



Quality of Education
Curriculum Intent Statement
Subject: Media



CURRICULUM VISION

The curriculum vision for Media Studies at Bedale High School is about understanding the world around us in relation to the media and how the world is represented. As the media plays a central role in contemporary society it shapes our perceptions of the world and provides us with ways to communicate and engage with those around us. It is the aim of the curriculum in Media Studies to enable students to become media literate in an increasingly digital age and be in a strong position for the future to make sense of the media and how meaning is communicated.

The curriculum in Media Studies at Bedale High School is ambitious because it challenges students to analyse a range of different media texts as 'active learner' rather than passive consumers. This approach is part of the whole-school's emphasis on 'metacognition' and ultimately will help students to develop their awareness of the media's influence on their everyday lives.

Throughout Key Stage 3, students are introduced to different media texts through their English curriculum, exploring: narrative structure and representation of character in film/moving image; technical codes /camera angles in storyboards; visual codes and conventions in print-based advertising. Therefore at Key Stage 4 students can build on these key skills and are given opportunities to apply them to set texts and unfamiliar contexts.

CURRICULUM RATIONALE

At Key Stage 4, students follow the Eduqas GCSE Media Studies course (9-1) specification. We believe that this is the right course for our students as it provides the right balance of theoretical, academic study (70%) and practical application (30% NEA) as well as offering a challenging mix of set media texts chosen by Eduqas (these change every few years to stay topical and relevant) and other media texts which we can choose for comparison. In Years 9-11 the curriculum is developed to embed media theoretical frameworks and familiarity with using media language: representation, industry and audiences. This provides the foundation for all components of the course and helps students to explore the subject in a critical way. Students are also introduced to a range of media critical theorists and theories to apply to media texts and to further their understanding.

We then apply these frameworks to a range of different media forms: print media (Quality Street -historical advert, This Girl Can advert - contemporary campaign, Spectre film poster, GQ and Pride magazine); television/moving image (The Sweeney and Luther - Crime Drama); video games (Pokemon Go); music industry – videos and websites (Katy Perry/Taylor Swift/Pharrell Williams/Bruno Mars/Michael Jackson/Duran Duran). Some of these are set products to develop skills of analysing familiar texts; some will be a range of other media examples to develop comparative skills and confidence to analyse unfamiliar texts.

Students are also given opportunities throughout the course to produce their own media products: adverts, magazine front covers, film posters, DVD covers in preparation for the NEA component of the course started in the Summer term of Y10/submitted in Y11. In preparation, students research the codes and conventions of a range of media products to understand how they are constructed to suit the genre and appeal to the target audience. They complete practice pieces and a pre-NEA in Y9.