

# Curriculum Intent - Media

## Curriculum Priorities

The Media Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities. The curriculum develops subject specific terminology whilst analysing representation with media texts from various platforms. Through this analysis pupils are encouraged to engage with each other to discuss the role of media texts in our understanding of diversity and the evolving world. NGA is wonderfully diverse community, of which we are proud, and our set texts in media help to celebrate the diversity, regardless of race, class, gender or sexuality.

Media has very close links with English, especially in terms of communication, ideas and critical thinking. Pupils are taught to interpret media in all its forms, understand its development and crucially, examine how media defines our place in the world through the mass communication platforms studied. We look at the importance of the media and its pervasive effect in modern society, especially in terms of ideology.

Modern, up to date knowledge is acquired via the study of modern texts; pupils explore the relevance of texts and how messages are communicated to an audience. Such exploration allows the deciphering and decoding of cultural, socio- political and ideological messages and values, an essential skill in a C21st world which is driven by the media, digital communication and the visual image.

Media is a truly contemporary subject which is relevant to all our pupils' lives. The media saturates everything we do in the developed world in the 21st Century. Giving pupils the tools to analyse and critique the media affords them the chance to see the ways in which the media pervades their lives and ultimately empowers them to evaluate and decide on their own perspective.

## Knowledge

By the end of **Key Stage 4** we want pupils to have:

- Knowledge of a range of media products and their importance in the world
- Understand the different, media conventions used within a variety of media products.
- Know the diversity of media platforms and how they are used, considering the uses and gratifications theory.
- Understand how different media products target their different audiences using
- Acquire knowledge and understanding of a range of important and contemporary media issues and their relevance to people.
- Develop an appreciation and a critical understanding of the media: currently, historically, culturally and politically.

- The ability to make informed and substantiated judgements, in order to draw conclusions about the impact of the products studied.
- The ability to work with others and use knowledge to create media products relevant to the modern world.

For those who study this subject at **Key Stage 5** we want students to have:

- Knowledge of how a film is both created and received by audiences around the world.
- Know the variety of elements that create a film and give a film meaning.
- Be able to consider what film can teach audiences, particularly discussing themes and representation.
- Understand the changes in film from the Golden classical era to recent times, including the impact of auteurs on film styles and success.
- Know the difference in films from a variety of countries including British, American and European.
- Be able to communication and analyse the difference in film styles such as documentary films, experimental and silent films and their importance in society.

## Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,  
Practical &  
Technical



Digital Literacy

For example:

- Literacy and numeracy is developed regularly within the media curriculum as pupils learn to analyse a range of products using media specific terminology following the theoretical framework, both orally and in written assessments.
- Communication is developed through the analytical examination of media products, as pupils discuss the inference of elements included within products set for analysis.
- Problem solving is used often as pupils consider the use of products and who they are targeted at.
- Leadership is demonstrated as pupils lead a team to create their own individual media product for NEA.
- Collaboration is developed as pupils work together taking on different roles to produce a media product for NEA.
- Pupils continually demonstrate digital literacy as they create products using equipment and computers.
- Practical and technical skills are developed through pupils' use of video cameras, tripods and equipment to create media products for NEA.

- Metacognition is developed through the various opportunities for retrieval, both in starter activities and in through spaced learning. Thought organisation takes place through mind-maps which lead onto more detailed textual analysis of set products.

## Qualities

The qualities we aim to develop are:



For example:

- Resilience is developed throughout the curriculum as we establish a classroom culture that 'failure' is just an opportunity to learn and develop. Opinions are welcomed within media as pupils views on products are all considered.
- Creativity is developed within media as pupils use the tools used in analysis to develop their own product designs for a range of platforms.
- Positivity is developed throughout the media curriculum as modern set texts are compared to similar historical texts. Pupils analyse the positive changes made within the media to create a better representation of the world and people in it.
- Tolerance is developed through the regular discussions had regarding set media texts studied. Pupils are expected to acknowledge and respect the various viewpoints shown with the texts, which represent a wide variety of social economic standings, ethnicities, age and genders.
- Aspiration is developed through the study of media pioneers from a variety of backgrounds and their contribution to the media world. Pupils are routinely encouraged to aim high and believe they are capable enough to work in an industry that they think may be beyond them.
- Respect is shown continually in class discussions as pupils are respectful during peer assessment of their and other peoples work. Opinions are encouraged, within the framework of giving reasons from the set products, and context.
- Empathy is developed within media as pupils consider the wants and needs of a variety of audience groups, and how differences can have an impact on media product designs.
- Kindness is used within media as pupils peer assess creative work on a regular basis. Pupils learn to give positive praise and constructive ways to improve in order to help guide other pupils to improve work.
- Integrity is developed as pupils at times deal with controversial topics within the media curriculum. Pupils are given the opportunity to share their honest views on the subject whilst remaining respectful of others.

# Curriculum Principles

## Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- Learning Challenge: a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.
- Learning Consolidation: a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

## Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

- Regular cinema trips to local film festivals including IntoFilm Festival and the BFI Festival.
- The opportunity to be part of Film Elite and be part of a filming production team for key events in school.
- Director talks within key cinema trips as part of film festivals, and directors invited in to school for question and answer sessions eg Shane Meadows, Deborah Haywood.

## Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- Equality is explored through the comparison of historical texts to modern day media texts. In media we look at the development of adverts and the inequality of genders depicted during the 1950's and how this has gradually been rectified over time whilst looking at contemporary adverts.
- Equality is explored through the variety of texts on screen such as TV shows, music videos and films and their representation of age, gender and ethnicity. Pupils are encouraged to consider the developing nature of the media on audiences and how the perception of representation may be positive or negative. Pupils are taught to analyse meaning created by media language within texts.

## **Careers and Employability**

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

- Journalism
- Film crew/director
- Screenwriter
- Editor
- Film critic