**Curriculum – Media Department (2024 – 2025)**

**Key stages 4 to 5**

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**Intent**

Our focus is **breadth of curriculum**. We want our students to **experience and learn new skills and ideas in as many subjects** as possible **for as long as possible**.

We want our curriculum to be challenging in its depth and breadth so that it will:

* **Challenge** all students to be the best that they can be.
* Provide students with **knowledge**required to be successful.
* Provide then with the skills to **retain** and **apply**knowledge.
* Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners.
* Provide **deep learning** that accelerates our students understanding of the world around them.
* Equip our students with **ambition** and aspirations so that they become happy and successful members of society.
* Enables students have a range of qualifications that facilitate their **next steps** in their education and career.

Our Media curriculum aims to equip students with the skills to work in the creative industries, the fastest growing sector for employability. From year 10 to13 in Media, students will develop core skills that will allow them to excel in their time studying Media. Students will engage in theory and key concepts, these will be translated and applied to creative practical components throughout the course. In an increasing media saturated society, we are passionate about enabling students to fully understand the power and influence media can have, from a multi-national conglomerate, to a seemingly simply post on social media. Students will develop skills employers within the industry want to see, including confidence, digital literacy, idea development, problem solving and application of practical skills.

The Creative Industries was valued at £126bn in the UK, with 53% of jobs now in the Creative industries. Media will give students the ability to carry out a job in the industry effectively, using skills and knowledge learnt, and preparing them for further/ higher education and ‘real world’ ready. Students will analyse why the media affects different audiences, understand research methods and learn about regulation and legal issues in the media. Our curriculum offers students transferrable skills including communication, idea development, planning and practical skills in graphic design, photography and video production using industry standard software.

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| **Term**  | **Year 10: Cambridge National iMedia**  | **Year 11: Cambridge National** **iMedia** | **Year 12: Cambridge Technical digital Media** | **Year 13: Cambridge Technical digital Media** |
| **Autumn 1a**  | R093: Media products, sectors and audience Introduction to real media products within the industry – traditional and new media. How media products create meaning   | OCR Live assessment window (R098) Develop visual image portfolio based on a live brief 1. Plan visual imaging portfolio
2. Create visual imaging portfolio
3. Review visual imaging portfolio
 | Viral advertising campaign Mini practical project: Create a viral advertising campaign for an old horror film - re-imagining it for a modern audience (film tbc)  | Unit 22: Script Writing  Script creation for new Teen drama TV Show  |
| **Autumn 1b**  | R094: Developing a visual identity. Explore how to design and create visual identities and graphics for media products to communicate brand values.   | Unit 2: Pre-Production and planning (exam)   | Unit 1: Media Products and audiences (exam)   |
| **Spring 2a**  | R093: Research methods, client considerations and distribution platforms for media products   |
| **Spring 2b**  | OCR Live assessment window (R094) Develop a digital graphic from a live set brief. 1. Plan visual identity
2. Create visual identity
 | Exam revision/ Exam  Revision of all key concepts from the course and apply to practice exam questions  | Unit 3 and 21: Plan, pitch and create a media product. Idea generation, create pre-production material and create a Magazine for given target audience.    | Unit 20: Cross Media advertising campaign Creation of advert campaign based on live brief to create a new soft drink  |
| **Summer 3a**  |
| **Summer 3b**  | Visual imaging Features and conventions of photographic images and video sequences  |
| **Personal development**  |  Careers in the media: creative, technical, and senior job roles within the industry.   Cambridge Technical in Digital Media (Level 3) at SWB 6th, Apprenticeships | Job roles and responsibilities in the Media Industry Presentation skills University of Wolverhampton/ BCU workshops   | Working to a set brief.  Time management of own production. Leading to: Specialist media degrees at university. Industry related jobs, including but not limited to: Photographer, Graphic Designer, Film Maker, Animator, social media manager, games designer, script writer, journalist, presenter, camera operator….   |

**Conscious curriculum links:**

At KS3 many links can be found with other subjects. Here is an example of a few:

* When studying body systems in year 7, we can link carbohydrates, proteins, fats with food technology.
* In year 7 we study energy which has some links with Geography – renewable and non-renewable energy sources.
* In year 8 when students learn about Earth Science, they are able to link this back to the Geography curriculum, and look at rocks, the rock cycle and weathering of rocks.
* In Science light is studied in year 8, students need to be able to measure angles of reflection and refraction, and this learning is linked with measuring angles in the maths curriculum.
* When studying sound students needs to be able to calculate speed, using speed = distance/time. Maths are able to support the learning and rearranging f this equation through their curriculum.

**Our contribution to numeracy:**

Students are encouraged to develop their numeracy on this course by learning how to use shutter speed on devices, ISO and aperture in photography. Students need to understand the importance of file size of their finished products as well as the possible need for compression of files to appreciate storage of information. Students will also learn the benefits of working to deadliness and managing their time to meet coursework submission deadlines.

**Our contribution to literacy:**

Media equips learners with a range of creative media skills and provide opportunities to develop desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. Students will develop the skill to read and interpret a live brief to identify a client’s needs. Students will develop literacy skills on this course by completing extended writing activities such as evaluations of their productions. Students will have regular assessments points throughout KS4 and KS5 that will be marked in accordance to SPaG (Spelling, Punctuation and Grammar) to embed key vocabulary throughout.

**Our contribution to CORE and personal development:**

At OSWB we believe academic success is important, but we don’t think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

In Media it is important students develop character to allow them to investigate, question and evaluate existing media products and their own productions. Students develop character which allows them to closely analyse and compare media products in relation to relevant key social, cultural, historical and political contexts. They need to be able to appreciate and respect the views of others and learn to be impartial to controversial issues. Organisation will help students not just with in the classroom, but ensuing there are organised outside the classroom to continue preparing them for the workplace, ensuring they can organise and store their practical work effectively and work to deadlines. Media will have difficult concepts, and showing resilience when attempting hard skills is helpful, encouraging objectivity and creativity. Working independently and being prepared to make mistakes in a safe and supportive environment allows students to flourish.  Excellence in Media is about having high expectations of their own work, whether written or practical. Excellence in the subject also means students have high levels of participation and engagement, striving for excellence in how we listen to other people’s views and opinions.