

| Meden School Curriculum Planning | | | | | | | |
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| Subject | BTEC Media | Year Group | 10 | Sequence No. | 5 | Topic | C1 LB: Genre codes & conventions |

| Retrieval | Core Knowledge | Student Thinking |
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| 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>Knowledge of prior learning is assessed as it all links to the same component. This includes students' K+U of:</p> <ul style="list-style-type: none"> • Media Language skills • Target Audience • Representation • Purpose of Media Products <p>Building on this foundation, students are then assessed on their prior K&U of generic codes and conventions such as:</p> <ul style="list-style-type: none"> • What they understand by the term 'genre' • How genres are used and experience of using them • Features of a genre and how they can differentiate between a horror movie/game and an action movie/game. | <p>Learners will select media products from one of the three sectors: audio/moving image, publishing and interactive, and explore how genre, narrative and representation are combined to engage their audience.</p> <p>Learners will develop their understanding of how media products are created to appeal to their audiences through analysis, discussion, note taking.</p> <p>Students consider how genres like Horror and Action are popular but other genres decline in popularity and die out i.e. musicals, westerns etc.</p> <p>Core Genre knowledge includes:</p> <ul style="list-style-type: none"> • identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page • Students study important theorists such as Steven Neale's theory of repetition and difference and how genres change and adapt over time, retaining audience engagement. • how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions • repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to generic codes and conventions and introduces elements of originality. | <ul style="list-style-type: none"> • Students are given opportunities to create case studies into different genres and how major production companies like Pixar and Disney create films that appeal to the masses. <p>Key questions to encourage student wider thinking include:</p> <ul style="list-style-type: none"> • What is meant by the term genre? • How are media products separated by category? • What are genre conventions? • How do media producers use hybridity to engage a wide audience? • How can genre be applied to media products across all 3 media platforms e.g. how can it be discussed when analysing a website or video game/app? |

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| | <ul style="list-style-type: none"> • the relationship between genre, narrative and representation in media products, and develop their understanding of how they are interpreted by audiences. • 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. • This component will give them an understanding of media practitioners' work, techniques and technology, which are used to contribute to the creation of media products. • They will develop transferable skills, such as analysis and communication, which will help them to progress to Level 2 or 3 vocational or academic qualifications and employment. <p>Tier 2 Vocab:</p> <ul style="list-style-type: none"> • Genre • Features • Storyline • Characters • Settings • Themes • Sub-Genre I.e. A subcategory within a particular genre • Series • Serial <p>Tier 3 Vocab:</p> <ul style="list-style-type: none"> • Conventions I.e. Genre conventions are story elements such as character archetypes, key events, and settings that are commonly found in a specific genre. • Zeitgeist I.e. the defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time. | <ul style="list-style-type: none"> • How can media products use or subvert/challenge genre conventions? • Why is it important for audiences to recognize genre conventions? • How can media producers manipulate/experiment with genre conventions and why do they do this? • What is meant by repetition and difference when discussing genre? |
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| | <ul style="list-style-type: none">• Hybrid/hybridity I.e. Hybridization is a term used to describe a type of media convergence whereby a new mode emerges containing elements of combined media.• Institution I.e. A Media Institution is an established and regulated organisation that owns, and produces many different media products, systems, and texts.• Ideology (Dominant, Emergent, Residual) Audience Pleasure• Repetition/Difference (Neale's Genre theory) | |
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