

Meden School Curriculum Planning							
Subject	BTEC Media	Year Group	10	Sequence No.	4	Topic	C1 LB: Representation

Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Key knowledge to retrieve/assess before new content:</p> <p>Ability to break down a media product for its hidden agenda, meaning, target audiences.</p> <p>Students' level of prior knowledge of how Media products represent people, places, cultures through a combination of linguistic, symbolic and technical coding.</p> <p>Students will also be required to draw on their knowledge and prior experience of stereotyping in the media and how certain groups and cultures have labels attached to them by the media. Examples include looking at news stories such as Fox news and contrasting these with BBC news to look at biased reporting and image manipulation to illicit different reactions in the audience.</p> <p>Key media vocab from previous units.</p>	<p>In component 1: learning aim B students will explore the relationship between genre, narrative and representation in media products, and develop their understanding of how they are interpreted by audiences.</p> <p>They will extend their knowledge and understanding by deconstructing existing products in one of the three sectors: audio/moving image, publishing and interactive media. They will learn how media production techniques are used to create different effects to communicate meaning to audiences.</p> <p>Core knowledge includes:</p> <p>Representation of people, places, issues and events, to include:</p> <ul style="list-style-type: none"> o audience positioning and perspective o audience identification o use of stereotyping and countertypes o how representations have changed over time o positive and negative representations 	<ul style="list-style-type: none"> • This component will give students an understanding of media practitioners' work, techniques and technology, which are used to contribute to the creation of media products. • Students learn about how to respond to an industry style brief and meet the requirements of a client. • Students develop language related to image manipulation software i.e. CANVA, PS, PIXLR which they then use confidently and can apply to class tasks • Students have a clear understanding of how to upload an image and edit, refine, combine and add to it to create something new • Students have a chance of presenting their work and reviewing work of peers. They also create their own adverts/media products that they can share with peers. <p>Key Questions to encourage student thinking include:</p> <ul style="list-style-type: none"> • What social groups are represented in the product? (Consider age, gender, ethnicity, etc) • Are these representations positive or negative? • Are any of these representations stereotypical? Are there any counter-stereotypes present? • What mise-en-scene elements are used in the creation of this representation? • How does the camera (shot type, angle) impact on representation? • (If applicable) how does sound develop this representation? • (If applicable) how does editing impact on this representation?

<p>Students' prior knowledge and experiences of how the Media can manipulate people and create a moral panic i.e. representing people as terrorists.</p>	<p>Tier 2 Vocab:</p> <ul style="list-style-type: none"> • Positive • Negative • Represented • Social I.e. relating to society or its organization. • Cultural I.e. relating to the ideas, customs, and social behavior of a society. • Political I.e. relating to the government or public affairs of a country. • Manly/Girly <p>Tier 3 Vocab:</p> <ul style="list-style-type: none"> • Masculine I.e. having qualities or appearance traditionally associated with men. • Feminine I.e. having qualities or an appearance traditionally associated with women. • Zeitgeist I.e. the defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time. • Cultural/social/political impact • Stereotype I.e. a widely held but fixed and oversimplified image or idea of a particular type of person or thing. • Countertype I.e. A representation that highlights the positive features of a person or group. 	<ul style="list-style-type: none"> • Are any aspects of the media language symbolic? Do they symbolise a particular character trait? • Do the relationships between characters/people reveal anything about their personality or status? • Who is represented as being hegemonic? Who has power and who doesn't? • Do you consider the representation under discussion to be a misrepresentation of a type of person/group of people? • Are any types or groups of people not represented? Why might this be significant? • Do products offer similar or contrasting representations? • Are the products from different historical, social, cultural or political contexts? • Do the products have different target audiences? • How might context and audience impact on the ideologies and representations present?
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	<ul style="list-style-type: none"> • Archetype I.e. a very typical example of a certain person or thing. • Androgynous I.e. partly male and partly female in appearance; of indeterminate sex. • Islamophobia I.e. dislike of or prejudice against Islam or Muslims, especially as a political force. • Objectified I.e. the action of degrading someone to the status of a mere object. • Male gaze theory I.e. The Male Gaze theory, in a nutshell, is where women in the media are viewed from the eyes of a heterosexual man, and that these women are represented as passive objects of male desire. • Metrosexual I.e. a heterosexual urban man who enjoys shopping, fashion, and similar interests traditionally associated with women or gay men. • Hyper-masculine I.e. extremely or excessively masculine • Connotes/Implies • Cropped I.e. In photography industries, cropping means to remove unwanted areas from an image. This process is one of the most basic photo manipulation processes. • Bias I.e. unfairly prejudiced for or against someone or something. 	
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