



Meridian  
Trust

# Curriculum Overview

# Film & Media Studies



# Curriculum Overview

## Key-stage 3

### Curriculum Aims

Media is the powerhouse of communication in many aspects of modern life. It is an influential and highly relevant force in driving change for all industries and cultures.

Often misunderstood to be solely 'creative', media has the power to change a nation's mind and bring about social and cultural change, for better or worse. It is the way business and governments communicate meaning to the masses and increasingly, with digital technology advancements, how the masses are communicating back. We aim to raise awareness of this two-way flow of communication and how sometimes the media is used and interpreted as misleading.

Our KS3 curriculum aims to enable and introduce learners to 'reading' the media around them, questioning how and why the messages encoded into texts exist. Students are encouraged to identify and learn a range of media and film language techniques, providing a solid platform to develop their media literacy and understanding further at GCSE and Level 3 study.

## Key Curriculum Content

Our KS3 schemes for media and film are bespoke to the school it is taught at. For example, GCSE content can begin in Year 9. However, all schools delivering media and film provision, are focused on a simple framework of learning. This framework is:

- Media/Film Language
- Media/ Film Representations
- Media/ Film Contexts
- Media/Film Audiences
- Media/ Film Industry

As part of this framework, our content is chosen carefully for familiarity and relevance to the year group at KS3. This means we can obtain maximum engagement for our learners and ensure they are supported in their exposure to modern and relevant media and film. This is important in an ever increasing on-line and content driven world, not only teaching students to question the media around them independently but also understand the media from an informed point of view. Those who begin their GCSE study in Year 9 are also introduced to the course with a focus on media and film from within their exam specifications.

Our introductory units in all cases have content that values media and film language and focuses on new vocabulary and concepts such as mise-en-scene, cinematography, sound, genre and narrative. In particular, learners build on knowledge of denotative and connotative meanings within media and film texts.



This semiotic initiation to media and film is then developed further in the next units. Learners look at how media and film language are used to create representations of people and places, as well as how and why genre and narratives are constructed.

Students will also be able to create their own media and film products to synthesise their theoretical learning. They are introduced to professional editing software, such as Adobe Photoshop and are set fun and engaging practical tasks, such as creating film posters, DVD sleeves or the foundations of script writing.

## How are students taught and assessed?

Students are taught in either option groups or registration groups, depending on the individual school's timetable arrangements.

In some of our schools, students are on rotation at KS3 with other subjects such as food technology or RE.

However, with any combination of timetabling, you can be assured that students are assessed consistently in two ways:

1. On their ability to articulate, analyse and evaluate the media/film in a written and verbal format.
2. On their creative skills and development for practical work.

**Typical Curriculum Allocation: 1 hour per week on rotation.**

This two-prong approach is inclusive of different skills and allows teachers to accurately develop fluency within media and film analytically and creatively.

Home learning is an important part of our media delivery at KS3 and each secondary school will have their own individual homework policy. Homework focuses on being relevant and useful to learning, embedding knowledge from the lessons.



# Curriculum Overview

## Key-stage 4

### Curriculum Aims

At Key Stage 4 the media and film curriculum aims to enable students to develop their critical thinking, skills of enquiry and production skills across a range of media and film products.

Building on the foundations laid at Key Stage 3, there is an importance placed on media and film issues. These include, but are not limited to representation of gender and ethnicity and the role of media and film regulators and contexts in the UK.

We encourage students to acquire knowledge and apply learning, building in an appreciation of media and film texts. This is coupled with an understanding and application of subject specific terminology, to analyse, compare and construct media and film products.

This encouragement of construction develops practical skills for creative film and media production and aims to grow a passion within our learners, for content creation.



### Key Curriculum Content

Throughout the range of level 2 media and film qualifications on offer in the trust, there is a variety of content and forms available to study. For example:

- Magazines
- Advertising & Marketing
- Film Marketing
- Newspapers
- Television
- On-Line media
- Music Videos
- Radio
- Video Games
- Films

It is important to note that film courses will only focus on content associated with films, such as full feature film, documentary film, experimental film and scripts. Media courses on the other hand, look at a full spectrum of media forms and exclude only the medium of film.

Both subjects have varying degrees of production work, with the minimum requirement being 30% of the overall qualification grade.

When considering production work briefs are released from the exam boards and students create media products to fulfil a brief requirement. These briefs can be based on:



- Television
- Radio
- Magazines
- Advertising & Marketing
- Music Marketing
- Website design
- Short film production (film only)
- Script production (film only)

All content in Key Stage 4 media and film qualifications are updated by exam boards on an annual basis, to ensure the highest engagement for learners and relevance to the professional media and film industry.

## How are students taught and assessed?

Media and film lessons are specialist subjects and are therefore, taught in fully equipped media and film classrooms/ suites. These usually contain enough computers for one per student and are installed with professional media software, such as the Adobe Creative Cloud suite.

Some schools in the trust are equipped with a radio or television studio too, which is highly motivating for students with a passion for the subject.

Students are consistently assessed in film and media courses in two ways:

1. On their ability to articulate, analyse and evaluate the media/ film in a written and verbal format.
2. On their creative skills and development for practical work.

**Typical Curriculum Allocation: 5-6 hours per fortnight**

This two-prong approach is inclusive of different skills and allows teachers to accurately develop fluency within media and film analytically and creatively.

Home learning is an important part of our media delivery at KS4 and each secondary school will have their own individual homework policy. Homework focuses on being relevant and useful to learning, embedding knowledge from the lessons and students can expect on average, an hour per week.





# Curriculum Overview

# Key-stage 5

## Curriculum Aims

At Key Stage 5 our media and film courses move up a level, aiming to prepare our learners for professional practise and further study at university or in an apprenticeship. An understanding in the global nature of media and film becomes paramount to learners progress.

We aim to develop critical approaches to media and film issues and enable learners to engage in critical debate about academic theories used in media and film studies. In turn we create a culture of appreciation on how theoretical understanding supports practice and practice supports theoretical understanding

Media and film's wider role, both historically and currently in society, culture, politics and the economy is also advanced. This is coupled with the aim of developing an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences.

Finally, we aim to establish and develop sophisticated practical skills by providing opportunities for creative media production in all of our Level 3 courses.

## Key Curriculum Content

Throughout the range of level 3 media and film qualifications on offer in the trust, there is a variety of content and forms available to study. For example:

- Magazines
- Advertising & Marketing
- Film Marketing
- Newspapers
- Television
- On-Line media
- Music Videos
- Radio
- Video Games
- Films

It is important to note that film courses will only focus on content associated with films, such as full feature film, documentary film, experimental film and scripts. Media courses on the other hand, look at a full spectrum of media forms and exclude only the medium of film.

Both subjects have varying degrees of production work, with the minimum requirement being 30% of the overall qualification grade.

*"THROUGHOUT THE CURRICULUM STUDENTS DEVELOP A LIFE-LONG LOVE OF LEARNING AND THE NECESSARY SKILLS TO BE A RESILIENT, CONFIDENT AND INDEPENDENT LEARNER."*

When considering production work briefs are released from the exam boards and students create media products to fulfil a brief requirement. These briefs can be based on:



- Television
- Radio
- Magazines
- Advertising & Marketing
- Music Marketing
- Website design
- Short film production (film only)
- Script production (film only)

## How are students taught and assessed?

All content in Key Stage 5 media and film qualifications are updated by exam boards on an annual basis, to ensure the highest engagement for learners and relevance to the professional media and film industry.

Media and film lessons are specialist subjects and are therefore, taught in fully equipped media and film classrooms/ suites. These contain enough computers for one per student and are installed with professional media software, such as the Adobe Creative Cloud suite.

Some schools in the trust are equipped with a radio or television studio too, which is highly motivating for students with a passion for the subject.

Students are consistently assessed in film and media courses in two ways:

1. On their ability to articulate, analyse and evaluate the media/ film in a written and verbal format.
2. On their creative skills and development for practical work.

**Typical Curriculum Allocation: 8-10 hours per fortnight**

This two-prong approach is inclusive of different skills and allows teachers to accurately develop fluency within media and film analytically and creatively. Home learning is an important part of our media delivery at KS5 and each secondary school will have their own individual homework policy. Homework focuses on being relevant and useful to learning, embedding knowledge from the lessons and students can expect on average, 4 hours per week.



# Curriculum Overview

# Enrichment

## Beyond the Classroom

We pride ourselves on the high quality, extra-curricular opportunities within our film and media departments across the trust. Our offering of in school clubs and groups is excellent and aims to cultivate motivational and aspirational traits within our learners.

Depending on individual school facilities our schools offer internal opportunities and clubs such as, media and film internships, podcast clubs, student newsrooms, student newspapers, film clubs and media clubs. We also encourage our learners to use this time to be part of the wider school community and work towards their PLEDGES awards.

Furthermore, for our A Level students, there are strong industry links with production companies such as ITV who offer technical internships to the very best candidates.

We also offer a good range of trips such as the Warner Brothers Harry Potter World and visits from industry professionals.

## Cross-Trust Activities

The media and film department aim each year, to take part in the BBC School's Report. This opportunity allows our 11-16 year olds a chance to make their own news reports for a real audience. Learners gain valuable insights and experience into the world of journalism and news media, helping them engage with current affairs and making their voices heard.









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