Creative Media						
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 10:	<u>Introduction to component 1.</u> Learners will be introduced to different media sectors within the media industry https://www.bbc.co.uk/bitesize/guides/zqrdxsg/revision/1	<u>Component 1</u> Learners will be introduced to genre, narrative structures and representations within media products https://www.bbc.co.uk/bitesize/guides/zs8s9qt/revision/1	<u>Component 1</u> Learners will be introduced to technical codes within media products https://media.codes/media-codes-and-conventions-c03423c06aa8	<u>Assessment Component 1</u> Students will have 10 hours to complete component 1 assessment https://quizlet.com/gb/403803884/media-product-meaning-flash-cards/	<u>Introduction to Component 2</u> Students will be introduced to research skills within a chosen media sector. https://www.mymarketresearchmethods.com/primary-secondary-market-research-difference/	<u>Component 2</u> Students will be introduced to planning within media products https://www.youtube.com/watch?v=Q_sKxTmUq3Y
Year 11	<u>Component 2</u> Students practice producing their chosen media product. https://www.youtube.com/watch?v=pMkfPWVnICI	<u>Assessment Component 2</u> Students will have 10 hours to complete component 2 assessment	<u>Introduction to Component 3</u> Student will be introduced to component 3. Students will practice their initial ideas. https://www.youtube.com/watch?v=jE5lrilhEqw	<u>Component 3</u> Students will practice creating planning documents for a media product. https://www.youtube.com/watch?v=Q_sKxTmUq3Y	<u>Component 3</u> Students will practice creating a media product https://www.youtube.com/watch?v=pMkfPWVnICI	<u>Assessment Component 3</u> Students will have 10 hours to complete component 3 assessment

Subject		Media	Year group	KS4
Vision statement:		At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success. Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life: 'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.' As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.		
Curriculum intent:		Our vision for the Media Curriculum at Landau Forte is to prepare learners for the society we envision for tomorrow, to enable learners to become curious, 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 learners to be courageous in challenging aspects of media and take responsibility for their media consumption habits and help them understand the effects of their choices. We want our learners to use compassion to view aspects of media in the lens of others. Lastly, we aim to empower and inspire learners to express themselves through construction of creative, original and thought-provoking media products.		
Threshold Concepts (TCs):		**Film Threshold Concepts** **TC1** – A LFAT Media and Film student will demonstrate knowledge and understanding of key elements of media products within different sectors: **a)** Genre and narrative **b)** Cinematography, mise-en-scene and sound **TC2** – A LFAT media student will write analytically how producers use elements of production techniques to create meaning **TC3** – A LFAT Media student will identify representations in text and explain how and why they are constructed **TC4** – A LFAT Media student will demonstrate an understanding of the context of texts - social, cultural, historical, political, institutional, technological **TC5** – A LFAT Media student will demonstrate the skills and knowledge of filmmaking a practical production and evaluate original intentions **TC6** – A LFAT Media student will understand key developments in media products		
KS2 National Curriculum summary:		N/A		

	CURIOSITY	COMPASSION		COURAGE	

Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
	CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING

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Big picture questions:	**What are the different sectors within the media industry?**	**What is the purpose and target audience of media products?**	**What are the narrative structures, genre conventions, representations and characterisations used in the moving image sector?**	**How are production techniques applied within the moving image sector?**	**How successful was the chosen media product in meeting generic conventions?**	
Content (Linked to TCs):	Students will study the different media sectors within the media industry. These include moving image, publishing and interactive. (TC1/TC2)	Students will learn about the different target audience groups and be able to identify primary and secondary audiences for different media products. (TC1/TC2/TC4)	Students will learn about generic conventions and how these can be found in different products within the same genre. Students will study narrative theory and characterisation by Vladimir Propp.	Students will learn how to analyse media products and the meaning created. (TC5/TC6)	Learners will learn how to critically analyse media products and how well media producers achieved the application of generic conventions. (TC2/TC6)	
Key vocabulary:	audio/moving image products, e.g. TV programmes, films, music videos, animations, advertisements,	o defining primary and secondary audiences, e.g. gender, age, socio-economic groupings, lifestyle profiles o audience statistics, e.g. box office figures,	Narrative, to include: o storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app	Audio/moving image media products: o camerawork, e.g. set-up, framing, shot type/length, angle, movement o mise en scène, e.g. sets, props, lighting, costume, blocking, production design	Reinforcement of conventions Challenging conventions Subversion	

radio broadcasts, podcasts o print products, e.g. newspapers, magazines, comics, brochures, advertisements o interactive media products, e.g. websites, mobile apps, interactive magazines, mobile games, video games, online games, advertisements.	circulation, sales, hits, subscriptions, followers o situation, e.g. the effect of where, when and with whom the audience engages with a media product o audience involvement, e.g. using interactive features, online voting, consumer-generated content, passive audiences o audience responses, e.g. preferred, negotiated and oppositional readings o audience uses and gratifications, e.g. information, entertainment, escapism, personal identity, social interaction.	o narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand o point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game o characterisation, e.g. character functions in film, print advertisements, computer games o themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games o setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game o mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game. Representation of people, places, issues and events, to include: o audience positioning and perspective o audience identification o use of stereotyping o positive and negative representations.	o use of sound, e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, music, sound bridges, audio beds, aural motifs, ambient sound, silence o editing techniques, e.g. continuity, montage, flashbacks, transitions, synchronising, pace, rhythm, flow, tone, balance o effects, e.g. audio effects, visual effects, motion graphics.	

Assessment:	Questioning Knowledge quiz	Practice assessment 1	Practice assessment 2	Practice assessment 3	Summative assessment
Key/Historical misconceptions in this unit:					
Sequencing:	We have chosen to sequence the year 10 curriculum like this because we feel that learners need to understand the media industry historically and recent. Learners need to be aware of the different sectors and products within each sector. Learners need to be able to analyse media products in depth. This then follows on to the various skills required to create media products. By the time learners complete their KS4 learning they will possess solid knowledge and skills within the media field.				
Values	Curiosity: Exploration of media texts provided by exam board Compassion: Learning about different groups of people globally. Courage: problem solving through analysis				
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum We encourage participation in the lighting/sound of our school production – we also watch the production and evaluate the mise-en-scene, lighting and sound choices. We provide a film club encouraging students to watch and critique an array of films from various genres. We encourage students to attend online seminars regarding courses and jobs in film industry. We are also exploring trips to studios				