Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.

What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2023-24 – *Media*

Date	Wk	Week	Units Studied & Learning Outcomes			Key Concepts & Assessment
			8 weeks (38 Days)			
Tues 5-Sep	A	1	**Component 1 : Exploring Media Products (7 weeks, 20 lessons)**			**Foundational Concepts**
11-Sep	B	2				
18-Sep*	A	3				Students should cover the following:
25-Sep	B	4				
2-Oct	A	5				• Audiences – age, gender, ethnicity.
9-Oct	B	6				• Primary and secondary audiences.
16-Oct	A	7				• The purposes of media products.
23-Oct	B					• Socio-economic groups and lifestyle profiles.

Within the Units Studied column, the following sub-table appears:

Prior	Current	Next
KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology	KS5 Media - Component 1 - Media Products , Industries and Audiences . Component 2 - Media Forms and Products in depth

Continuing Key Concepts for rows 5 (2-Oct) onward:
- • The relationship between media products and their audiences and purposes
- • Media products, audiences and purpose
- • Introduction to assessment and initial research.

GW: Describe media products, their purpose and audience, with reference to relevant examples across all three media sectors.

BI: Discuss the relationships between media products, their purpose and specific audiences, using appropriate examples across all three media sectors.

EW: Analyse the relationships between media products, their purpose and specific audiences, using considered examples across all three media sectors.

(Week 8)

Assessment of Progress
- • Written report in Exam conditions

The report must include media products past and present across the three sectors, and analyse:
- • the target audience for each product
- • the purpose of each product
- • the relationship between product, target audience and purpose.

Skills used/learned:
Software – Word Processing, Presentation Software, Google Classroom, Internet Browser.
Hardware – Keyboard , Mouse,

Tier 2/3 Vocabulary: Genre , Mise en scene, demographics, psychographic. Protagonist , antagonist,

Date	Wk	Week		Key Concepts & Assessment
Half-Term			**7 weeks (34 Days)**	
6-Nov	A	9		**Links to history, culture, vocabulary:**
13-Nov	B	10		antagonist (n.)"one who contends with another," 1590s, from French antagoniste (16c.) or directly from Late Latin antagonista, from Greek antagonistes "competitor, opponent, rival," agent noun from antagonizesthai "to struggle against, oppose, be a rival," from anti "against" (see anti-) + agonizesthai "to contend for a prize," from agon "a struggle, a contest" (see agony). Originally in battle or sport, extended 1620s to any sphere of human activity.
20-Nov	A	11		protagonist (n.) 1670s, "principal character in a story, drama, etc.," from Greek prōtagōnistēs "actor who plays the chief or first part," from prōtos "first" (from PIE root *per- (1) "forward," hence "in front of, first, chief") + agōnistēs "actor, competitor,"
27-Nov	B	12		from agōn "contest" (from PIE root *ag- "to drive, draw out or forth, move"). Meaning "leading person in any cause or contest" is from 1889. Mistaken sense of "advocate, supporter" (1935) is from misreading of Greek prōtos as Latin pro-"for."
4-Dec	A	ST1		Compare antagonist. Deuteragonist "second person or actor in a drama" is from 1840. Auteurship , Narrative theories
11-Dec	B	ST1		
18-Dec				**Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?** Range of texts to include the sectors, examples of representation of race, gender.
	A	15		*15/09-17/09 Rosh Hashanah* *23/9 International day of sign languages*

Overview of Unit
Component 1B : Genre, narrative, representation and audience interpretation (7 weeks, 20 lessons)
Learning Outcomes:
GW: Describe how genre, narrative and representation are used to engage audiences, with reference to relevant examples of media products.
BI: Discuss the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences, with reference to appropriate examples of media products.
EW: Analyse the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products.

Prior	Current	Next
KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology	KS5 Media - Component 1 - Media Products , Industries and Audiences . Component 2 - Media Forms and Products in depth

Careers links:
Production careers (Art, Design, Direction, Animation), Broadcast and Journalism, Graphical and Game design. Technical operators, editing, camera, Journalist, People / information analyst , Critic, Blogger, Vlogger, Any careers involving Office software.

Foundational Concepts

Students should cover the following:
- Introduction to genre.
- Identification of genre characteristics.
- Repetition and difference between product, target audience and purpose.
- How genres change through time.
- Development of sub-genres, hybrids, subverting conventions.
- The use of setting in genre and narrative; narrative themes.
- Storytelling and narrative structures.
- Characterisation.
- Characterisation – character types.
- Representation.
- Audience interpretation.
- Mise-en-scène – relevant for all three sectors.
- Lighting – relevant for all three sectors.
- Sound – relevant for all audio/moving image and interactive.

Assessment of Progress
Learners will provide a portfolio of evidence of their analysis of media products and experimentation with production techniques, which should include:
- Written report in Exam conditions

Tier 2/3 Vocabulary : Genre , Mise en scene, Representation, Protagonist , antagonist,

How will it link to history, culture, authentic artefacts, music, art, literature?
antagonist (n.)"one who contends with another," 1590s, from French antagoniste (16c.) or directly from Late Latin antagonista, from Greek antagonistes "competitor, opponent, rival," agent noun from antagonizesthai "to struggle against, oppose, be a rival," from anti "against" (see anti-) + agonizesthai "to contend for a prize," from agon "a struggle, a contest" (see agony). Originally in battle or sport, extended 1620s to any sphere of human activity.
protagonist (n.) 1670s, "principal character in a story, drama, etc.," from Greek prōtagōnistēs "actor who plays the chief or first part," from prōtos "first" (from PIE root *per- (1) "forward," hence "in front of, first, chief") + agōnistēs "actor, competitor," from agōn "contest" (from PIE root *ag- "to drive, draw out or forth, move"). Meaning "leading person in any cause or contest" is from 1889. Mistaken sense of "advocate, supporter" (1935) is from misreading of Greek prōtos as Latin pro-"for." Compare antagonist. Deuteragonist "second person or actor in a drama" is from 1840.
Auteurship , Narrative theories

Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Students are researching based on their chosen final product topic. Opportunities for students to examine representation of gender , race and culture.

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

				Careers links: Production careers (Art, Design, Direction, Animation), Broadcast and Journalism, Graphical and Game design. Technical operators, editing, camera, Journalist, People / information analyst , Critic, Blogger, Vlogger, Any areers involving Office software.

Christmas Holiday			**6 weeks (30 Days)**	
8-Jan	B	16	**Component 2A : Practical Skills and Techniques**	**Foundational Concepts** Planning skills relevant to the chosen sector, such as developing narratives and storylines, synopsis, treatment, dialogue and sound scripts, screenplays, storyboards, shot lists. Skills and techniques for creating content relevant to the audio/moving image sector, such as shooting video in different locations, shot composition, framing, angle, camera movement, recording audio in a studio and on location, acoustics, microphones, ambient sound, recording levels. Students will demonstrate imaginative application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to creative outcomes. **Assessment of Progress** Learners will provide a portfolio of evidence of their production skills and could include: A record of workshop / class, evidence of skills and techniques, for example annotated screenshots, narrated screen recordings, annotated drafts/prototypes, the outcomes of practical work **Skills used/learned:** Software – Adobe Creative Classroom , DTP, Word Processor, Presentation Software. Hardware – Keyboard , Mouse, Graphics Tablet, Camera, Tripod, Slate, ***Equality Diversity and Inclusion*** *25/1 Burns night* *27/1 Holocaust memorial day* *LGBT+ history month* *1/2 World Hijab day* *6/2-12/2 Children's mental health week.* *7/2 Safer internet day* *10/2 Chinese New Year*
15-Jan	A	17		
22-Jan	B	18		
29-Jan	A	19		
5-Feb	B	20		
12-Feb	A	21		

(Component 2A table:)

Prior	Current	Next
KS3 NC –create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology	KS5 Media - Component 3 - Cross Media Production

Half-Term			**5 weeks (24 Days)**	
26-Feb	B	22	**GW:** Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work. **BI:** Demonstrate effective development of media production skills and techniques through focused experimental practical work **EW:** Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work.	**Careers links:** Production careers (Art, Design, Direction, Animation), Broadcast and Journalism, Graphical and Game design. Technical operators, editing, camera, Journalist, People / information analyst , Critic, Blogger, Vlogger, Any careers involving Office software. **Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?** Range of texts to include the sectors, examples of representation of race, gender. ***Equality Diversity and Inclusion (EDI) links?*** *Women's history month* *Ramadhan 10/03-08/04* *Passover 22/4-30/4* *Good Friday 29/3* *Easter Sunday 31/3*
4-Mar	A	23		
11-Mar	B	24		
18-Mar	A	25		
25-Mar*				
	B	26		

Easter Holiday			**6 weeks (?? lessons) (29 Days)**	
15-Apr	A	27	**Component 2B / C : Practical Skills and Techniques** **GW:** Demonstrate relevant application of production and post-production skills and techniques when reworking aspects of an existing media product, leading to appropriate outcomes.	**Foundational Concepts** Planning skills relevant to the chosen sector, such as developing narratives and storylines, synopsis, treatment, dialogue and sound scripts, screenplays, storyboards, shot lists.
22-Apr	B	28		
29-Apr	A	29		

Date	Week	Lesson	Objectives	Content
6-May*	B	30	**BI:** Demonstrate effective application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to effective outcomes. **EW:** Demonstrate imaginative application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to creative outcomes	Skills and techniques for creating content relevant to the audio/moving image sector, such as shooting video in different locations, shot composition, framing, angle, camera movement, recording audio in a studio and on location, acoustics, microphones, ambient sound, recording levels. **Assessment of Progress** Students will demonstrate imaginative application of pre-production, production and post-production skills and techniques, leading to creative outcomes. ***Equality Diversity and Inclusion*** *Autism and stress awareness month.* *25/4 World Malaria Day* *26/4 Lesbian visibility day* *UK national walking month.* *1/5-7/5 Deaf awareness week* *23/05 Vesak*
13-May	A	31		
20-May				
	B	ST2		

Half-Term				7 weeks (?? lessons) (35 Days)
3-Jun	A	ST2		**Tier 2/3 Vocabulary :** Genre , Mise en scene, Representation, Protagonist , antagonist,
10-Jun	B	ST2		**How will it link to history, culture, authentic artefacts, music, art, literature?**
17-Jun	A	35		antagonist (n.)"one who contends with another," 1590s, from French antagoniste (16c.) or directly from Late Latin antagonista, from Greek antagonistes "competitor, opponent, rival," agent noun from antagonizesthai "to struggle against, oppose, be a rival," from anti "against" (see anti-) + agonizesthai "to contend for a prize," from agon "a struggle, a contest" (see agony). Originally in battle or sport, extended 1620s to any sphere of human activity.
24-Jun	B	36		protagonist (n.) 1670s, "principal character in a story, drama, etc.," from Greek prōtagōnistēs "actor who plays the chief or first part," from prōtos "first" (from PIE root *per- (1) "forward," hence "in front of, first, chief") + agōnistēs "actor, competitor," from agōn "contest" (from PIE root *ag- "to drive, draw out or forth, move"). Meaning "leading person in any cause or contest" is from 1889. Mistaken sense of "advocate, supporter" (1935) is from misreading of Greek prōtos as Latin pro-"for." Compare antagonist. Deuteragonist "second person or actor in a drama" is from 1840.
1-Jul	A	37		Auteurship , Narrative theories
8-Jul	B	38		**Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?**
15-Jul				Students are choosing their own final product topic. Opportunities for students to examine representation of gender , race and culture. **Careers links:** Production careers (Art, Design, Direction, Animation), Broadcast and Journalism, Graphical and Game design. Technical operators, editing, camera, Journalist, People / information analyst , Critic, Blogger, Vlogger, Any careers involving Office software. ***Equality Diversity and Inclusion*** *LGBTQ+ pride month.* *Gypsy, Roma and Traveller history month.* *12/6 world day against child labour* *18/6 autistic pride day* *20/6 World refugee day*
	A	39		

Table within cell:

Prior	Current	Next
KS3 NC – create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology	KS5 Media - Component 3 - Cross Media Production

(Total: 190 Days)

* Bank Holidays

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.

What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Overview of Year 11	
Based on your Flight Path	**By the end of Year 10, students will have learned**
GW: *P*	Demonstrate relevant application of production and post-production skills and techniques when reworking aspects of an existing media product, leading to appropriate outcomes. Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work. Describe how genre, narrative and representation are used to engage audiences, with reference to relevant examples of media products. Describe media products, their purpose and audience, with reference to relevant examples across all three media sectors.
BI: *M*	Demonstrate effective application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to effective outcomes. Demonstrate effective development of media production skills and techniques through focused experimental practical work Discuss the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences, with reference to appropriate examples of media products Discuss the relationships between media products, their purpose and specific audiences, using appropriate examples across all three media sectors.
EW: *D*	Demonstrate imaginative application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to creative outcomes. Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work. Analyse the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products. Analyse the relationships between media products, their purpose and specific audiences, using considered examples across all three media sectors.

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.

What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:
- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)