



## Media Studies

### Key Stage 4 Framework for Learning

#### Year 9 2017-2018: Happy Foundations

**Syllabus:**

**AQA Media Studies GCSE 8572 (New Specification)**


Advertising and Marketing.

TV Crime Drama.

News Reporting.

Radio Broadcasting.


### Autumn 1

<p><b>Knowledge</b></p>	<p>Students will begin to learn about the Key Concepts used in Media;</p> <ul style="list-style-type: none"> <li>* Media Language</li> <li>* Representation</li> <li>* Audience</li> <li>* Industries</li> </ul> <p>Students will learn about the importance of advertising in media. They will analyse two contrasting print Ads for drinks products, focusing on media language and audience.</p> <p>Students will then research and design a print advert for a new drinks product 'Dynamite Life' following a set brief, using the appropriate Key Concepts and will aim it at a specific audience.</p>
<p><b>Skills</b></p>	<p><b>Analyse and Responding Skills</b></p> <ol style="list-style-type: none"> <li>1. Deconstruct two print adverts for drink products.</li> <li>2. Compare and contrast the techniques used in each advert. Linking each advert to their target audience and secondary audience (possibly tertiary audience too).</li> <li>3. Design of a print advert using the appropriate forms and conventions.</li> </ol>
<p><b>Assessment</b></p>	<ol style="list-style-type: none"> <li><b>1. Extended writing piece.</b> Analysis to compare and contrast the techniques used in each advert, linked to their target markets.</li> <li><b>2. Design</b> of own print advert.</li> </ol>
<p><b>Cultural enrichment</b></p>	<p>Competition led by external organization ('Digital Advantage', 'I Am Creative').</p>
<p><b>Character</b></p>	<div style="text-align: center;">  <p>QofS – Optimism</p> </div> <p>Students will tackle the new topic with curiosity. They will work with optimism, questioning and analysing all aspects of the different media platforms and texts.</p>


### Autumn 2

<p><b>Knowledge</b></p>	<p>Students will research into the History of TV Crime Drama, looking at four different programmes (<i>Midsomer Murders</i>, <i>Sherlock</i>, <i>Cagney</i> and <i>Lacey</i>).</p> <p>Each show will be analysed in terms of form and conventions (media language), narrative structure and stock characters. Students will explore how each aspect adds to its success.</p> <p>Students will work to devise their own TV Crime Drama.</p>
<p><b>Skills</b></p>	<ol style="list-style-type: none"> <li><b>1. Power Point Presentation</b> of pitch for marketing campaign,</li> <li><b>2. Storyboard</b> for TV advert.</li> </ol>



	<p><b>3. Progress Assessment.</b> Standardised written assessment based on a GCSE-style question.</p>
<b>Assessment</b>	<p><b>1. Power Point Presentation</b> of pitch for marketing campaign, <b>2. Storyboard</b> for TV advert. <b>3. Big Test.</b> Standardised written assessment based on a GCSE-style question.</p>
<b>Cultural enrichment</b>	Competition on most effective print advertisement.
<b>Character</b>	<p> QofS – Empathy</p> <p>Students will begin to understand the power and influence the media has on their life and accept their social responsibility to be fair and honest with their work and opinions.</p>



## Spring 1

<b>Knowledge</b>	<p>Students will research into the History of TV Crime Drama, looking at four different programmes (<i>Midsummer Murders, Sherlock, Cagney and Lacey, Luther</i>).</p> <p>Each show will be analysed in terms of form and conventions (Media Language). Students will explore how each aspect adds to its success.</p> <p>Students will work to devise their own TV Crime Drama. Each aspect of Media Language will be addressed separately.</p>
<b>Skills</b>	<p><b>Analyse and Responding Skills</b></p> <p>1. Students will analyse four different TV Crime Dramas, identifying the representation of characters, the setting and locations, the narrative, themes and style.</p> <p><b>Research, Planning and Presentation Skills</b></p> <p>3. Analysis of the promotional trailers for each show, focusing on forms and conventions of TV trailers and the role they play in promoting the programme.</p>
<b>Assessment</b>	<p><b>1. Extended writing piece.</b> Analysis of the forms and conventions of one chosen crime programme.</p> <p><b>2. Extended writing piece.</b> Analysis of the forms and conventions of a second contrasting crime programme.</p> <p><b>3. Extended writing piece.</b> Analysis of the forms and conventions of one of the programme's TV trailer.</p>
<b>Cultural enrichment</b>	After school club – Movie Makers.
<b>Character</b>	<p> QofS – Creativity &amp; Curiosity</p> <p>Students will work to ensure that their creativity is used to represent all members of society with equality and equity. Students will start to view the media with a new sense of curiosity, questioning and analysing all aspects of advertising and marketing. They will develop their skills at working independently and cooperatively.</p>



## Spring 2

<b>Knowledge</b>	<p>Each group will discuss, and devise a scene of approximately 30 seconds duration for their Crime Drama, appropriate for their Target Audience.</p> <p>Groups will create and follow a shot booklet and collect footage over a fixed amount of time.</p> <p>All editing will be done individually, with help from teacher and technician.</p>
<b>Skills</b>	<p><b>Research, Planning and Presentation Skills</b></p> <p>1. Students will create an original idea for a new TV crime programme.</p> <p>2. Students will devise the storyboard for one scene, which is detailed and fit for use.</p> <p><b>Construction Skills</b> Students will use a camera to create a range of different shots, including different angles, zooming, panning and tracking.</p>



	Each student must play a range of different roles in the production team: director, actor, camera operator.
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. PPT of pitch for new idea.</li> <li>2 Completed film.</li> <li>3. <b>Progress Assessment.</b> Standardised written assessment based on a GCSE-style question, reviewing the experience of filming and editing.</li> </ol>
<b>Cultural enrichment</b>	Trip to cinema. After school club – Film Club.
<b>Character</b>	  <p>QofS – Responsibility &amp; Reflection</p> <p>Students will take the opportunity to reflect on their work. They will celebrate their successes and acknowledge their weaknesses.</p>


## Summer 1

<b>Knowledge</b>	<p>Students will learn about the history of TV News reporting – focusing on the UK. They will consider the forms and conventions of TV News reporting, and they will analyse four different programmes (<i>BBC 1, Channel 4, Channel 5, and Sky News</i>).</p> <p>Students will be set a project to devise a brand new programme, marketed towards teenagers. Each group will discuss, and devise a news report of approximately two minutes duration for their news bulletin, appropriate for their target audience.</p>
<b>Skills</b>	<p><b>Analytical Skills</b> 1 Students will analyse four different TV News bulletins, focusing on the media language and the Institutions involved.</p> <p><b>Research, Planning and Presentation Skills</b> 2. Students will work in a group and will discuss, and devise a new News Bulletin appropriate to their target audience.</p>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. <b>Extended writing piece.</b> Analysis of the forms and conventions of two contrasting tv news bulletins.</li> <li>2. PPT of pitch of new idea.</li> <li>3. <b>Storyboard</b> For two minute News report.</li> </ol>
<b>Cultural enrichment</b>	Watching news bulletins and weekly discussion of topical news stories. Moral dilemmas will be posed as starters to lessons, encouraging debate.
<b>Character</b>	  <p>QofS – Practice &amp; Resiliency</p> <p>Students will use their resiliency to ensure all feedback is used constructively and strive to make progress at all times. They will share all ideas with openness and review work with honesty.</p>

## Summer 2

<b>Knowledge</b>	<p>Groups will create and follow a shot booklet and collect footage over a fixed amount of time.</p> <p>All editing will be done individually, with some help from teacher and technician.</p> <p>Students will research the conventions of radio broadcasting. They will plan, script and record an interview.</p>
<b>Skills</b>	<p><b>Construction Skills</b> Using a camera to create a range of different shots, including different angles, zooming, panning and tracking. Each student must play a range of different roles in the production team: director, actor, camera operator. Each student will further develop editing skills using Movie Plus6, including cropping, titles/credits, music and sound effects.</p>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Quality of footage gathered.</li> <li>2. Completed film.</li> </ol>



	<p><b>3. Progress Assessment.</b> Standardised written assessment based on a GCSE-style question, reviewing the experience of filming and editing (comparing with Spring 2).</p>
<b>Cultural enrichment</b>	Trip to Media City, looking at news production. Use of green screen and location reporting.
<b>Character</b>	 <p>QoS – Motivation</p> <p>Students will use their motivation to ensure that they practice all practical work. They will take responsibility to ensure all pre-production work is thorough and refined.</p>