

Medium Term Plan: MAGAZINES

Title of Unit: Music videos	Year: 11	Term: Yr11 - Winter	Duration: 14 weeks
Overview: This is an extensive Unit of both research and practical Music video production work that accounts for around 30 % of the students final GCSE grade through Controlled Assessment			
Assessing Prior Learning to this Unit: Students have completed a short 5 week introduction to practical skills scheme of work in which prior Media Knowledge and awareness of key terms and concepts has been addressed.		Future Learning: Students will be moving on to an exam unit. This is the final and most important coursework project.	
Key Concepts: Media Language. This assignment aims to introduce candidates to the analysis and interpretation of media texts through the analysis of media language and the application of media terminology and techniques. Audiences The consumption of media texts by different audiences should be considered. Understanding will be demonstrated through pre-production Activity: How do the videos appeal to their audiences? Representation Goffmans theory: Laura Mulvey and the Male Gaze, the sexualisation of Women in magazines: Content analysis and visual analysis of gender. Institution How the conditions of production could change depending on the style of the production house. Issues in distribution. Regulation within the industry, censorship etc	Key Questions for this Unit: <ul style="list-style-type: none"> ▪ What are music videos + what are there function? ▪ What are the different genres of music videos and there conventions? ▪ How is gender represented in music videos ? ▪ How can music videos target specific audiences? ▪ What makes an effective video and what constitutes professional skill in this area? 	Key Words: <ul style="list-style-type: none"> ▪ Camera angle ▪ Long shot ▪ Close up ▪ Target Audience ▪ Editing ▪ Genre ▪ Front page ▪ Convention ▪ Masculinity / Femininity ▪ Timeline 	
English Learning focuses:	Functional skills:	Literacy Focuses <ol style="list-style-type: none"> 1. Language of Analysis 2. Comparison Connectives 	

Outcomes /Assessment

Outcomes: I. An analysis a selection of videos alongside professional pre-production materials . All work will be presented on group blogs that will show storyboards and a powerpoint pitch of concepts covered.

Students will produce a 3-5 minute music video in groups alongside an individual evaluative essay.

- **APP Assessment criteria:**
- **Peer Assessment:** Peer assess each other's analysis
- **Teacher Assessment:** Analysis task 1 + Production task 2
- **Evidence and recording:** Controlled Assessment grades recorded at end of the unit

<p style="text-align: center;">Personalised Learning</p> <p>High attaining: Extension activities and additional music video promotional materials. Designed in photoshop and demonstrates house style/</p> <p>Support: Differentiated resources, support in group activities</p> <p>Grouping: Mixed ability</p>	<p style="text-align: center;">Core Texts/ Resources</p> <ul style="list-style-type: none">▪ Copies of Music video playlists from youtube▪ Exemplar analysis work▪ Computers and ICT rooms for Photoshop work▪ Digital Cameras
<p style="text-align: center;">Cross Curriculum Opportunities</p> <p>Creative Thinkers Generate ideas and explore possibilities.</p> <p>Music : Students create tracks from the GCSE music groups</p> <p>English: Article and interview writing skills help</p>	<p style="text-align: center;">NC Dimensions</p> <p>Healthy lifestyles</p> <p>Community Participation</p> <p>Technology and Media</p> <p>Creativity and Critical Thinking</p>
<p style="text-align: center;">Use of ICT</p> <ul style="list-style-type: none">▪ Use of interactive whiteboards to engage learners and support learning activities▪ Use of iMovie and Digital cameras to teach basic design skills and photo retouching techniques.▪ Blogging : Students design and produce their yr I I media blogs	<p style="text-align: center;">Health and Safety Usual classroom safe practice.</p>

Outline of Lessons

<p>Week 1: Introduction to unit + Audiences</p> <ul style="list-style-type: none">- Music videos : Role+ Function / Genres + Conventions- Categorising Music videos Audiences- Uses and Gratifications Theory
<p>Week 2: Analysing Video</p> <ul style="list-style-type: none">- Camera Techniques- Editing techniques- Narrative
<p>Week 3: Representations</p> <ul style="list-style-type: none">- Women in Magazines- Men in magazines

Week 4: Analysis of Pre production. Requirements identified : Coursework Task begins in groups <ul style="list-style-type: none"> - Look at example tasks - Students start assessed coursework
Week 5: Continuation of Assessment
Week 6 : Continuation of Assessment <ul style="list-style-type: none"> - Peer Assessment and discussion of grades
Week 7 : Filming begins <ul style="list-style-type: none"> - Students keep diary of production . Every lesson . Discuss rushes
Week 8 : Filming <ul style="list-style-type: none"> - (See above)
Week 9 : Filming: <ul style="list-style-type: none"> -
Week 10 : Filming
Week 11 : Editing Intro to imove and students continue to keep diaries
Week 12: Editing <ul style="list-style-type: none"> - Students create additional promotional materials if necessary
Week13: Evaluations
Week14: Evaluations and final presentations of work Students peer assess

Teacher Evaluation of Unit of Work

I thought the S.O.W was excellent and the quality of the students work was high. However they understandably found the practical production side much more enjoyable and therefore spent more time in it, when it is actually the Analysis task that they get more marks for. I Might address this later on in the year by giving them a quick refresher course in analytical language and then allowing all students 1 week to redraft their magazine analysis coursework.