



Christleton High School

Media Studies

The Media curriculum encompasses a broad range of skills and analytical abilities along with creative activities that encourage independent learning and engender an appreciation of human creativity and achievement.



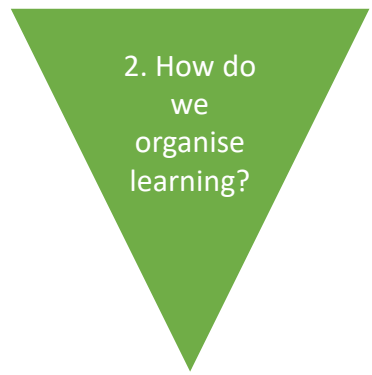
Curriculum Overview

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The Media curriculum aims to:									
Curriculum vision	Develop students into happy, hardworking and caring people, who aspire to be the best they can be and ensure their aspirations are brought to life								
Core values of	Cheerful		Caring		Committed		Collaborative		Creative
Focus for learning	Attitudes- determined, respectful, dedicated, helpful			Habits- resilient, resourceful, reflective and collaborative		Skills- literacy, numeracy, ICT, personal, learning and thinking skills		Knowledge and understanding- subject expertise to shape our knowledge of the world	

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The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes										
Approaches to learning inside and outside of the classroom	Varied approach- matched to learning need e.g. enquiry, instruction, creative practical	Assessment- fit for purpose and integral to teaching and learning. AFL Summative	Personalised- offering challenge and support to enable all learners to make progress	Retrieval- in the form of low stake testing to help students with long term knowledge gains without pressure	Metacognition- encourage learners to reflect on their own learning	Learning Habits- students are given opportunities to work collaboratively, reflectively and with resilience	Targeted resources- matched to learning need- use of time, space, people, materials			
Knowledge and skills	<i>Curriculum content for KS4/5</i>		Oracy – Q +A, presentations,debate	Theories, Concepts	Coursework - ICT – editing , use of photoshop, use of I.movie, use of WIX	Paired and group research on media industry and audience. Skills mentoring for editing	Online tutorials for using photoshop, I movie on GC			
Topics	<i>Film marketing, Radio, Newspaper, Magazines, Advertising, Video games, Music video and Online media</i>									
Media specific approaches to learning	Concepts & Studies. Students will learn specific concepts in each section of the specification. They are encouraged to prepare definitions of these and apply understanding to text .	Theories & Models Several explanatory and evaluative theories will be studied. Students will use theories to comment on narrative , representations and audience	Evaluation Students will explore a range of techniques strategies to assess and evaluate the value of different media texts for their audience for such as. All students are required to learn 3 points per area. 4 or more are required for higher achievers	Short Question Answering The approach to answering short questions involves Identify point. Elaborate point. For evaluation answers it is also necessary to say why the point has been raised.	Essay Writing Providing planning and structure for longer answer questions using PEET system	Application Use answer structure suggestions, model answers for longer / comparative questions	Research Methods Skills Building skills or research using a targeting range of resource sites IMBD, BBC website, Mrs Fisher online tutorials, BBFC	Memory Skills To cover aspects of learning media vocabulary, textual detail for specific set texts and theories. To address confusion between terminology		

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Evaluating impact	Look at whole child e.g. progress and personal development	Uses information intelligently to identify areas for development	Use a wide range of both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Choose assessments that are fit for purpose	Ensure all information is quality assured by a “critical friend”	Convey impact to all stakeholders in a simple clear format	
How we measure the impact	To ensure teaching and learning is effective so that learners understand quality and how to improve				To secure				
	AFL strategies, Visualiser strategies, progress tracking		Live marking policy on coursework		Formative feedback techniques following summative assessment			Student reflection	