

	Working Towards	Expected Standard	Greater Depth
	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:
AO2 a) and b) Autumn Demonstrate knowledge and understanding of: contexts of media and their influence on media products (Representation)	Comment on how social contexts influence Media Products e.g. Explain how gender and ethnicity are represented in Key Scenes in <i>TBlack Panther</i>	Analyse how a Media Product reflects the social context in which it is made e.g. Analyse how gender and ethnicity are represented in Key Scenes in <i>Black Panther</i> and how this links to Western attitudes at the time of production	Evaluate how a Media Product asserts or challenges contemporary social contexts e.g. Make informed judgments on how gender and ethnicity are represented in Key Scenes <i>Black Panther</i> and how that reveals social attitudes to ethnicity and gender
AO1 a) and b) Autumn Demonstrate knowledge and understanding of: the theoretical framework of media (Media Language)	Identify Shots Types and Angles e.g. Identify shots and angles in key scenes in Key Scenes in <i>The Dark Knight</i>	Analyse how Shots and Angles Communicate meaning e.g. Analyse the effect of shots and angles in key scenes in <i>The Dark Knight</i>	Evaluate how successfully Shots and Angles Communicate meaning e.g. Evaluate how well shots and angles communicate ideas in key scenes in <i>The Dark Knight</i>
AO1a) and b) Spring Demonstrate knowledge and understanding of: the theoretical	Identify connotations of images e.g. Identify features of mise-en-scene in <i>Friends</i> , including connotations off set and costume	Analyse how connotations of images signify meaning e.g. Analyse how features of mise-en-scene in <i>Friends</i> communicate ideas	Evaluate how successfully connotations of images signify meaning

<p>framework of media (Media Language)</p>		<p>including connotations off set and costume</p>	<p>e.g. Make judgements about how wellll features of mise-en-scene in <i>Friends</i> communicate ideas including connotations off set and costume</p>
<p>AO1 a) and b) Spring Demonstrate knowledge and understanding of: the theoretical framework of media (Narrative</p>	<p>Identity Todorov narrative stages e.g. Identify the five narrative stages in <i>The IT Crowd</i></p>	<p>Analyse how Todorov narrative stages are created e.g. Analyse how mise-en-scene and action establish the five narrative stages <i>The IT Crowd</i></p>	<p>Evaluate how successfully Todorov narrative stages are created e.g. Evaluate how effectively mise-en-scene and action enhance narrative stages in <i>The IT Crowd</i></p>
<p>AO3 Summer Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Create Media Products with elements of genre conventions Create a storyboard for a Music video with essential narrative conventions in the pop or rock genre</p>	<p>Create Media Products utilising a full range of genre conventions Create a storyboard for a Music video with narrative and stylistic conventions in the pop or rock genre</p>	<p>Create Media Products which challenge genre conventions Create a storyboard for a Music video with innovative use of narrative and stylistic conventions in the pop or rock genre</p>
<p>AO1 Summer Demonstrate knowledge and understanding of: the theoretical framework of media (Media Language/Narrative))</p>	<p>Demonstrate knowledge of genre conventions e.g. Identify music video conventions in <i>bad Blood</i></p>	<p>Analyse the impact of genre conventions e.g. Analyse how music video conventions in <i>bad Blood</i> are used to communicate ideas about Taylor Swift</p>	<p>Evaluate the use of genre conventions e.g. Evaluate how successfully video conventions in <i>bad Blood</i> are used to communicate ideas about Taylor Swift</p>