

Second Year (Year 10)

Key Areas	Autumn 1 Newspapers	Autumn 2 Radio	Spring 1 Music Industry (Videos)	Spring 2 Music Industry (Online)	Summer 1 Coursework	Summer 2 Coursework
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set products studied this year:</p> <ul style="list-style-type: none"> The Sun front page (1st Jan 2021) The Guardian front page (18th Jan 2022) The Sun whole text example The Sun website selected pages The Archers two episodes The Archers website <i>Waterfalls</i> (1995) music video by TLC <i>The Man</i> (2020) music video by Taylor Swift <i>Intentions</i> (2020) music video by Justin Bieber Taylor Swift & Justin Bieber website and social media <p>Narrative theory:</p> <ul style="list-style-type: none"> Barthes-enigma Strauss-binary oppositions Todorov-narrative structures Propp-character roles <p>Audience theory:</p> <ul style="list-style-type: none"> Blumler and Katz's Use and Gratifications theory active vs passive audiences demographics psychographics Stuart Hall- reception theory Active vs passive audiences 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand the contexts of the newspaper industry. To explore and understand the set product examples for newspapers. To apply audience theory to identify newspaper audiences and their responses to newspaper products. To explore the representations of beliefs and values in newspaper front pages. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> KS3 English transactional writing skills. KS3 English language analysis skills. Video game and film regulation. Industry contexts of film and video games. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand the contexts of the radio industry. To explore and understand the set product examples for <i>The Archers</i>. To apply audience theory to identify radio audiences and their responses to radio products. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> Industry contexts of film, video games, and newspapers. Prior knowledge of regulation related to film, video game, and newspaper industries. Media audiences and reception theory. Audience responses and industry contexts from prior learning of film, video game, music, and newspaper websites. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand the contexts of the music industry. To understand the role of the music video in the music industry. To explore and understand the set product examples for music videos. To explore the representations of gender, ethnicity, and beliefs and values in music videos. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> Year 9 Media Autumn Term: media language analysis skills based on moving image examples. Year 9 Media Spring Term 2: music video introduction unit. Industry contexts of films, video games, newspapers, and radio taught so far. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand the contexts of the music industry. To analyse the set product example websites and social media for the music industry. To introduce coursework briefs and begin initial analysis skills. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> Year 9 Media music video introduction unit. Industry contexts of film, video game, and radio websites being used for marketing and promotion. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To use planning and research skills with the aim of creating a magazine front cover and double page spread. To understand the contexts of the magazine industry in relation to the coursework brief. To review <i>GQ</i> and <i>Vogue</i> magazine front covers. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> KS3 English language analysis skills exploring the words used on magazine front covers. Layout and design features of film posters and print adverts related to magazine covers. Unseen analysis of print-based products. The audience demographics and psychographics of magazines. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To write a statement of aims outlining the research and planning of the magazine production. To create a magazine front cover and double page spread. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> KS3 English language analysis skills exploring the words used on magazine front covers. Links to magazine conventions of magazines from previous half-term. Unseen analysis of print-based products.
<p>Skills- What will be developed?</p>	<ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse newspaper front pages. Learners will apply writing skills to analyse newspaper front pages using the APE format. Learners will apply relevant media theory to newspaper industry examples. 	<ul style="list-style-type: none"> Learners will explore radio products and the contexts in which they are produced to make informed arguments in their writing. Learners will accurately apply media theory to radio product examples and their audiences. Learners will develop their literacy and exam skills through deep analysis of exam style questions. 	<ul style="list-style-type: none"> Learners will develop their writing skills to explore music videos using the APE format. Learners will explore a range of music video products and the contexts in which they are produced to make informed arguments in their writing. Learners will develop media literacy skills to critically evaluate and understand the impact 	<ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse music websites and social media. Learners will develop their writing skills to explore the contexts of media products using the APE format. Learners will develop media literacy skills to critically evaluate and understand the impact 	<ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse magazine front covers. Learners will develop research skills in response to their chosen coursework brief. Learners will develop planning skills in response to their chosen coursework brief. 	<ul style="list-style-type: none"> Learners will receive training to use computer software packages to create their own media product.

			of music videos on popular culture.	of the music industry on popular culture.	<ul style="list-style-type: none"> Learners will develop their research skills including textual analysis, media pack review, website analysis, demographic study, mood board, and front cover mock-up. 	
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> Learners will be able to analyse newspaper front pages using media language. Learners will understand how newspapers reflect the social & cultural contexts in which they were produced. Learners will apply relevant audience media theory to <i>The Sun</i> and <i>The Guardian</i> newspapers. Learners will understand how representations are influenced by media producers (e.g., political bias in newspaper front pages). Learners will gain insight into how the newspaper industry has adjusted to the evolving media consumption habits of audiences. 	<ul style="list-style-type: none"> Learners will understand the economic contexts of radio programmes. Learners will understand the role of public service broadcasting and the BBC. Learners will use critical thinking skills to consider the difference between active and passive radio audiences. Learners will apply Uses and Gratifications theory to <i>The Archers</i> radio programme and website. Learners will use investigative skills to better understand how new technologies converge with radio to evaluate their influence. 	<ul style="list-style-type: none"> Learners will be able to analyse music video examples using media language. Learners will understand the economic contexts of music videos as a promotional tool. Learners will understand how music videos reflect the social & cultural contexts in which they were produced. Learners will explore the representations of stars and how their personas are constructed for a commercial imperative in the music industry (Dyer's Star Theory). Learners will gain insight into how the music industry has adjusted to the evolving media consumption habits of audiences. 	<ul style="list-style-type: none"> Learners will understand the economic contexts of the music industry and how music companies make money. Learners will develop critical analysis skills and media literacy by deconstructing music websites and social media. Learners will gain an understanding of the cultural, societal, and historical contexts that exist in music websites and social media. Learners will explore the representations of stars and how their personas are constructed for a commercial imperative. Learners will gain an understanding of music ownership and how this influences music production. 	<ul style="list-style-type: none"> Learners will understand the economic contexts of the magazine industry and how magazine publishers make money. Learners will understand how magazine front covers reflect the historical and cultural contexts in which they were produced to inform their planning. Learners will consider their plan to create representations of social groups within their three magazine pages. 	<ul style="list-style-type: none"> Learners will apply their understanding of magazines from previous half-term to plan and create their own media product.
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> Foster an inclusive and supportive learning environment that promotes empathy and respect for learners with SEND. Create seating plans based on IEPs. Adapt learning strategies as needed to accommodate students with IEPs. Design differentiated questions specifically 	<ul style="list-style-type: none"> Foster an inclusive and supportive learning environment that promotes empathy and respect for learners with SEND. Create seating plans based on IEPs. Adapt learning strategies as needed to accommodate students with IEPs. Design differentiated questions specifically 	<ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. 	<ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social

	<p>tailored for learners with SEND.</p> <ul style="list-style-type: none"> • Provide structured sentence frames and writing scaffolds for extended written pieces. • Utilize graphic knowledge organisers to enhance access and understanding of key study areas. 	<p>tailored for learners with SEND.</p> <ul style="list-style-type: none"> • Provide structured sentence frames and writing scaffolds for extended written pieces. • Utilize graphic knowledge organisers to enhance access and understanding of key study areas. 	<ul style="list-style-type: none"> • Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. • Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. • Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. 	<ul style="list-style-type: none"> • Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. • Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. • Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. 	<p>dynamics within the classroom.</p> <ul style="list-style-type: none"> • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>dynamics within the classroom.</p> <ul style="list-style-type: none"> • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.
<p>Assessment- What? Why?</p>	<p>Teacher marked assessment: Explain why audiences may interpret the same media product in different ways. Refer to <i>The Sun</i> to support your points. (12 marks)</p>	<p>Teacher marked assessment: Explain why users visit <i>The Archers</i> website. Refer to the Uses and Gratifications theory in your response. (12 marks)</p>	<p>Teacher marked assessment: Explain how social and cultural contexts influence music videos. Refer to TLC's <i>Waterfalls</i> (1994) in your response. (12 marks)</p>	<p>Teacher marked assessment: How do music websites promote artists to a global audience? Refer to Taylor Swift's website to support your points. (10 marks)</p>	<p>Teacher marked assessment: Year 10 Summer mock based on Component 2: Section B, Music Industry. (30 marks)</p>	<p>Teacher marked assessment: Statement of aims outlining students' planning of coursework production. (10 marks)</p>
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs 	<ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs 	<ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs 	<ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs 	<ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. 	<ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics.

	<p>using the APE format adopted in Year 9.</p> <ul style="list-style-type: none"> Learners review model of extended written responses to newspaper assessment question. Elaboration involving expanding on new information and connecting it to previous topics. (e.g. regulation, audiences, websites). 	<p>using the APE format adopted in Year 9.</p> <ul style="list-style-type: none"> Learners review model of extended written responses to radio assessment question. Elaboration involving expanding on new information and connecting it to previous topics. (e.g. regulation, audiences, websites) 	<p>using the APE format adopted in English.</p> <ul style="list-style-type: none"> Learners review model of extended written responses to music video assessment question on <i>Waterfalls</i>. Elaboration involving expanding on new information and connecting it to existing knowledge. (e.g. regulation, audiences, websites) 	<p>using the APE format adopted in English.</p> <ul style="list-style-type: none"> Learners review model of extended written responses to music website assessment question. Elaboration involving expanding on new information and connecting it to existing knowledge. (e.g. regulation, audiences, websites) 	<ul style="list-style-type: none"> Regular modelling of example paragraphs using the APE format adopted in English. Learners will review model responses from mock exam feedback and apply this to their responses. Elaboration involving expanding on new information and connecting it to existing knowledge. 	<ul style="list-style-type: none"> Regular modelling of example paragraphs using the APE format adopted in English. Learners apply mark scheme to magazine front cover examples made by pupils. Elaboration involving expanding on new information and connecting it to existing knowledge.
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on vocabulary. Learners will develop their writing skills focusing on APE format. Reading comprehension task about newspaper case studies. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on vocabulary. Learners will develop their writing skills focusing on APE format. Learners will develop their literacy and exam skills through deep analysis of exam style questions. 	<ul style="list-style-type: none"> Reading comprehension task about music industry case study: music ownership and Taylor Swift. Learners will be tested on key terminology throughout their lessons building on vocabulary. Learners will develop their writing skills focusing on APE format. 	<ul style="list-style-type: none"> Learners will use adapted marking criteria to review their own APE paragraph. Learners will develop their literacy and exam skills through deep analysis of exam style questions. Learners will be tested on key terminology throughout their lessons building on vocabulary. 	<ul style="list-style-type: none"> Learners will develop familiarity with new media terminology on magazines. Learners will develop their writing skills focusing on APE format. Learners will develop further their awareness of persuasive writing used in magazine front covers. 	<ul style="list-style-type: none"> Learners will use their persuasive writing skills to create an appropriate mode of address in their magazine front cover and double page spread. Reading comprehension task based on magazine industry case study.
<p>Numeracy/computing skills</p>	<ul style="list-style-type: none"> Learners will interpret graphs on newspaper print sales to draw conclusions about the industry. 	<ul style="list-style-type: none"> Learners will interpret graphs on radio audience figures to draw conclusions about the radio industry. 	<ul style="list-style-type: none"> Learners will interpret graphical data to identify market trends in the music industry. Counting the beat and rhythm of a music video to identify editing patterns. 	<ul style="list-style-type: none"> Learners will interpret key figures and data from social media page of music artists. 	<ul style="list-style-type: none"> Learners will interpret statistical and graphical data of audiences in magazine media kits. 	<ul style="list-style-type: none"> Learners will interpret statistical and graphical data of audiences in magazine media kits.
<p>Character development</p>	<ul style="list-style-type: none"> Creativity and imaginative thinking creating a newspaper front page. Critical thinking skills by analysing newspaper front pages. Communication and persuasion skills through understanding how messages are conveyed in newspaper front pages. Cultural awareness and a broader understanding of 	<ul style="list-style-type: none"> Creativity and imaginative thinking writing a radio script. Critical thinking skills by analysing radio episodes of <i>The Archers</i>. Communication and persuasion skills through understanding how radio programmes appeal to different audiences. Cultural awareness and a broader understanding of 	<ul style="list-style-type: none"> Creativity and imaginative thinking designing a music magazine front cover. Critical thinking skills by analysing music video set products. Learners will explore ethical implications of music ownership and how music accessed by audiences. Communication and persuasion skills through understanding how messages are 	<ul style="list-style-type: none"> Critical thinking skills in relation to the music industry online examples. Learners will explore ethical implications of music ownership and how music is accessed by audiences. Communication and persuasion skills through understanding how messages are conveyed in music websites and social media. 	<ul style="list-style-type: none"> Creativity and imaginative thinking planning the production of their magazine pages. Critical thinking skills in relation to the magazine industry case studies. Cultural awareness and a broader understanding of societal influences on magazine front covers. Communication and persuasion skills 	<ul style="list-style-type: none"> Creativity and imaginative thinking designing a magazine front cover and double page spread. Communication and persuasion skills through adapting language to appeal to their intended audience. Cultural awareness and a broader understanding of societal influences in

	<p>societal influences on newspaper reporting.</p> <ul style="list-style-type: none"> • Exploring ethical considerations in the newspaper industry (e.g., phone hacking). 	<p>societal influences on radio programmes.</p> <ul style="list-style-type: none"> • Exploring ethical considerations in the role of public service broadcasting. 	<p>conveyed in music videos.</p> <ul style="list-style-type: none"> • Cultural awareness and a broader understanding of societal influences on music videos. 	<ul style="list-style-type: none"> • Cultural awareness and a broader understanding of societal influences on music websites and social media. 	<p>through understanding how messages are conveyed in magazine front covers.</p>	<p>creating their magazine covers.</p>
Equality/Diversity opportunities	<ul style="list-style-type: none"> • Analysing diverse groups' representation in the news media. • Identifying and discussing biases and stereotypes in media coverage. • Investigating gender equality, racial discrimination, and socio-economic disparities in newspapers. 	<ul style="list-style-type: none"> • The context of gender roles and career paths in the radio industry through exploring <i>The Archers</i> case studies. • Evaluating diversity in <i>The Archers</i> episodes and the role of the BBC to promote diversity as a public service broadcaster. 	<ul style="list-style-type: none"> • Analysing diverse groups' representation in the set music videos. • Assessing how music videos shapes public opinion on equality and diversity. • Investigating gender equality, racial discrimination, and socio-economic disparities in music videos. 	<ul style="list-style-type: none"> • Analysing diverse groups' representation in the set online media examples. • Assessing how online media shapes public opinion on equality and diversity. • Investigating gender equality, racial discrimination, and socio-economic disparities in online media examples. 	<ul style="list-style-type: none"> • Learners will explore gender and ethnicity representations in magazine front covers through textual analysis research. • Learners will plan to create representations reflecting equality and diversity in their magazine production. 	<ul style="list-style-type: none"> • Learners will explore gender and ethnicity representations in magazine pages through what they attempt to create in their production task.
Homework/Independent learning	<ul style="list-style-type: none"> • Independent analysis: Learners will review an unseen newspaper front page to apply their understanding of media terminology. • Independent research: Students to research the ownership of newspaper companies. 	<ul style="list-style-type: none"> • Independent analysis: Learners will listen and make notes about a commercial radio programme of their choice to contrast with <i>The Archers</i>. • Independent research: Students to research the ownership of radio companies. 	<ul style="list-style-type: none"> • Independent analysis: Learners will analyse a music video of their choice focusing on media language. • Independent Recall: Learners will study their camera angle and editing knowledge organiser and be tested through low-stakes quizzes set on Satchel. 	<ul style="list-style-type: none"> • Independent research: Learners will research the music ownership of an artist of their choosing. • Independent research: Learners will research and analyse the music website of an artist of their own choice. 	<ul style="list-style-type: none"> • Independent analysis: Learners will review an unseen magazine front cover to apply their understanding of media terminology. • Independent production: Learners will take six photos for their magazine production over the half-term break. • Independent Recall: Mock revision on music industry topics in exam. 	<ul style="list-style-type: none"> • Independent production: Review their photos using the photography mastery sheet. • Independent production: Learners will retake photos for their magazine production.
CIAG coverage/links	<ul style="list-style-type: none"> • Lessons include links to careers in the newspaper industry (e.g. editor's role). 	<ul style="list-style-type: none"> • Lessons will include radio career case studies with interviews from cast and crew of <i>The Archers</i>. 	<ul style="list-style-type: none"> • Lessons will include an overview slide of possible careers in the music industry with case studies. 	<ul style="list-style-type: none"> • Lessons will include an overview slide of possible careers in the music industry with case studies. 	<ul style="list-style-type: none"> • Lessons will include an overview slide of possible careers in publishing with case studies. 	<ul style="list-style-type: none"> • Lessons will include an overview slide of possible creative roles in the media based on software packages.