



Putteridge
High
School

Extended Learning

Media

Years 9, 10 & 11



Putteridge
High
School

Media

Year 9 - Autumn Term



Extended Learning Opportunities

Subject: Media Studies

Year: 9

Term: Autumn 1

Topic: Intro to Media Language (photo story practical).

Learning Objectives

- To develop approaches for analysing media PRODUCTS.
- To develop ideas about the use of media language.
- To develop the idea of the influence of contexts on reading media products.
- To develop understanding of the influence of ICONOGRAPHY and colour on reading media texts.
- To develop understanding of how images and colours can be POLYSEMIC.
- To identify the key elements which make up the MISE-EN-SCENE of an image.
- To demonstrate understanding of a range of camera shots and angles.
- To demonstrate understanding of how MISE-EN-SCENE is used to create a NARRATIVE.
- To follow a brief to produce a photo story.

Extended Learning Opportunities

- Do you realise just how many media products you consume on a daily basis? Keep a media diary for a week to keep track.
- Consume a media product that you don't usually consume. Whether it be watching a film, reading a newspaper or magazine, listening to the radio, playing a video game... the more types of media you consume the easier you will find understanding the set products.
- Do some further research into the key concepts and media language on the Mediaknowall GCSE revision site: <http://www.mediaknowall.com/gcse/keyconceptsgcse/keycon.php>
- Watch 'Deepwater Horizon' and 'San Andreas'. Evaluate just how representative of the characters, narrative and genre the marketing campaigns are - How much of what happens in the film did you already know from the poster and trailer?
- Look out for celebrity endorsement in advertising. Why has that particular celebrity been chosen? How does it fit with their image? Have they advertised any other products? Then choose three products to advertise and select a celebrity to endorse each one – explain why they would have audience appeal.



Extended Learning Opportunities

Subject: Media Studies

Year: 9

Term: Autumn 2 & Spring 1

Topic: Music Promotion (practical)

Learning Objectives

- To investigate the development of music marketing and promotion since the 1940s.
- To investigate the conventions of music videos with regards to image, language and layout.
- To investigate how artists represent themselves through their promotional material (CD cover & music videos).
- To generate CD cover designs which 'describe' the music.
- To describe Todorov's narrative stages and Propp's character roles using examples from Music Videos.
- To follow a brief to produce an original CD cover design (controlled assessment mock).

Extended Learning Opportunities

- Watch music videos from a range of artists and genres. Can you identify stereotypical codes and conventions within each genre? Try watching some with the sound off and guessing the genre. Watch music videos from artists in other countries (ie. French 'Rap', South Korean 'Pop') – are the conventions still the same?
- Research how the way audiences consume music has changed over time and produce a timeline or written guide to show your findings. Why do you think some formats have stayed popular whereas others have disappeared without a trace? For example, vinyl has recently made a huge comeback but have you ever heard of a MiniDisc?
- Choose a piece of music and storyboard your own video to go with it. Think about the genre conventions, technical codes and representation of the artist. You could even go out and film it, there are loads of YouTube tutorials with tips and tricks on how to make a music video just search 'how to shoot a music video' on YouTube.



Putteridge
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Media

Year 9 - Spring Term



Extended Learning Opportunities

Subject: Media Studies

Year: 9

Term: Spring 2 & Summer 1

Topic: Advertising (practical)

Learning Objectives

- To define the different types of adverts using examples.
- To evaluate the necessity of advertising regulations.
- To identify differences in the representation of men and women in advertising.
- To identify and define the socio-economic categories used by advertisers.
- To define, using examples, the media term SYNERGY.
- To explore examples of INTERTEXTUALITY and explain why they are effective.
- To follow a brief to produce an original print or TV advert for a new soft drink brand (controlled assessment mock).

Extended Learning Opportunities

- Keep an eye out for adverts. What do you notice about their placement and/or scheduling? Think about who the target audience is, what advertising techniques they have used and how they have used representation.
- Do some further research into the advertising industry on the Mediaknowall GCSE revision site: <http://www.mediaknowall.com/gcse/advertising/advertising.php?pageID=history>
- Watch 'Mad Men' to get an insight into the cut throat advertising business of 1960s New York (all 7 series of the award winning show are currently available on Netflix). What influence does the all-male agency have on the adverts that they produce? How are the women in the office treated? What sort of products do they advertise?
- Visit the ASA website to learn more about how the advertising industry is regulated: <https://www.asa.org.uk/>



Putteridge
High
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Media

Year 9 - Summer Term



Extended Learning Opportunities

Subject: Media Studies

Year: 9

Term: Summer 2

Topic: Representation

Learning Objectives

- To consider the role the Media plays in reinforcing stereotypes within society.
- To consider issues of underrepresentation, tokenism and marginalisation with regards to certain social groups such as women, minority ethnic groups and people with disabilities.
- To investigate media theories related to the representation of women in film: the Bechdel Test, Trinity Syndrome & Male Gaze.
- Explore how gender are represented in The Hunger Games.

Extended Learning Opportunities

- Continue watching the Hunger Games Trilogy (or read the books if you would prefer) – Does the representation of gender stay the same or change? Does it conform to or subvert gender stereotypes? Can you give any reasons for the representation of gender across the Hunger Games films? Think about who the target audience is.
- Think about the different social groups and how they are represented in the media products you consume – Do they conform to or subvert stereotypes? Are there any groups who you feel are underrepresented? Does it make a difference as to where the product originates? ie. You might notice differences in the representation of race between the UK and US... some actors, including Daniel Kaluuya and Idris Elba, say that there are greater opportunities for 'minority' actors to succeed in the US.
- Apply the Bechdel test to any films you watch. Remember, for a film to pass it must satisfy these three rules: 1. the film must have at least two women in it, 2. who talk to each other, 3. about something other than a man.
- Keep an eye on the news for issues relating to the media. The following news websites are specifically about the media:

<https://www.huffingtonpost.co.uk/news/media/?guccounter=1>

<https://www.theguardian.com/uk/media>

<https://www.independent.co.uk/news/media>

<https://www.bbc.co.uk/news/topics/c207p54mlzpt/media>

- Subscribe to the Digital Spy YouTube channel and watch the playlists. You can also follow Digital Spy on social media or visit their website: <http://www.digitalspy.com/>



Media

Year 10 – Extended learning opportunities

Autumn Term



Extended Learning Opportunities

Subject: Media Studies

Year: 10

Term: Autumn 1

Topic: Advertising and Marketing: Quality Street & This Girl Can

Learning Objectives

- To investigate the codes and conventions of print advertising.
- To understand the importance of demographics when creating an advert aimed at a particular target audience.
- To investigate the historical and social context of both the Quality Street & This Girl Can brands.
- To explore how the adverts for Quality Street & This Girl Can use elements of media language (image, language & layout) to create meanings.
- To investigate the representation of gender in the adverts for Quality Street & This Girl Can.
- To investigate how the advertising industry is regulated.

Extended Learning Opportunities

- The Quality Street and This Girl Can websites have a wealth of information about the brands: <http://www.qualitystreetchocolates.com/> & <http://www.thisgirlcan.co.uk/>
- Subscribe to the This Girl Can YouTube channel and watch the playlists.
- Keep an eye out for adverts. What do you notice about their placement and/or scheduling? Think about who the target audience is, what advertising techniques they have used and how they have used representation.
- Research what life was like in Britain during the Regency Period, 1930s and 1950s to help add social and historical context to your Quality Street exam answers – ‘Blackadder’ Series 3, ‘Back In Time for Dinner’ Series 1, Episode 1 (1950s) and ‘Further Back in Time for Dinner’ Series 1, Episode 4 (1930s) are all available to watch on Daily Motion: <https://www.dailymotion.com/gb>
- The History of Advertising Trust has a huge online catalogue of TV, print and radio adverts to explore – pay particular attention to the Confectionary and Sport adverts (use the ‘Product Group’ filter). Search the catalogue here: <http://www.hatads.org.uk/catalogue/search.aspx>
- Visit the Museum of Brands, Packaging & Advertising in London to discover how well-loved brands evolved through their creative use of packaging and advertising. Their website provides information to help you plan your visit: <http://www.museumofbrands.com/visitus/>



Extended Learning Opportunities

Subject: Media Studies

Year: 10

Term: Autumn 2

Topic: Film Posters (Marketing): The Man with the Golden Gun & Spectre.

Learning Objectives

- To investigate the codes and conventions of film posters.
- To understand the importance of vertical integration in the film industry and its influence on film marketing.
- To investigate the historical and social context of both the The Man with the Golden Gun & Spectre.
- To apply narrative theory to the film posters for The Man with the Golden Gun & Spectre.
- To explore how the film posters for The Man with the Golden Gun & Spectre use elements of media language (image, language and layout) to create meanings.
- To investigate the representation of gender, ethnicity, issues and events in the film posters for The Man with the Golden Gun & Spectre.
- To investigate how Spectre used convergence in its marketing campaign.
- To investigate how the film industry is regulated.

Extended Learning Opportunities

- Watch Bond films – start with The Man with the Golden Gun & Spectre but any Bond film will familiarise you with the characters, narratives, codes and conventions of the franchise.
- The Official Bond website has a wealth of information about the franchise. Pay particular attention to the Spectre pages: <http://www.007.com/>
- Do some further research into the film industry, marketing and the analysis of film posters on the Mediaknowall GCSE revision site: <http://www.mediaknowall.com/gcse/bbustermovies/movies.php>
- Subscribe to the James Bond 007 YouTube channel and watch the playlists.
- Watching other ‘Spy’ genre films and TV programmes will also help you identify the narrative conventions.
- There are loads of YouTube tutorials with step-by-step instructions on how to create your own film poster using software such as Photoshop. Just search ‘make a film poster’ on YouTube.
- Visit the Bond in Motion exhibition in London to see concept art, storyboards and original vehicles from Bond film franchise. Their website provides information to help you plan your visit: <http://londonfilmmuseum.com/>
- Visit the Cinema Museum in London which houses a huge selection of cinema memorabilia including a large collection of film posters. Their website provides information to help you plan your visit: <http://www.cinemamuseum.org.uk/visit/>



- Visit the BBFC website to learn more about how films receive their age ratings:
<http://www.bbfc.co.uk/>



Media

Year 10 – Spring Term



Extended Learning Opportunities

Subject: Media Studies

Year: 10

Term: Spring 1

Topic: Video Games: Pokemon Go

Learning Objectives

- To investigate the historical and social context of the Pokemon franchise.
- To investigate the impact of new technologies and convergence on the video game industry.
- To consider the funding model used for Pokemon Go.
- To evaluate the success of the Pokemon Go launch and the impact on the intended audience.
- To apply the Uses & Gratifications theory to Pokemon Go.
- To investigate the impact of Pokemon Go on the video game industry.
- To investigate how the video game industry is regulated.

Extended Learning Opportunities

- Get up and Go! Download the app and play Pokemon Go.
- Watch episodes of Pokemon to familiarise yourself with the characters and narrative. Pokemon is regularly shown on Sky/Virgin channels and there are also lots of episodes available on both Netflix and Amazon Prime.
- Subscribe to the Pokemon YouTube channel and watch the Pokemon Go playlist.
- Feeling inspired? Create your own video game. There are loads of websites offering free software and tutorials to create your own video game just type 'make your own video game' into Google.
- Visit the PEGI website to learn more about how video games receive their age ratings: <https://pegi.info/>
- Visit the 'Videogames: Design/Play/Disrupt' exhibition at The V&A Museum opening on Saturday, 8 September 2018 to explore the design and culture of contemporary videogames. Visit the V&A website for further information and to book tickets: <https://www.vam.ac.uk/exhibitions/videogames>
- Attend the 'Power Up 2019' gaming event at The Science Museum – 180 consoles. 40 years of gaming. Game on! To register for Power Up ticket alerts and to be among the first to be notified of priority booking register your interest here: <https://www.sciencemuseum.org.uk/see-and-do/power>



Extended Learning Opportunities

Subject: Media Studies

Year: 10

Term: Spring 2

Topic: Magazines: Pride & GQ

Learning Objectives

- To investigate the codes and conventions of lifestyle magazines.
- To investigate the historical and social context of both the Pride & GQ lifestyle magazines.
- To explore how the magazine covers for Pride & GQ use elements of media language (image, language and layout) to create meanings.
- To investigate the representation of gender and ethnicity on the Pride & GQ magazine covers.
- To investigate how the magazine industry is regulated.

Extended Learning Opportunities

- Read lifestyle magazines – start with Pride and GQ but any lifestyle magazine will familiarise you with the codes and conventions of the genre.
- Subscribe to the Pride Magazine and British GQ YouTube channels and watch the playlists.
- Follow Pride & British GQ on social media.
- There are loads of YouTube tutorials with step-by-step instructions on how to create your own magazine front cover page using software such as Photoshop, InDesign and Publisher. Just search 'how to create a magazine cover' on YouTube.
- Watch 'The September Issue' a feature length documentary filmed behind the scenes during the editing process of the Vogue magazine September issue, the biggest and most important issue of the year.
- Watch 'The Devil Wears Prada'. Although it's a fictional romantic comedy it is influenced by Anna Wintour (Editor of Vogue) and the experiences of people working in the lifestyle magazine industry.
- Visit the IPSO website to learn more about how the magazine industry is regulated:
<https://www.ipso.co.uk/about-ipso/>



Media

Year 11 – Extended learning opportunities

Autumn Term



Extended Learning Opportunities

Subject: Media Studies

Year: 11

Term: Autumn 2

Topic: Music Videos: Katy Perry 'Roar', Pharrell Williams 'Freedom' & Michael Jackson 'Black or White'.

Learning Objectives

- To investigate how and why music videos have developed over time.
- To investigate how stars are represented to the audience through marketing to create a fandom.
- To investigate the historical and social context of the Roar, Freedom and Back or White music videos.
- To investigate how audiences consume music and the influence this has on the music industry.
- To consider issues of ownership in the music industry.
- To investigate the conventions of music videos with regards to performance, narrative and technical codes.
- To investigate the representation of gender and ethnicity in the Roar, Freedom and Back or White music videos.
- To investigate how artists use social media to engage with audiences.
- To investigate how music videos are regulated.

Extended Learning Opportunities

- Watch music videos – start with 'Roar', 'Freedom' & 'Black or White' but any of the artists' music videos will familiarise you with their representation and ideology.
- The Katy Perry and Pharrell Williams websites have a wealth of information about the artists. Can you identify any examples of synergy, convergence and opportunities for audiences to actively engage in fandom? <https://www.katyperry.com/> & <http://pharrellwilliams.com/>
- Subscribe to the official Katy Perry, Pharrell Williams & Michael Jackson YouTube channels and watch the playlists.
- Follow Katy Perry & Pharrell Williams on social media.
- Research Katy Perry, Pharrell Williams & Michael Jackson and use your findings to create factfiles about them. How have their 'star personas' changed over time? Can you suggest any reasons why their public image has developed? What effect (if any) has it had on their fanbase?
- Visit the BBFC website to learn more about how music videos receive their age ratings: <http://www.bbfc.co.uk/>



Extended Learning Opportunities

Subject: Media Studies

Year: 11

Term: Autumn 2

Topic: TV Crime Drama: The Sweeney & Luther.

Learning Objectives

- To investigate the codes and conventions of TV crime drama.
- To understand the impact of camera techniques and editing on audience enjoyment and understanding of narrative.
- To compare the house style and brand ideology of both the BBC and Channel 4.
- To investigate the historical and social context of both The Sweeney & Luther.
- To apply narrative theory to Series 1, Episode 1 of both The Sweeney & Luther.
- To investigate the impact of scheduling on viewer consumption.
- To investigate the representation of gender, ethnicity, issues and events in The Sweeney & Luther.
- To investigate how the TV industry is regulated.

Extended Learning Opportunities

- Watch TV crime dramas – start with The Sweeney & Luther (both Series 1, Episode 1) but any TV crime drama will familiarise you with the characters, narratives, codes and conventions of the genre.
- Research Idris Elba and use your findings to create a factfile about him. What do you notice about the other characters he has played? Can you make any links with Luther? Why do you think Idris Elba might create audience appeal?
- Research the real 'Flying Squad' and what life was like in Britain during the 1970s.
- Watch the 2012 feature film remake of 'The Sweeney' (starring Ray Winstone and Plan B). What similarities can you identify between the original TV series and the film?
- Look at the TV listings for a week. How many crime dramas can you identify? When and where are they broadcast? Can you think of any reasons for your findings?
- Do some further research into the TV audience, narrative and scheduling on the Mediaknowall GCSE revision site:
<http://www.mediaknowall.com/gcse/Television/television.php?pageID=audience>
- Step inside the exciting world of BBC television broadcasting by taking a studio tour, being an audience member or even take part as a contestant or contributor. Visit the BBC website for more information about how to get behind the scenes:
<http://www.bbc.co.uk/showsandtours/shows/>
- Visit the OFCOM website to learn more about how the TV industry is regulated:
<https://www.ofcom.org.uk/home>



Media

Year 11 – Spring Term



Extended Learning Opportunities

Subject: Media Studies

Year: 11

Term: Spring 1

Topic: Radio Drama: The Archers

Learning Objectives

- To investigate the historical and social context of the radio drama The Archers.
- To investigate the influence of the licence fee on BBC programming.
- To investigate the codes and conventions of radio 'soap operas'.
- To define the target audience for The Archers.
- To apply the Uses & Gratifications theory to listening to the radio.
- To investigate the impact of scheduling on listener consumption.
- To investigate the impact of convergence on creating an 'active audience'.

Extended Learning Opportunities

- Listen to The Archers – you can catch up on episodes on the BBC iPlayer.
- Visit the The Archers website to find out more about life in the fictional village of Ambridge. The 'Who's who' page (New to the Archers > Get to know everyone on Ambridge) has character bios for everyone featured in the soap; what do you notice about the range of social groups? Are any groups underrepresented? If so, can you think of any reasons why? Think about age, gender, ethnicity and socio-economic group.
- Try writing and recording your own radio drama scene. Complete your scene by creating homemade sound effects and adding music to enhance the storytelling and/or create emotion. The BBC 'Writers Room' offers loads of tips and examples of real BBC scripts to help you: <http://www.bbc.co.uk/writersroom/>
- Step inside the exciting world of BBC radio broadcasting by taking a studio tour, being an audience member or even take part as a contestant or contributor. Visit the BBC website for more information about how to get behind the scenes: <http://www.bbc.co.uk/showsandtours/shows/>
- Visit the OFCOM website to learn more about how the radio industry is regulated: <https://www.ofcom.org.uk/home>



Extended Learning Opportunities

Subject: Media Studies

Year: 11

Term: Spring 2

Topic: Newspapers: The Sun & The Guardian

Learning Objectives

- To investigate the codes and conventions of newspaper front pages.
- To investigate the historical and social context of both The Sun & The Guardian newspapers.
- To compare the audience demographics of The Sun & The Guardian.
- To understand the impact of news values when gatekeepers decide what 'news' to report.
- To explore how the newspaper front pages for The Sun & The Guardian use elements of media language (image, language and layout) to create meanings.
- To investigate the representation of issues and events on the The Sun & The Guardian front pages.
- To apply Stuart Hall's reception theory to newspaper articles.
- To investigate how the newspaper industry is regulated.

Extended Learning Opportunities

- Read newspapers – start with The Sun and The Guardian but any newspaper will familiarise you with the codes and conventions.
- Do some further research into the new analysis and values on the Mediaknowall GCSE revision site: <http://www.mediaknowall.com/gcse/news/news.php>
- Subscribe to the The Sun and The Guardian YouTube channels and watch the playlists.
- Follow The Sun & The Guardian on social media.
- Compare the front pages of different newspapers on the same day. What do you notice about the stories they have chosen to report on? How does the difference (if any) reflect the newspapers ideology and target audience? Can you apply Stuart Hall's theory to the main story; what are the preferred, oppositional and negotiated meanings?
- There are loads of YouTube tutorials with step-by-step instructions on how to create your own newspaper front page using software such as Photoshop, Word and Publisher. Just search 'how to make a newspaper front page' on YouTube.
- The British Newspaper Archive has a huge online catalogue of British newspapers to explore – compare front covers of different newspaper from the same day. What do you notice about the similarities & differences in the main story? Have they selected the same story to lead with? Can you give any reasons for any differences? ie. Is the newspaper national or local, broadsheet or tabloid? Why might this have an influence? Search the catalogue here: <https://www.britishnewspaperarchive.co.uk/>



- Visit the IPSO website to learn more about how the newspaper industry is regulated:
<https://www.ipso.co.uk/about-ipso/>