



Golden Threads

Film and Media language, Narrative, Representation, Genre, Target Audience

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
Term 1	<p>Introduction to Media Studies</p> <p>Understanding target audience</p> <p>Understanding genre</p> <p>Understanding different platforms: print, moving image and interactive</p> <p>Target audience- demographics and psychometric profiles; primary and secondary audiences</p> <p>How texts appeal to Maslow's hierarchy of needs</p> <p>Conventions of genre</p> <p>Texts that appear on the 3 different platforms</p>	<p>Applying knowledge on:</p> <ul style="list-style-type: none"> Evolution of genre Representation of groups- age, gender Perception of gender 	Target audience analysis	<p>Understanding how media texts appeal to audience via Maslow's hierarchy</p> <p>Linking products to appropriate target audiences</p> <p>Understanding that while most texts are available to all audiences they will only be targeted at a specific group</p>	<p>Tier 2:</p> <p>Audience</p> <p>Target</p> <p>Platform</p> <p>Genre</p> <p>Category</p> <p>Profile</p> <p>Appeal</p>	<p>Tier 3:</p> <p>Demographic</p> <p>Psychometric</p> <p>Consumption</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>
	<p>Teacher led work on class texts such as music videos, trailers, ads magazine covers, apps and games</p> <p>Analysis of moving image products and appeal to target audience</p> <p>Analysis of interactive products and appeal to target audience</p> <p>Analysis of print products and appeal to target audience</p> <p>In depth analysis of <i>Attack the Block</i></p> <p>Conventions of Genre</p> <p>Linking text to target audience</p> <p>Identifying primary and secondary audiences for different products</p> <p>Exploring how different elements engage audiences</p> <p>Uses and Gratifications theory</p>	<p>Applying knowledge on:</p> <ul style="list-style-type: none"> Evolution of genre Diversification of representation Identifying intertextuality 	Practice of Component 1 Learning Aim A: analysis of products from moving image, interactive, print	<p>How intertextuality draws in multiple audiences</p> <p>Understanding that while most texts are available to all audiences they will only be targeted at a specific group</p> <p>Uses and Gratifications theory- how different audiences might use the same text for different reasons</p>	<p>Tier 2:</p> <p>Reflection</p> <p>Interactive</p> <p>Primary</p> <p>Secondary</p>	<p>Tier 3:</p> <p>Intertextuality</p> <p>Gratification</p> <p>Narrative</p> <p>Protagonist</p> <p>Antagonist</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
Term 3	<p>Students choose products/texts for independent study for Component 1: Exploring Media Products controlled assessments- Learning Aim A.</p> <p>Analysis of moving image products and appeal to target audience</p> <p>Analysis of interactive products and appeal to target audience</p> <p>Analysis of print products and appeal to target audience</p> <p>Conventions of Genre</p> <p>Linking text to target audience</p> <p>Identifying primary and secondary audiences for different products</p> <p>Exploring how different elements engage audiences</p> <p>Maslow's hierarchy</p> <p>Psychometric profiling</p> <p>Demographics</p> <p>Uses and Gratifications theory</p>	<p>Applying knowledge on:</p> <ul style="list-style-type: none"> Evolution of genre Diversification of representation Intertextuality Media theory 	Component 1 Learning Aim A: analysis of products from moving image, interactive, print	<p>How intertextuality draws in multiple audiences</p> <p>Understanding that while most texts are available to all audiences they will only be targeted at a specific group</p> <p>Uses and Gratifications theory- how different audiences might use the same text for different reasons</p>	<p>Tier 2:</p> <p>Reflection</p> <p>Interactive</p> <p>Primary</p> <p>Secondary</p>	<p>Tier 3:</p> <p>Intertextuality</p> <p>Gratification</p> <p>Narrative</p> <p>Protagonist</p> <p>Antagonist</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>
	<p>Students choose products/texts for independent study for Component 1: Exploring Media Products controlled assessments- Learning Aim B.</p> <p>Students select 2 moving image products from film, TV, online, music video, trailer etc</p> <p>Conventions of Genre</p> <p>Linking text to target audience</p> <p>Identifying primary and secondary audiences for different products</p> <p>Exploration and analysis of media language on: cinematography, mise en scene, sound and editing</p> <p>Narrative arcs</p>	<p>Applying knowledge on:</p> <ul style="list-style-type: none"> Range of meaning created through moving image elements Exploration of representation through media language Development of narrative through media language Detailed annotation of stills 	Component 1 Learning Aim B: in depth analysis of products from moving image	<p>How intertextuality creates multiple meanings through media language</p> <p>How editing creates meaning through juxtaposition and contrast</p> <p>How narrative arcs apply to moving image products of different lengths</p>	<p>Tier 2:</p> <p>Lighting</p> <p>Editing</p> <p>Cinematography</p> <p>Dialogue</p>	<p>Tier 3:</p> <p>Diegetic</p> <p>Non-diegetic</p> <p>High key</p> <p>Low key</p> <p>Mise en scene</p> <p>Soundscape</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y8 Gothic Horror</p> <p>Y9 Romeo and Juliet</p> <p>Y9 GCSE Film Studies</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
Term 5	<p>Focus on developing media production skills for Component 2: Developing Digital Media Production Skills</p> <p>In response to a broad brief students will research, plan, produce and review a print media product.</p> <p>In preparation they will develop practical media skills for print media production</p> <p>Idea generation in response to a broad component brief.</p> <p>e.g Research, plan, produce and review a print media product which: inspires/innovates or deals with themes such as diversity/technology/community/identity/teens</p> <p>Image/idea selection</p> <p>Finding professional examples</p> <p>Annotating professional examples in line with brief</p> <p>Editing found images</p> <p>Executing photo shoots</p>	<p>Moodboarding</p> <p>Photo editing on Pixlr and Photoshop</p> <p>Photography- use of natural and artificial light</p> <p>Copywriting</p> <p>Concept description</p> <p>Linking concepts to brief</p>	<p>Practice elements of Component 2: Developing Digital Media Production Skills</p> <p>A plan for a print product</p>	<p>How to use professional examples</p> <p>How to execute originality and conventions in parallel</p> <p>Effective use of photo editing tools</p> <p>Effective use of photography</p>	<p>Tier 2:</p> <p>Filter</p> <p>Crop</p> <p>Blend</p> <p>Shutter</p> <p>Direct</p> <p>Merge</p>	<p>Tier 3:</p> <p>Aperture</p> <p>Body language</p> <p>Typography</p> <p>Serif</p> <p>San serif</p> <p>Alignment</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y9 GCSE Film Studies</p> <p>GCSE Art, Photography, Design, IT</p>
Term 6	<p>Delivery of finished practice response for Component 2: Developing Digital Media Production Skills</p> <p>In response to a broad brief students will complete a project where they research, plan, produce and review a print media product.</p> <p>Their work will showcase practical media skills for print media production</p> <p>Detailed idea generation and planning</p> <p>Photography and photo editing for a specific product</p> <p>Page layout including covers and articles for magazines and related products as well as for posters and adverts</p> <p>Copywriting for specific product</p>	<p>Moodboarding</p> <p>Photo editing on Pixlr and Photoshop</p> <p>Photography- use of natural and artificial light</p> <p>Copywriting</p> <p>Concept description</p> <p>Linking concepts to brief</p> <p>Adapting and modifying multiple versions according to peer and teacher feedback</p>	<p>Practice elements of Component 2: Developing Digital Media Production Skills</p> <p>Finished project including: research, planning, product and review</p>	<p>How to use professional examples</p> <p>How to execute originality and conventions in parallel</p> <p>Effective use of photo editing tools</p> <p>Effective use of photography</p> <p>Effective response to feedback</p> <p>How to develop rough versions/prototypes into final versions</p>	<p>Tier 2:</p> <p>Filter</p> <p>Crop</p> <p>Blend</p> <p>Shutter</p> <p>Direct</p> <p>Merge</p>	<p>Tier 3:</p> <p>Aperture</p> <p>Body language</p> <p>Typography</p> <p>Serif</p> <p>San serif</p> <p>Alignment</p>	<p>Builds on concepts introduced in some K3 English topics including:</p> <p>Y7 Media and Advertising</p> <p>Y9 GCSE Film Studies</p> <p>GCSE Art, Photography, Design, IT</p>