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| **Year 12 AS MEDIA STUDIES (WJEC)** | | | **Unit: MS1&2** | | **Lesson: Induction Day 2011** |
| Assessment Objectives | | Learning Objectives To have a secure understanding of the Media Studies course overview and the key skills essential for media analysis | | Success Criteria I know what Media Studies is and what to expect from the course  I can begin to identify relevant features of texts  I can start to explore features and issues in texts | |
| AO1 (30% of AS) | Demonstrate knowledge and understanding of media concepts, contexts and critical debates |
| AO2 (30% of AS) | Apply knowledge and understanding when analysing media products and processes, and when evaluating their own practical work, to show how meanings and responses are created | Teaching Sequence | | | |
| Starter:Questions on chairs: as they arrive, pupils sit on one that relates to them. They will aim to answer that question by the end of the lesson. Thinking time, noting initial ideas whilst listening to Daft Punk ‘Technologic’. [5 mins]Main: Create jigsaw groups: production techniques, audiences, institutions, representation.  i) pupils read information on their focus/ expertise and read key questions to consider [3 mins]  ii) pupils move to form mixed groups, each looking at a particular media text (computer game, film poster, CD cover, advert) [10 mins]  iii) return to expert groups and prepare one minute presentation on how the media texts reflect their focus. [7 mins]  iv) Feedback [5 mins]  Show film trailer (once through and then pausing): pupils make notes on four areas. Discuss [10 mins]  **Plenary:**  Show course outline video. [10 mins]  Pupils share responses to questions from starter (and others they may have). [5 mins]  **Homework:** Complete overview of5 media texts that interest you | | | |
| **AO3**  (30% of AS) | Demonstrate the ability to plan and construct media products using appropriate technical and creative skills |
| **AO4**  (10% of AS) | Demonstrate the ability to undertake, apply and present appropriate research |
| **Resources**  PowerPoint, Group Labels, Questions, Jigsaw group experts’ information and note-taking sheets, media texts (computer game, film poster, CD cover, advert), film trailer, course outline video. Homework materials. | | | |

**My Question:**

How is the course assessed?

My initial ideas...

Notes...

My final response...

**My Question:**

How will this course work with the other AS Levels I’ve chosen?

My initial ideas...

Notes...

My final response...

**My Question:**

What kind of things do we study?

My initial ideas...

Notes...

My final response...

**My Question:**

People often think that Media Studies will be easy... How will this course be challenging?

My initial ideas...

Notes...

My final response...

**My Question:**

Which skills will we develop?

My initial ideas...

Notes...

My final response...

**My Question:**

How will I get the opportunity to make my own choices throughout the course?

My initial ideas...

Notes...

My final response...

**My Question:**

Which issues will we explore?

My initial ideas...

Notes...

My final response...

Where will this text be found? Does the text target the audience or the audience target the text?

Why does this audience engage with this text?

Is the text inappropriate for some audiences? Why?

What impact does the text have on the audience? What is its purpose?

Is there anything on the text to identify the specific audience?

Who are the audiences for this media text?

How well known is the institution?

What does the institution get in return for the text?

How is the institution regulated/ monitored?

Why does the institution produce this text?

Which institution produces the text?

How is written and/ or spoken language used on the text?

How are signs and symbols used in the text?

(Moving image only) How are sounds used?

How are images used?

(Think about what the image is of as well as how it is taken e.g. angle, close up, editing)

What equipment is used to create the text?

How is colour used on the text?

What is the audience encouraged to think about the people, places or issues in the text?

Is the representation positive or negative?

What issues could a text explore?

Which stereotypes does the text relate to?