



Stantonbury School
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Performing Arts: Media Curriculum Statement

Curriculum Intent

In Performing Arts, we become confident and creative thinkers.

We understand the value of Performing Arts and its cultural, moral, and social contribution to society.

Vision and values

The Performing Arts Faculty believes that every student should be able to learn in a safe, supportive, and positive learning environment that enables them to flourish and fully develop their creative skills. As a part of the faculties core values, Media Studies, at both GCSE and Ks5 encompass these principles throughout the curriculum and delivery of the courses, promoting students' individual expression through creative tasks embedded the whole way through the course. Our aim for Media Studies is to continue to foster the passion and creativity of our students through their studies of media products. At GCSE this comes from the broad range of media products they study and produce, and at KS5 this is through the focus of film editing and production. The long-term ambition for Media Studies at Stantonbury School is to incorporate Media into the Ks3 curriculum so that all students, at some point across their studies, have access to the pedagogy as a baseline before potentially furthering their conceptual understanding at KS4 and KS5.

Currently, we offer a 2-year GCSE Media Studies course that covers a broad range of media texts and develops our learners understanding to analyse media texts using the theoretical framework - Industry, Audience, Language and Representation. There is a large proportion of theory that our students need to understand and be able to apply to succeed with the course and we aim to do this through the application of theory in practical contexts. By encouraging our students to apply their theoretical knowledge to the practical production of media products, they form stronger connections between the concepts and practice. This in turn strongly prepares them for the NEA coursework that is released in Year 10. There are many transferable skills that our students develop as a result of this course such as collaboration, communication skills to articulate their own opinion, analytical skills to "read between the lines", and explain how meaning is created and communicated through a range of devices.

At KS5, we currently offer the BTEC National Level 3 Extended Certificate in Creative Digital Media Production. The conceptual understanding that has been developed at GCSE through their study of Media Language across a broad range of media texts and genres





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prepares our learners for the units they complete on the Level 3 course. Much of the units at Level 3 are film editing and production focused, and the groundwork to their understanding of editing styles, conventions and media codes enables them to potentially produce higher quality pieces of work for these units. In addition to this, the Unit 3 exam - Digital Media Skills is similar to the NEA coursework task at GCSE and there is progression from the tasks at KS4 to KS5.

The completion of the Media Studies courses that we offer at SIS have prepared our students to go on to study Media, and media related jobs, at a higher level. We have had students to go on to study at a wide range of universities including RADA and the BFI Academy.

Delivery

At GCSE Level, the delivery of the curriculum is divided into two, the theoretical content for the course and the practical application of the theory. From the start of the course, we encourage our learners to develop their analytical skills, immersing them in the subject specific terminology and exploring the four key media elements that underpin the theoretical framework - Audience, Industry, Language and Representation. As we progress throughout the course, students will study a broad range of Close Study Products (CSPs) set by AQA and will analyse how the theoretical framework can be applied to the CSPs. As previously mentioned, we allocated regular time exploring practical Non-Examined Assessment style production tasks to prepare our learners for their NEA coursework in Year 10. We feel that by exploring a broad range of media products from the start of the course, we ensure that they have clear understanding of their skill set and can choose an appropriate NEA brief to match their production skills.

At Ks5, the delivery of the curriculum will vary depending on the unit that is being delivered. However, most of the units follow a format of a theoretical based task at the start, followed by a practical based piece of coursework, followed by a refined and completed piece of work in a specific genre/style. We aim to include as much practical into the course, as we feel that the delivery of such theory topics, having the practical demonstrations, and workshops, without students will reinforce their understanding; especially on topics such as the nature and importance of sound. We are lucky at SIS to have a recording studio that our Media students can take full advantage of.

Within the Performing Arts Faculty, we have three members of staff that currently deliver the Media curriculum and there are others in the Faculty that have done so in the past. Each of the teachers deliver the curriculum in their own unique way and will bring their own experiences and passion for the subject into the classroom. We are fortunate that our Ks5 teachers both have experience in producing films and music videos and that in turn





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engages our learners. Media Studies naturally creates inquiry, students have to be proactive at searching for meaning and explaining the intentions behind a product, applying their conceptual understanding of the content to draw their own conclusions. Throughout the curriculum, we try to ensure that we include different case studies that relate to the CSPs, at GCSE, to broaden their understanding of the topics we cover. We also use much video footage to reinforce theoretical content.

In addition to our staffs' experiences in Media, we have run media clubs at KS3 to promote the awareness of Media Studies as an option at KS4. We offered a Photoshop club, which was a highly popular club, for students to develop their skills on Photoshop in preparation for taking it at GCSE and most recently a short film project with a selected Year 8 PA pathway tutor group. We also have some wonderful connections with local Media companies and alumni students that contribute to our wider horizons. We have many visitors at KS5 from local radio companies and filming companies. We have also had an alumni student (from Stantonbury Campus when it first started) who works for ITV put on a workshop for our GCSE students, talking them through the TV and Film industry. These opportunities have sparked a passion for Media that has encouraged many of our students to take the subject at KS5 and to pursue a career in Media.

Homework varies from written pieces to practical tasks, to flipped learning work, to completing their coursework. Homework is used as a way to either prepare the students for a new topic, to deepen their understanding, or to consolidate their learning. Homework is set weekly for our students and the style of homework will range depending on the needs of the curriculum at the time.

Inclusion

When designing the curriculum content for Media Studies, much thought has gone into ensuring that all our learners can access the content. All the lessons have a clear structure, with differentiated learning objectives, success criteria and differentiation. Throughout every lesson there are support / challenge tasks that are there for all our learners to ensure they have the appropriate level of challenge. We have a broad range of students that study the Media courses at SIS, including hearing impaired students. As we use much video content for the course, we ensure that all videos have subtitles or a script it provided. Similarly, we ensure that SEND / EAL students are appropriately supported through their HQT strategies and strategies such as ensuring they have copies of the PPTs so that they can follow them at ease throughout the lesson, ensuring key words are highlighted throughout the lessons, scaffolding for practical and written tasks, and the use of model examples and writing frames. We are fortunate with the Ks4 course that much of the theoretical content appears in all the CSPs. This is beneficial for our learners as the use of





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repetition on key theories from the start of the course, strengthens their understanding and chances of retaining the information for the exam.

Throughout the Media curriculum we try to promote equality and diversity and the links to SMSC. At GCSE, our students study a broad range of CSPs that cover topics on gender stereotypes and how the media reinforces and challenges perceptions of gender. We also explore how gender norms has developed through history, looking back to the 1950s to present day as a part of the OMO CSP. As part of the NHS CSP, we cover the lack of representation of certain ethnicities for blood donation and the significance of donating blood from these particular ethnicities, as they are underrepresented in the blood donation community. Alongside all the CSPs we try to offer a broader curriculum to put the CSPs into context and we encourage our learners to be inquisitive, ask questions, debate points of view and to have an opinion.

