CRUCIAL KNOWLEDGE

	This term in SUBJECT we will be learning about media language and representations			
	Grade 7-9	**Grade 5-6**	**Grade 4**	**Grade 1-3**
KNOWLEDGE	Identify a wide range of media language is media texts and analyse its meaning Evaluate the impact of meanings on audiences Discuss a range of dominant and minority representations	Identify a range of media language is media texts and discuss its meaning Analyse how audiences make use of meaning Identify dominant representations of a number of social groups	Be able to use some media language terminology and explore its use in media texts Be able to discuss the dominant representations of at least one social group	Can use mise en scene and semiotics to explain how meaning is created in media texts Understand how mise en scene can create a representation of a social group
SKILLS&APPLICATION	Deconstruct the media language in music videos to explore the range of meanings and representations on offer Consider the narrative features of television drama Analyse the representations of a wide range of social groups on offer in music videos, television and magazines and explore how they relate to real life Explore the target audience of MOJO magazine and consider how media language addresses them	Identify the conventions of music videos and explore the language used Can identify the use of linear and enigmatic structures in TV Can discuss who is represented in the media products explored and identify the dominant representations Discuss the requirements of the target audience of MOJO magazine	Can identify the use of media language in a music video and how it tells a story Can identify the structure of a story in a TV show Can explain the dominant representations in television and music videos	Can list the use of media language in a range of media products Can identify the basic elements of storytelling Can discuss how media products create a representation of characters

This term in SUBJECT we will be learning about language and representations in marketing; exploring practical skills			
Grade 7-9	**Grade 5-6**	**Grade 4**	**Grade 1-3**
KNOWLEDGE Understand a range of contexts, including social and political, behind producers creative decisions	Understand how the social and economic contexts influence producers when creating media products	List the social and economic reasons why producers create media products.	Can discuss some of the motivations of media producers
Discuss the ideologies, positive and negative, of producers when creating representations	Discuss how media producers can seek to gain influence through their products, inc. the set texts	Can explain the values of the producers of the set texts and link them to the texts	Can state the values of a number of media institutions
Understand the links between the language and representations in the set texts and the influences on audiences' beliefs and values	Discuss the relationship between the use of language and representations in the set texts and how this influences audiences' beliefs and values	Draw links between the set texts and messages and opinions which audiences may pick up	Make links between the audience's viewpoints and the media
SKILLS&APPLICATION Analyse meaning using a wide range of language and representations in the set texts to explore complex meanings	Analyse the use of language and representations in the set texts to describe meaning	Analyse the use of language and representations in the set texts to describe meaning	List the genre conventions of the set texts and identify their use
Can explain a range of representations of people and places used in television and film products	Can explain the dominant representations used in television and film products	Can explain the representations of men and women in television	Identify stereotypes used in television products
Can identify how marketing products use media language to engage audiences	Can identify how media language creates clear meaning in adverts	Can identify media language used in adverts	List a range of media language techniques to create meaning
Can use a range of media language in their own productions to create complex messages	Can use media language in their own productions to create meaning	Can use the conventions of magazines in their own productions	Create text and images using computer software

SPRING TERM YEAR 10

This term in SUBJECT we will be learning about the practical production unit				
	Grade 7-9	**Grade 5-6**	**Grade 4**	**Grade 1-3**
KNOWLEDGE	Identify a wide range of conventions including genre, form and composition techniques appropriate for the NEA Evaluate the industrial and social contexts which influence the decisions of producers	Identify a range of conventions including form and composition techniques appropriate for the NEA Evaluate the social contexts which influence the decisions of producers	Identify the generic conventions of websites/magazines for the NEA Assess how important the economic contexts are when producers create media	Identify the generic conventions of websites/magazines for the NEA Discuss the motivations of producers when creating media products
SKILLS&APPLICATION	Respond to the OCR set brief using media language to construct both typical and atypical representations of two or more social groups Use mise en scene accurately in photography to create meaning Demonstrate the use of a wide range of genre and form specific conventions in your NEA Accurately analyse the target audience requirements for your chosen brief and make highly appropriate design choices	Respond to the OCR set brief using media language to construct stereotypical representations of two or more social groups Use elements of mise en scene accurately in photography to create meaning Demonstrate the use of a range of genre conventions in your NEA Accurately analyse the target audience requirements for your chosen brief and make appropriate design choices	Respond to the OCR set brief using media language to construct a stereotype Create meaning using costume and setting in a range of images Use composition to create an conventional magazine or website Discuss the target audience requirements for your chosen brief and consider how design may be affected	Respond to the OCR set brief using media language to construct a stereotype Create meaning using costume and setting in at least one image Use an existing magazine template to customise your own design Use text and images appropriate to age and gender of your audience

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