they are convergent with other industries.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Each time we study a set product we revisit the core concepts – media language, representation, industry, audience (according to which section of the exam the product belongs to). This enables the students to consolidate the key skills and to become confident at using subject terminology (the confident use of terminology enables students to reach above band 3 in the assessment criteria). We also provide opportunities for students to create media products to help them develop technical skills needed for the NEA.

How do your curriculum choices contribute to the student's cultural capital?

Cultural capital is at the centre of the subject as we look at current affairs and explore the impact of media texts on society. Using texts that are familiar to students enable them to engage with the skills and develop an academic and informed discussion. For example, when we study newspapers we look at how audiences are being encouraged to have a particular mindset, depending on their choice of newspaper, and how this impacts political, cultural and social awareness and beliefs.

How do you prepare students for learning beyond Key Stage 5?

It will equip students with the communication and technology skills needed to succeed in the modern workplace, whether this is a media industry or not. It prepares students for University courses in practical and theoretical media, but also any undergraduate course, including English literature and language, psychology, sociology and business.