

**Subject Remote Learning Contingency Plan – 2020-21 - MEDIA**

<b>Term: 2</b> <b>Year: 10</b> <b>Subject: GCSE Media</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b><u>Apply Media Key Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Design a product by               <ul style="list-style-type: none"> <li>✓ Creating a name and logo</li> <li>✓ Understand branding</li> <li>✓ Consider Target Audience</li> <li>✓ Design the product</li> <li>✓ Compare two different media platforms</li> <li>✓ Create a storyboard</li> <li>✓ Analyse the product</li> <li>✓ Create a comparison essay</li> </ul> </li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>• Design a product fit for chosen target audience</li> <li>• Compare different forms of media with others</li> <li>• Turn the analysis into written text</li> <li>• Evaluate how different platforms use different methods of advertising.</li> <li>• Justify their opinions with examples and technical jargon</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>• How to design a product</li> <li>• How to analyse a product</li> <li>• How media concepts affect personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Weekly Live TEAMS KS3 clinic slot.</li> <li>• PowerPoint narration added to resources where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>• Depth test – modified single task assessment</li> <li>• TEAMS assignments question paper</li> </ul>

<b>Term: 2</b> <b>Year: 11</b> <b>Subject: Media</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Understand the content of the Media course needed:</p> <ul style="list-style-type: none"> <li>Determine project coursework: posters for a new radio station or a website for a low budget movie (Higher Ability only x 2)</li> <li>Create drafts of logos for both projects and plan their target audience</li> <li>Look at the CSP requirements for the 2x 90 minutes exams</li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>Understand what is required of them for the brief</li> <li>Design the appropriate logos and have an idea of the images needed</li> <li>Apply their Year 10 knowledge of Media theory to the Year 11 18 Close Study Products (CSP)</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>Understand the requirements of both coursework and exam</li> <li>How to apply their previous knowledge to the next contexts</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>Weekly Live TEAMS KS3 clinic slot.</li> <li>PowerPoint narration added to resources where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>Depth test – modified single task assessment</li> <li>TEAMS assignments question paper</li> </ul>