

Year 9	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Analysing Tabloid and Broadsheet Newspapers.	-HT3-Exploring Print and Television Advertising. -HT4-Examining the Gaming World. -Understanding Conventions: Crime Drama.	HT5-Researching Music Videos HT6-Understanding Conventions: Sitcoms. -Creating Productions.
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	-The ability to distinguish between tabloid and broadsheet newspapers. -Conventions and the features of newspapers. -Political bias in the press. -How technology has changed the print industry. -These issues will be explored via a range of newspaper examples and via a variety of investment model methods such as consolidation quizzes, spatial modelling and exam style questions.	-Looking at how advertising appeals to consumers. -Analysis of gender and ethnicity stereotypes and how they shape advertising. -The ability to identify conventions within the crime genre. -How games are effectively marketed. -This will be done via content analysis of a range of adverts, prompted questions based upon visual stimulus, looking at a range of crime drama examples and establishing patterns.	-The ability to identify music video conventions. -Analysis of gender and ethnicity stereotypes and why producers use them. -Exposed to a range of Sitcom and examples and analyse the use of conventions. -The ability to produce an engaging and effective piece of coursework. A key skill for Y11, as the coursework equates to 30% of the course. -This will be done via analysing a range of music videos alongside prompt questions, use of glossaries.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	-Construction, mediation and composition. -Galtung and Ruge-News Values.	HT3-Brand reach, cross-media convergence and codes. HT4-Conventions, iconography and Torodov's Narrative Theory.	HT5-Conventions, subversion and codes. HT6-Semiotics and Katz and Blumler's Uses and Gratifications Theory.

Curriculum Sequencing Grid: *Media Studies*

Opportunities for Reading	<p>Students should be exploring different tabloid and broadsheet newspapers in their own time.</p>	<p>Students can read brief extracts relating to relevant theories such as the aforementioned Torodov.</p>	<p>Students can watch and make notes on further examples of music videos.</p>
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<p>-The students will develop the ability to think critically and take mediated or oppositional readings of texts.</p>	<p>-The students will be exposed to a variety of print and televisual examples that they previously may not have encountered such as the genre of Nordic Noir.</p>	<p>-Honing I.T skills on Photoshop.</p>
Cross Curricular Links (Authentic Connections)	<p>Transferring of analysis skills from English.</p>	<p>Transferring of analysis skills from English.</p>	<p>Use of I.T skills on Photoshop or Fireworks.</p>
Key Assessment	<p>Exam style question, once a half-term. Marked using Media GCSE Reform Criteria.</p>	<p>Exam style question, once a half-term. Marked using Media GCSE Reform Criteria.</p>	<p>The mock piece of coursework, a poster for a charity of their choice will be marked using the Media GCSE Reform Criteria.</p>