



Scheme of Learning: Year: 7 Unit: Comic Strips

Sequence 1: Theory/research into topic theme of Mental Health & Well being	Sequence 2: Practical unit - Producing a professional comic strip understanding the functionality of new software	Sequence 3: Exploring characters - Understand and apply character traits	Sequence 4: Practical production of comic strips on the theme of Mental Health
<p>Introduction of the theme MENTAL HEALTH.</p> <p>Understand what mental health is and be able to research.</p> <p>Primary and secondary research. Mind map & idea showers</p> <p>Healthy heads – school policy</p> <p>Introduction of story – how to create a script</p> <p>Beginning/middle/end</p>	<p>Introduction to new software storyboardthat.</p> <p>Practical activities using software.</p> <p>Understand what comic strip is and the codes and conventions.</p> <p>Be able to apply codes and conventions.</p>	<p>Characterisation -</p> <p>Understand characters, traits expressions, personality, physicality</p> <p>In-depth analysis of a character</p> <p>Difference in mental health states.</p> <p>Healthy heads – 5 steps</p>	<p>Comic strip creation</p> <p>Create characters</p> <p>How to create dialogue</p> <p>Apply codes and conventions of scripting</p> <p>Practical sessions – comic strips</p>
Interleaving:	Deeper Learning:	Formative Assessment:	
<p>Pupils will develop analytical skills and be able to debate why Mental health is prevalent in today's society using subject specific media terms throughout the sequence, they will understand the Codes and conventions of media products relating to comic strips and be able to apply the skills throughout. Pupils will be taught Research</p>	<p>Identifying codes and conventions within the publishing sector reflecting on the issues surrounding mental health and well-being with opportunities to discuss findings. Using higher level tier 3 vocab & terminology resulting in understanding specific media context</p>	<p>Teacher assessment</p> <p>Self and peer assessment</p>	



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skills that they will develop throughout the sequence and incorporate this in their work.		
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Scheme of Learning:

Year: YR 8

Unit: Heroes & Villains

Sequence 1: introduction of characters, Heroes and Villains	Sequence 2: Media vocabulary script writing and storytelling	Sequence 3: Creation of professional storyboarding codes and conventions	Sequence 4: Practical original work of heroes and villain characters
<p>Introduction of unit Identify the different characteristics of heroes and villains.</p> <ul style="list-style-type: none"> • Explore what makes a good hero or villain. • Introduce authors – L Frank Baum • Link with whole school literacy • The power of reading – task each lesson read 5 minutes 	<p>Writing in character – recap characterisation/scripting</p> <ul style="list-style-type: none"> • Writing in first person • Script development • Tier 3 vocabulary • Script formatting 	<p>Story board – using storyboardthat Recap of functionality</p> <ul style="list-style-type: none"> • Codes and conventions of storyboarding • Hero’s & villain’s characterisation • Research costume & make up identified with Hero & Villain 	<p>Practical – create story board comic strip on theme</p> <ul style="list-style-type: none"> • Create original Hero & Villain • Produce a comic strip story using codes and conventions
Interleaving:		Deeper Learning:	Formative Assessment:
<p>Literacy throughout the unit</p> <p>Codes and convention of key media concepts</p> <p>Writing skills</p>	<p>Key writing skills scripting perspectives</p> <p>First. Second. Third. Secondary research analysis. Tier 3 vocabulary</p>	<p>Teacher assessment</p> <p>Peer/Self-assessment</p>	



Scheme of Learning:

Year: YR 9

Unit: Music Video

Sequence 1: Music video through the ages Production of music videos to tell stories	Sequence 2: understand research, primary and secondary	Sequence 3: Codes and convention in media products moving image	Sequence 4: Production of media products
Introduction of unit Identify how music videos are constructed to create meaning Explore what makes a good music video Codes and conventions of music video over time Introduce filming techniques	History of music video Research skills looking at past and present media Changes over time Tier 3 vocabulary Production techniques	Technical codes Codes and conventions of moving image text, how the camera is used and how images are sequenced have a significant impact upon meaning Understanding of shots and techniques Introduction of new software – editing skills	Practical – create 30 second video promo for music video Produce a comic strip story using codes and conventions Editing process and online /offline edits Tier 3 vocabulary - presentation
Interleaving:	Deeper Learning:		Formative Assessment:
Codes and conventions of key media concepts Production techniques	Tier 3 vocabulary Applying production techniques Editing techniques to create a seamless edit		Teacher assessment Peer/Self-assessment



Scheme of Learning:

Year:10

Unit: Summer Term Understanding audiences

<p>Sequence 1: Analysis - be able to conduct research, primary and secondary target audiences</p>	<p>Sequence 2: Purpose of media texts looking in-depth into the theorist and analysing applying to media contexts and chosen products</p>	<p>Sequence 3: Narrative structures investigating media products apply narrative structure to the chosen products</p>	<p>Sequence 4: Characterisation the relationship between product, audience and purpose</p>
<p>In-depth analysis on Media products,</p> <ul style="list-style-type: none"> audiences and purpose <p>Looking at a range of past and present media product.</p> <ul style="list-style-type: none"> Podcasts magazines and mobile apps, <p>Examine how media products engage audiences for a given purpose.</p>	<p>Genre, narrative, representation and audience interpretation selecting media products from one of the three sectors:</p> <ul style="list-style-type: none"> audio/moving image, publishing and interactive, and explore how genre, narrative and representation are combined to engage their audience. Theorists – Todorov, Strauss, Hypodermic needle, cultivation, uses & gratification theory. 	<p>Narrative, to include:</p> <ul style="list-style-type: none"> storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game. 	<p>Characterisation, to include:</p> <p>Character functions in film, print advertisements, computer games</p> <ul style="list-style-type: none"> themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game.
<p>Interleaving:</p>	<p>Deeper Learning:</p>		<p>Formative Assessment:</p>
<p>Products – genre – narrative -To be a threaded through each sequence to re-visit topic, which will form a fully understood unit.</p>	<p>Analysis to develop their understanding of how media products are created to appeal to their audiences.</p>		<p>A portfolio of evidence of their analysis of media products and experimentation with production techniques.</p>