



## Curriculum Intent and Implementation

### Media Department Intent

The way in which we communicate through media texts is a huge part of our everyday lives. Through the media studies curriculum, we strive to develop; creative, analytical, independent, knowledgeable and insightful media students. Ensuring that through their study they become equipped with transferable skills for the wider world. We believe that creativity is the core skill found at the centre of our Media Studies curriculum and a key skill which we believe not only helps learners develop their talents but also their independence. We aim to allow and encourage learners to offer opinions, judgements and conclude critically being informed by their studies. By using creative approaches to learning and exploration, we believe learners gain a greater understanding of the practical skills which are used by the media industry to target and appeal to a range of audiences. Our curriculum journey is designed to encourage innovation from all learners, applying creative approaches to exploring, analysing, evaluating and constructing media products. It is our intention to support our students in becoming more knowledgeable about our digitally driven world, the bias of the media and the critical skills required to effectively navigate this. By developing these skills, we believe that they can develop a more reasoned approach towards the ways in which society is involved in constructing, impacting and adapting the media we access every day.

### ***Daily/weekly review:***

On a regular basis...

- We incorporate 'Do Now' task and retrieval practice at the beginning of each lesson.
- We question our students to assess and check their knowledge and understanding (both written and/or verbally).
- We use exam style questions in KS4 and 5 lessons.
- We reflect on and correct work using the purple pen- visible indication of progress (a mixture of peer/self and teacher).

### ***Modelling:***

In media we use a range of modelling strategies, such as:

- Using the visualiser to share examples of good practice and common errors so we can improve them as a collective.
- Producing incorrect/ imperfect exam style responses for students to tweak- reflecting their knowledge and understanding.
- The use of 'I do, we do you do' – stretch and challenge students whilst also supporting them with their own academic growth.

### ***Explanation and reading:***

As part of the media curriculum we read /consume many different types of media texts: Newspaper articles, Magazines, Music Videos, Advertisements, Website articles, Social media campaigns, legislation on censorship and regulation and reading on media theorists. The analysis of media texts is at the very centre of each topic the students learn.

Tasks within our lessons will be centred around explanation- whereby for all answers in their exams worth 4 marks 'explanation' is required as part of their response. Students demonstrate their ability to explain through:

- Explaining what key terms mean
- Explaining how a theory can apply to a certain media text
- Explain how society, cultures, politics and economic factors can influence the media.

Developing students' ability to explain effectively happens through verbal discussions and written tasks.

### ***Deliberate Practice:***

The media department endeavour to continuously practice exam style questions from the outset in year 9. Providing ample opportunities for students to demonstrate, develop and share excellent practice with their peers.

All students are provided with opportunity for independent practice - specifically in response to red pen pieces and learning cycle tests. This ensures students consciously target their areas for development whilst topics are fresh in their minds.

Exam style questions are factored into 'Do Now' tasks- which could comprise of 1 mark, 4, mark, and 5 mark questions. In addition to regularly checking the development of subject specific vocabulary through definitions and terminology tasks.