

Unit Title & Duration: Year 9 (11 weeks)				
Key Assessment skills & Assessment Objectives: AO1: (Paper 1 20%, Paper 2 10% NEA 0%) Demonstrate knowledge and understanding of: • the theoretical framework of media • contexts of media and their influence on media products and processes. AO2: (Paper 1 15%, Paper 2 25% NEA 0%) Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. AO3: (Paper 1 0%, Paper 2 0% NEA 30%) Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.				
Objectives	Outcomes	Activities	Linked AO's or NC	Homework Inc wider reading & KOs
Learning Cycle: Spring Term 1 & 2 Television ➤ Co-owner of a lonely heart ➤ An Unearthly Child				
Lesson 1-4 Television ➤ Co-owner of a lonely heart LQ: What is the genre of our new CSP? How do we know this? S&C: What is a hybrid genre? LQ: What elements of media representation can we apply to <i>Class</i>? S&C: What is a spin-off? What is the financial benefit of a spin-off?	Students introduced to Television ➤ Co-owner of a lonely heart CSP Section A Paper 2 Watch the episode (lesson 3)	Do It Now: What is the genre of our new CSP? How do we know this? Watch the trailer DELIBERATE PRACTICE Apply Denotation & Connotation and Genres & Codes & Conventions to the trailer & Representation. QUESTIONING/EXPLANATION of students responses, visuliser EXPLANATION/MODELLING Modelling of how we would apply these terms to different media product with sentence starters and visualiser. FEEDBACK: Students to share responses (visuliser. Discussion of www.ebi . CHALLENGE: Challenging product sources for knowledge application (Print adverts and TV adverts)	AO1 & AO1	Knowledge organiser (DIN) section A1

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<p>Keywords: Denotation & Connotation, Hybrid, Genre, representation, target audience, mass, niche audience</p>				
<p>Lesson 5-9</p> <p>LQ: How are genre, age and ethnicity represented in <i>Class</i>? How does this relate to the target audience?</p> <p>S&C: Which characters are stereotypes?</p> <p>Keywords: Stereotypes, target audience, gratification theory</p>	<p>Representation</p>	<p>Do It Now: How are genre, age and ethnicity represented in <i>Class</i>? How does this relate to the target audience?</p> <p>EXPLANATION/MODELLING Representation Recall explanation of 3 areas of Representation - people, place and themes.</p> <p>QUESTIONING of Keywords of Representation choices in <i>Class</i></p> <p>DELIBERATE PRACTICE Apply Representation to the examples given.</p> <p>FEEDBACK: Students to share responses (visuliser. Discussion of www.ebi).</p> <p>CHALLENGE: When does representation of different groups of people stop being inclusive and start becoming a ‘tick box’ exercise? (Deeper thinking – Have certain characters been cast n a way to attract a wider audience rather than keeping the characters integrity? – April’s Mom?)</p>	<p>AO1 & AO2</p>	<p>Knowledge organiser (DIN) section C1</p>
<p>Lesson 10-11</p> <p>LQ: Can I apply Propp’s Character Theory to <i>Class</i>?</p> <p>S&C: Do character types remain the same in every episode?</p>	<p>Propp’s Character Theory. Todorov’s Narrative Theory</p>	<p>Do It Now: Name the 7 character types in Propp’s Character Theory.</p> <p>EXPLANATION/MODELLING Writing frames for information collection – modelling of how to convert ‘facts’ into exam sentences. Visuliser.</p> <p>DELIBERATE PRACTICE Apply learnt understanding to own exam</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section H1</p>

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<p>LQ: Can I apply Todorov’s Narrative Theory to <i>Class</i>?</p> <p>S&C: Which narrative themes are resolved in this episode? Which do you think will span the entire season?</p> <p>Keywords: Hero, villain, donor, equilibrium, disruption, realisation, resolution. Enigma Codes</p>		<p>question</p> <p>FEEDBACK: Students to share responses (visuliser. Discussion of www.ebi).</p> <p>CHALLENGE: In terms of characters – why could you argue that so many protagonists are confusing to the audience?</p>		
<p>Lesson 12</p> <p>LQ: what elements make this show a hybrid genre?</p> <p>S&C: Why does the choice of hybrid genre relate to the target audience?</p> <p>Keywords: Hybridity Intertextuality</p>	<p>Hybridity Intertextuality</p>	<p>Do It Now: Look at the given example (Simpsons) what are you seeing here? (introduction to intertextuality)</p> <p>EXPLANATION/MODELLING Identification of intertextuality. Visuliser.</p> <p>QUESTIONING what elements could be considered intertextuality in <i>Class</i>?</p> <p>DELIBERATE PRACTICE Written response.</p> <p>QUESTIONING/EXPLANATION/FEEDBACK Whole class feedback given of www.ebi. visuliser.</p>	<p>AO1 & AO2</p>	<p>Knowledge organiser (DIN) section A1, C1 & H1</p>
<p>Lesson 13-14</p> <p>LQ: what is gratification theory?</p>	<p>Social, cultural and political significance Gratification Theory</p>	<p>Do It Now :What are the 5 points of Gratification theory? (recall)</p> <p>EXPLANATION/MODELLING of Gratification Theory application</p> <p>QUESTIONING/EXPLANATION What are the Social, cultural and</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section E1</p>

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<p>S&C: How does it link to the target audience?</p> <p>Keywords: Hybridity Intertextuality Gratification Theory</p>		<p>political elements of <i>Class</i> that link this to 2016</p> <p>CHALLENGE: Which elements do you feel the exam board are exaggerating in terms of analysis? Scimitar? Fear of known treats etc...</p>		
<p>Lesson 15</p> <p>LQ: what is marketing? Give examples.</p> <p>S&C: How has marketing changed in the digital age? Who does this link to the target audience for <i>Class</i>?</p> <p>Keywords: National Readership Survey Mass/Niche Social media</p>	<p>Target Audience for <i>Class</i> Critical reception for the show Marketing & distribution</p>	<p>Do It Now: How would you describe the target audience for <i>Class</i>? Who are the secondary audience?</p> <p>EXPLANATION/MODELLING of : Target Audience for <i>Class</i> Critical reception for the show Marketing & distribution</p> <p>DELIBERATE PRACTICE Summaries information discussed as class.</p> <p>CHALLENGE: Other than the narrative, what were the factors that resulted in <i>Class</i> not being a successful show? (Deeper Thinking: scheduling)</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section F1</p>
<p>Lesson 16</p> <p>LQ: Who are the BBC and what is their mission statement?</p> <p>S&C: How has marketing Is the BBC public or private service?</p> <p>Keywords: Public, private service, mass, niche, institutions, digital platforms</p>	<p>Profile of BBC 3 How does <i>Class</i> represent the social and cultural issues of the time?</p>	<p>Do It Now: What do you know about the BBC and their mission statement?</p> <p>EXPLANATION/MODELLING Public, private services discussed</p> <p>DELIBERATE PRACTICE How does <i>Class</i> represent the social and cultural issues of the time? List them then exam sentences</p> <p>FEEDBACK: Students to share responses (visuliser. Discussion of www.ebi).</p> <p>CHALLENGE: What other platforms and providers are challenging the BBC?</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section D1</p>

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<p>Lesson 17</p> <p>LQ: Can you respond to exam questions based on <i>Class</i>?</p>	<p>Revision: Representation of teenagers Representation of themes How do we see the genre of this show How are the target audience of teenagers reflected in the shows creative choices (narrative and casting)</p>	<p>Examination practice questions completed in exam conditions with immediate feedback to correct misconceptions</p> <p>Quick fire questions – (all abilities – motivation)</p>	<p>AO1 &AO2</p>	<p>Knowledge organiser (DIN) section F1 & G1</p>
<p>Music Videos – half term?</p>				
<p>Lesson 13-14</p> <p>LQ: The Music Video – what is the point? How do One Direction use video to project their image/message?</p> <p>S&C: Analyse and explain the key messages that 1D and directors convey in the video.</p> <p>Keywords: Mass/Niche</p>	<p>Target Audience for <i>Manufactured products (boybands)</i> Critical reception for bands/videos Historical, Social and Cultural contexts</p>	<p>Do It Now: How would you describe the target audience for <i>History</i>? Who are the secondary audience?</p> <p>EXPLANATION/MODELLING of : Target Audience for <i>History</i> Performance/narrative videos/Hybrid Marketing & distribution – Global/mass</p> <p>DELIBERATE PRACTICE Summaries information discussed as class.</p> <p>CHALLENGE: Who are 1Ds audience? How are they targeted? (Deeper Thinking: Artistic ingergrity)</p>	<p>AO1</p>	<p>Knowledge organiser (DIN)</p>
<p>Lesson 15</p> <p>LQ: What are the pleasures and rewards for music video audiences? Why do people watch the One Direction History video?</p> <p>S&C: Can you use psychometrics? ‘Young and</p>	<p>Can you apply all 5 of the ‘Uses and Gratifications’ theory?</p>	<p>Do It Now: Recall and apply Gratification Theory</p> <p>EXPLANATION/MODELLING Global influence</p> <p>DELIBERATE PRACTICE How do Global media companies ‘control’ their clients? List them then exam sentences</p> <p>FEEDBACK: Students to share responses (visuliser. Discussion of www.ebi).</p> <p>CHALLENGE: Why does the music industry look down on</p>	<p>AO1</p>	<p>Knowledge organiser (DIN) section D1</p>

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<p>Rubicam’.</p> <p>Keywords: Diversion, Surveillance</p>		<p>Boybands? (Manufactured groups)</p>		
<p>Lesson 16-17</p> <p>LQ: Why is this video seen as a turning point in the relationship between the music industry, artists and fans?</p> <p>I Bet You Look Good On The Dancefloor’ Arctic Monkeys</p> <p>Keywords: Independent, Niche, P2P</p>	<p>How has music production changed over the last 50 years?</p> <p>What does this mean for the big recording studios and companies?</p>	<p>Do It Now: Recall and apply ‘Young and Rubicam’. Theory</p> <p>EXPLANATION/MODELLING Independent / ‘indie’ management</p> <p>DELIBERATE PRACTICE Why do ‘Indie’ bands get more insdurty respect but less money?</p> <p>FEEDBACK: Students to share responses (visuliser. Discussion of www.ebi).</p> <p>CHALLENGE: How has technology enabled self-production of music</p>	<p>AO1 &AO2</p>	<p>Knowledge organiser (DIN) section F1 & G1</p>
<p>Learning Cycle: Assessment Cycle (written and listening assessment questions)</p>				
<p>Formal AC exam – Paper 1 20 mark comparison question Paper 2 Section A (full)</p>	<p>Embedding all basics of media language related to:</p> <p>Television Magazines Music Video</p>	<p>Denotation & Connotation Representation Mise en Scene Propp’s Character Theory Todorov’s Narrative Theory Institutions Genres & Codes & Conventions</p> <p>DELIBERATE PRACTICE examination practice.</p> <p>QUESTIONING/EXPLANATION/FEEDBACK Whole class feedback given of www.ebi. visuliser.</p>	<p>AO1 & AO2</p>	<p>Knowledge organiser (DIN) All KO1 Basic Media Language</p>

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