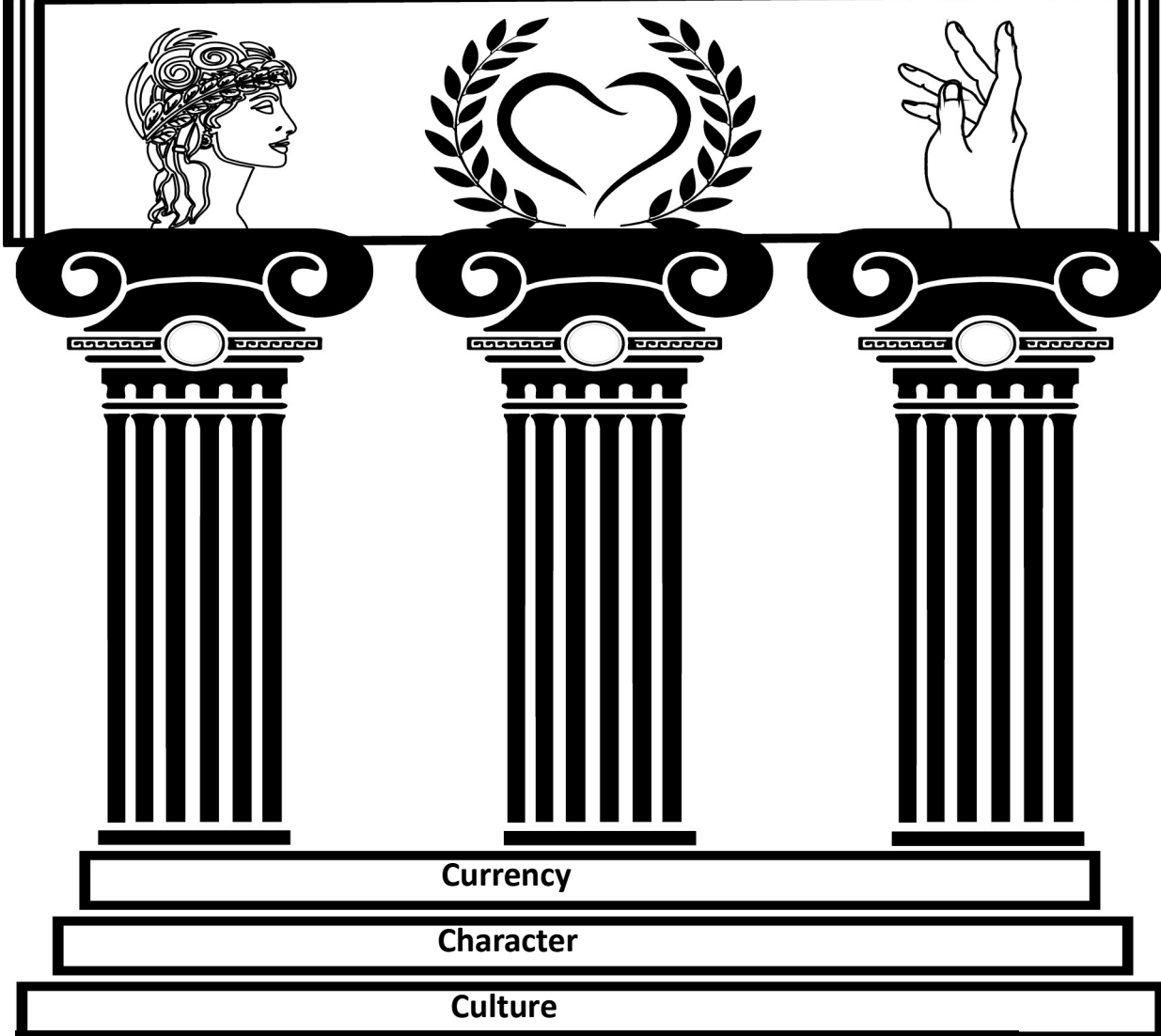


Malbank School Media Curriculum



Malbank School
& Sixth Form College

In Malbank's Media department we will develop creative, conscientious and confident media practitioners, giving students opportunities to understand the world we live in, explore the impact the media has on individuals and groups and take chances creatively so that they can embrace the theoretical framework, communicate their ideas in a sophisticated manner and ultimately contribute to the growing media industries as leaders and team players.



Head	Heart	Hand
Knowledge	Self-awareness	Creativity
Application of Knowledge	Awareness of others	Teamwork
Open to BIG ideas	LORIC	Skills



<p>To understand the basics of the theoretical framework for print and moving image.</p> <p>Magazines: To understand the codes and conventions of unseen magazines and appreciate what/who they represent</p> <p>Close Study Product: To fully engage with Reveal magazine and the given front cover applying new media terminology.</p> <p>Close Study product: To fully engage with Tatler magazine and the given front cover applying new media terminology.</p> <p>Presentation: To present an unseen magazine applying knowledge from the CSPs in pairs.</p> <p>Contextual knowledge: To explore social and stereotyping across the two magazines and apply this to their own understanding of social representation.</p> <p>Vocabulary: To develop an appreciation of new key theoretical terminology and theories relevant to magazine study.</p> <p>Advertising: To understand the codes and conventions of unseen adverts and appreciate what /who they represent</p> <p>Close Study Product: To study and engage with the NHS advert, give Blood moving image.</p> <p>Close Study Product: To analyse and understand the contextual significance of the galaxy advert.</p> <p>Close Study Product: To fully engage with the OMO advert and the historical significance.</p> <p>Music Videos: To understand the industry of mainstream and independent music artists.</p> <p>Close Study Product: To explore the music video, BlackPink– How you like that and appreciate it's significance.</p> <p>Close Study Product: To fully engage with the given product, Arctic Monkeys.</p> <p>Contextual Knowledge: To explore the changes in the music industry and how they represent wider society</p>	<p>Leadership: To encourage debates on issues raised in the magazines and adverts. To take leadership roles in their paired presentations.</p> <p>Organisation: To understand how to break ideas down around both industries. To organise their own ideas when planning responses.</p> <p>Resilience: To apply personal experiences to the magazines and how we are reading the texts. To apply their knowledge from the CSP's studied. To apply the new terminology in all written work.</p> <p>Initiative: To apply the new theoretical framework learnt in magazines to their advertising study.</p> <p>Communication: To engage in class discussions on the topics raised in the magazines and adverts. To communicate ideas in their presentations.</p>	<p>Media Language: To begin to use the media terminology in analytical essays.</p> <p>Media Language: To start to use the new theories taught in term 1– Male gaze, Unobtainable images, bell hooks, hypodermic needle, Propps, psychographics, Todorov' and Judith Butler.</p> <p>Media Representation: To analyse the different representations on the front cover of Tatler and Heat– both people and the magazine brand.</p> <p>Media Language: To make general comments on magazine genre and target audience.</p> <p>Media Language: To apply and understand the codes and conventions of magazines.</p> <p>Media language: To apply semiotics to a taught area– advertng.</p> <p>Contextual: To begin making links to the wider context of the NHS advert and Galaxy.</p> <p>Media Language: To start to apply the codes and conventions of the taught CSP to the unseen independently .</p> <p>Media representation: To explore a range of different representations in all three adverts.</p> <p>Media Language: To begin writing essay responses, using the media language.</p> <p>Media Representation: To begin to write about the social and cultural contexts explored within the music industry.</p>
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<p>To understand the Online, social and participatory industry.</p> <p>Gaming: To investigate and research gaming and the cultural impact this has had on the industry and her audience.</p> <p>Close Study Product: To skilfully and clearly compare the differing games Kim K and Lara Croft Go and how they both target their chosen audiences.</p> <p>Close Study Product: To analyse and engage with the Media Language used in the games Kim Kardashian and Lara Croft Go.</p> <p>Close Study Product: To analyse and understand the contextual significance of Kim K and Lara Croft Go and how these work as brands.</p> <p>Close Study Product: To fully engage with Lara Croft Go and how the changes to Lara Croft show the changes in representation of women.</p> <p>Contextual Knowledge: To explore the changes in the gaming industry and how they represent wider society at that time.</p>	<p>Leadership: To encourage debates on issues raised in the newspaper and online platforms. To lead others in your opinions, especially whilst debating representation and key theories.</p> <p>Organisation: To understand how to break ideas down around both industries. To organise their own ideas when planning responses.</p> <p>Resilience: To apply your own understanding of all of the Close Study Products in our Monthly mocks . To apply the all terminology in all written work and apply theories independently.</p> <p>Initiative: To apply independently the theoretical framework learnt in Year 10 to their mock exams.</p> <p>Communication: To engage in class discussions about the mock feedback and the responses that need to be written. To communicate ideas in both spoken and written form.</p>	<p>Media context: To maturely and confidently comment on the impact of society on the gaming industry and online content.</p> <p>Media Audiences: To explore in written work the differing audiences and how these impact Lara Croft Go and Kim K.</p> <p>Media Theories: To apply audience and gender theories confidently to the online platforms.</p> <p>Media Language: To write clearly about the games Kim K and Lara Croft Go using high levels of Media Language.</p> <p>Media industry: To write confidently about the gaming industry and the context of the games.</p> <p>Exam skills: To write in exam conditions using time effectively.</p>
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To start and complete the NEA area of the course.

NEA: To complete extensive research into the students chosen area that they want to complete for their NEA.

NEA: To fully engage with their chosen platform and be confident in the codes and conventions of it.

Presentation: To present their ideas individually on their proposed NEA, using their knowledge from Term 1 and 2 on how to present a clear idea.

Contextual knowledge: To explore historical and social aspects around their chosen NEA.

Vocabulary: To apply their new vocabulary learnt for their statement of intent.

Theoretical framework: To understand the codes and conventions of their chosen media platform.

NEA: To show confidence when planning their NEA

NEA : To analyse and understand the contextual significance of their planned NEA

NEA: To fully engage with the your given product.

Television: To investigate and research Television and science fiction and the cultural impact this has had on the industry and the audience.

Close study Product: To confidently watch and analyse Doctor Who and His Dark Materials and learn the devices shown.

Close Study Product: To skilfully and clearly compare the differing representations shown in Doctor Who and HDM how they both target their chosen audiences.

Close Study Product: To analyse and understand the contextual significance of Doctor Who and HDM and how these work as brands.

Close Study Product: To fully engage with Doctor Who and how the changes to the brand show the changes in representation of women.

Contextual Knowledge: To explore the changes in the TV industry and how they represent wider society at that time.

Leadership: To work independently on their own NEA and show clear leadership—both in the planning and implementation of their ideas.

Organisation: To show high levels of organisation skills in the planning of filming and editing in their chosen products.

Resilience: To apply their resilience when the NEA needs developing or changing and ensure they listen to detailed feedback.

Initiative: To work independently and show creativity and flair whilst planning and creating.

Communication: To engage in class discussions on their NEA and communicate their ideas effectively both in spoken and written work.

Initiative: To apply independently the theoretical framework learnt in Year 10, to their newspaper and the TV industry.

Communication: To engage in class discussions on the topics raised in the newspapers and TV. To communicate ideas in both spoken and written form.

Media Language: To begin to use the media terminology in their proposed statement of intent.

Media Language: To show clear evidence of practical understanding how media language works through its application in their filming and photo taking.

Media Representation: To show a coherent and clear understanding of media representation displayed in their chosen media platform.

Media Language: To make general comments on the genre and target audience. Of your chosen NEA.

Media Language: To apply and understand the codes and conventions of their chosen NEA.

Media language: To apply semiotics and learnt theories to the NEA.

Contextual: To begin making links to the wider context of their chosen NEA platform in their Statement of Intent.

Media Language: To start to apply the codes and conventions of the taught CSPs to their statement of intent and practical work independently .

Media representation: To explore a range of different representations shown in the NEA.

Media Language: To write a clear statement of intent, using sustained media language.

Media Language: To begin to write about the social and cultural contexts explored within their chosen NEA.

Media context: To maturely and confidently comment on the impact of society on the TV industry and its content.

Media Audiences: To explore in written work the differing audiences and how these impact Doctor Who and HDM .

Media Theories: To apply audience and gender theories confidently to TV.

Media Language: To write clearly about the TV shows using high levels



<p>To understand the industry of film and reapply knowledge learnt in term one of the theoretical framework for print and moving image.</p> <p>Film: To understand the film industry and how a film is brought to production</p> <p>Close Study Product: To fully engage with l'Daniel Blake and explore how the independent film industry works.</p> <p>Close Study product: To fully engage with Black Widown and Hollywood Blockbuster approach to film making.</p> <p>Contextual Knowledge: To understand specific examples of how the conglomerates work and how they impact he final film productions.</p> <p>Presentation: To present about the film close study products and the impact of these on the audience experience.</p> <p>Contextual knowledge: To explore the control and power of some Film production companies and their agendas.</p> <p>Vocabulary: To develop an appreciation of new key theoretical terminology and theories relevant to film industry study.</p> <p>Radio: To investigate and research the industry and audience of the first Radio 1 show with Tony Blackburn and Kiss FM radio show.</p> <p>Close study Product: To confidently listen to and analyse the two radio shows and read the differences.</p> <p>Close Study Product: To skilfully and clearly compare the differing radio industries and explore why these changes have taken place.</p> <p>Close Study Product: To analyse and understand the contextual significance of the Radio 1 in the 1960s.</p> <p>Close Study Product: To fully engage with the Beats radio 1 and how the changes to modern radio have had to change to stay relevant.</p> <p>Contextual Knowledge: To explore the changes in the radio industry and how they represent wider society at that time.</p> <p>NEA completion will also take place this term</p>	<p>Leadership: To encourage debates on issues raised in the film industry. To take leadership roles in their paired presentations and discussions around l'Daniel Blake. To research independently on what theories can be applied to the industry.</p> <p>Organisation: To understand how to break ideas down around both industries. To organise their own ideas when planning responses. To organise how</p> <p>Resilience: To apply your own understanding of the film industries and how independent films often bring up more challenging content. To apply their own knowledge from the radio CSP's studied in written work. To apply the new terminology in all written work and start applying theories independently.</p> <p>Initiative: To apply the new theoretical framework learnt in term 1 to their study in term 2, to their film and radio study. Independently.</p> <p>Communication: To engage in class discussions on the topics raised in the film and radio products. To communicate ideas in their presentations.</p>	<p>Media Industries: To comment confidently on the different film industries and use specific examples from the Close Study Products.</p> <p>Media Industries: skilfully analyse the producers intentions and restrictions within the film industry.</p> <p>Media Industries: To maturely and confidently comment on the contextual factors of the film industry and how these impact the final productions.</p> <p>Media Language: To write in exam conditions on questions focused on the film industries and give specific examples from independent films applying Media Language.</p> <p>Media Industries: To write confidently and skilfully about Blockbuster films and give specific examples from Doctor Strange.</p> <p>Media Industries: To write about the promotion and marketing of high budget films and apply the impact of this on the final films.</p> <p>Media Industries: To write in a skilful manner about the different radio industries and how these have changed.</p> <p>Media context: To maturely and confidently comment on the impact of society on the radio industry.</p> <p>Media Audiences: To explore in written work the differing audiences and how these impact radio production.</p> <p>Media Theories: To apply audience theories confidently to the radio and film industries.</p>
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Malbank School Media Curriculum (Year 11 Term 2)

'To develop creative, conscientious and confident media practitioners.'



<p>To understand the newspaper industry and Online, social and participatory industry.</p> <p>Newspapers: To understand the print industry and how a newspapers are brought to production and how they are regulated.</p> <p>Close Study Product: To fully engage with The Daily Mirror and explore how the 'Red top' newspaper industry works.</p> <p>Media Language: To learn an ambitious use of newspaper terminology and develop this throughout written work.</p> <p>Close Study product: To fully engage with The Times and the given newspaper front cover and article.</p> <p>Media Industry: To understand specific examples of how the conglomerates work and how they impact the final newspaper's content and agenda.</p> <p>Media representation: To understand how people and places are represented in the newspaper content.</p> <p>Contextual knowledge: To explore the control and power of some newspaper companies.</p> <p>Contextual Knowledge: To explore the political bias of the chosen newspapers.</p> <p>Vocabulary: To apply the terminology and theories relevant to newspapers in a sophisticated manner.</p> <p>The rest of Year 11 is revision, mock exams and therapy.</p>	<p>Leadership: To encourage debates on issues raised in the newspaper and online platforms. To lead others in your opinions, especially whilst debating representation and key theories.</p> <p>Organisation: To understand how to break ideas down around both industries. To organise their own ideas when planning responses.</p> <p>Resilience: To apply your own understanding of the newspaper industries and how broadsheet newspapers often bring up more challenging content. To apply their own knowledge from the newspaper and online CSP's studied in written work. To apply the new terminology in all written work and apply theories independently.</p> <p>Resilience: To revise interpedently, using their own notes and essays.</p> <p>Organisation: To work extensively outside of lessons to organise yourself and create a revision timetable.</p> <p>The rest of Year 11 is revision, mock exams and therapy.</p>	<p>Media Industries: To comment confidently on the different newspaper industries and use specific examples from the Close Study Products.</p> <p>Media Industries: To skilfully analyse the editors intentions and restrictions within the newspaper industry.</p> <p>Media Industries: To maturely and confidently comment on the contextual factors of the newspaper industry and how these impact the final print.</p> <p>Media Language: To write in exam conditions on questions focused on the newspapers and give specific examples from their given front covers and articles.</p> <p>Media Industries: To write confidently and skilfully about newspapers and give specific examples from The Daily Mirror and The Times.</p> <p>Media Industries: To write about the promotion and marketing of newspapers in the modern day.</p> <p>Media Industries: To write in a skilful manner about the two different newspapers and how these have changed.</p> <p>All skills: To write extensively in mock exams and respond to feedback in a constructive manner.</p> <p>The rest of Year 11 is revision, mock exams and therapy.</p>
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