



Aspire Achieve Thrive

Autumn Term
(Term 1)
Media
Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1	
Tuesday	Sparx Science	Option B Task 1	Modern Britain Task 1	
Wednesday	Sparx Maths	Science Task 1	Option C Task 2	
Thursday	Ebacc Option A Task 2	Sparx Science	Option B Task 2	Sparx Maths
Friday	Modern Britain Task 2	Science Task 2	English Task 2	

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

Half Term 1 (6 weeks) - Year 10

Week / Date	Homework task 1	Homework task 2
Week 2 11th September 2023	Cornell Notes on: Learn Media Sectors, Forms and Purpose using the Knowledge Organiser, Google Classroom and Cornell Notes	Cornell Notes on: Learn Media Sectors, Forms and Purpose using the Knowledge Organiser, Google Classroom and Cornell Notes
Week 3 18th September 2023	Cornell Notes on: Learn the Socio Economic Scale, Psychographics and Audience Theories using the Knowledge Organiser, Google Classroom and Cornell Notes	Cornell Notes on: Learn the Socio Economic Scale, Psychographics and Audience Theories using the Knowledge Organiser, Google Classroom and Cornell Notes
Week 4 25th September 2023	Writing the Research Log in Google Classroom: Using one moving image text, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text; Analyse the relationship between the text, its purpose and the audience	
Week 5 2nd October 2023	Writing the Research Log in Google Classroom: Using one moving image text, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text; Analyse the relationship between the text, its purpose and the audience	
Week 6 9th October 2023	Writing the Research Log in Google Classroom: Using two print based media texts, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text; Analyse the relationship between the text, its purpose and the audience	
Week 7 16th October 2023	Writing the Research Log in Google Classroom: Using two interactive media texts, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text; Analyse the relationship between the text, its purpose and the audience	

Half Term 2 (8 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2
Week 8 30th October 2023	Cornell Notes on: Learn the film language and narrative theories using the Knowledge Organiser, Google Classroom and Cornell Notes	Writing the Research Log in Google Classroom: How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in one moving image text (minimum of 2 for overall assessment)
Week 9 6th November 2023	Cornell Notes on: Learn Genre and Representation theories using the Knowledge Organiser, Google Classroom and Cornell Notes	Writing the Research Log in Google Classroom: How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in one moving image text (minimum of 2 for overall assessment)
Week 10 13th November 2023	Writing the Research Log in Google Classroom: How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in one moving image text (minimum of 2 for overall assessment)	
Week 11 20th November 2023	Writing the Research Log in Google Classroom: How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in one moving image text (minimum of 2 for overall assessment)	
Week 12 27th November 2023	Writing the Research Log in Google Classroom: How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in one moving image text (minimum of 2 for overall assessment)	
Week 13 4th December 2023	Writing the Research Log in Google Classroom: How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in one moving image text (minimum of 2 for overall assessment)	
Week 14 11th December 2023	Pre-production planning: Write a script for a short film called 'Late'	
Week 15 18th December 2023	Pre-production planning: Produce a storyboard for a short film called 'Late'	

Media Year 10 Half Term 1 Knowledge Organiser

Week One/Four	Week Two/Five
<p>Key Words</p> <p>Media platforms - the place or device where we access the media eg Facebook</p> <p>Sectors - the 3 different types of media industry</p> <p>Primary audience - the main targeted audience</p> <p>Secondary audience - another audience for the text</p> <p>Demographics - the audience and how it is categorised</p> <p>NRS social grade - the system of categorising people by income and career, creating the categories A, B, C1, C2, D, E</p> <p>Psychographics - the system of categorising people by lifestyle and personality</p> <p>Marketing - All of the ways that an audience is made aware of a product. This includes advertising.</p> <p>Genre - a category of media product defined by a set of codes and conventions, for example comedy.</p> <p>Narrative - story, and how it is organised</p> <p>Pre- production - the activities taken before a film goes into production (eg writing the screenplay, storyboarding, location searches, casting, creation of a shot list)</p>	<p>Key Words</p> <p>Masthead - the title and the design of the title on the front page of a newspaper or magazine</p> <p>Cover line - a short phrase on the front cover of a magazine referring to a feature inside the magazine</p> <p>Puff - a promotional sticker shape on the front cover of a magazine</p> <p>Mode of address - The way that a media text 'speaks' to an audience eg as if an older sibling giving gentle advice</p> <p>Direct gaze - When the cover star looks directly at the camera, as if they are looking directly into your eyes as an audience.</p> <p>Representation - how different groups of people, places, issues and events in society are presented</p> <p>Gender - traditionally refers to male or female but can also be used to encompass a broad range of identities</p> <p>Ethnicity - a social group that has a common national or cultural tradition.</p> <p>Stereotype - a widely held but fixed and oversimplified image or idea of a particular type of person or thing</p>
<p>Media Theories</p> <p>Audience Theories</p> <p>Uses & Gratifications Theory - Blumler and Katz (1974) Audiences actively consume media for one of the following reasons:</p> <p>Surveillance - the viewer wants to acquire information, knowledge and understanding by watching programmes like The News.</p> <p>Diversion - Viewers watch programmes for enjoyment and escapism.</p> <p>Personal Identity - Viewers can recognise a person or product that reflect similar values to themselves and can copy some of their characteristics.</p> <p>Personal Relationships - Media products produce a topic of conversation. For example who is the best contestant</p> <p>Reception theory - Stuart Hall (1980) Media texts are encoded and decoded. The producer encodes</p>	<p>Media Theories</p> <p>Audience Theories</p> <p>Uses & Gratifications Theory - Blumler and Katz (1974) Audiences actively consume media for one of the following reasons:</p> <p>Surveillance - the viewer wants to acquire information, knowledge and understanding by watching programmes like The News.</p> <p>Diversion - Viewers watch programmes for enjoyment and escapism.</p> <p>Personal Identity - Viewers can recognise a person or product that reflect similar values to themselves and can copy some of their characteristics.</p> <p>Personal Relationships - Media products produce a topic of conversation. For example who is the best contestant</p> <p>Reception theory - Stuart Hall (1980) Media texts are encoded and decoded. The producer encodes messages and values into their media which are then decoded by the audience. The audience will take the view of:</p>

<p>messages and values into their media which are then decoded by the audience. The audience will take the view of:</p> <p>Dominant -Agreeing with the producers view. Oppositional - Challenging the producers view.</p> <p>Negotiated - Falling between agreeing and disagreeing</p>	<p>Dominant -Agreeing with the producers view. Oppositional - Challenging the producers view.</p> <p>Negotiated - Falling between agreeing and disagreeing</p>
<p>Week Three/Six</p>	
<p>Media Industry The film industry</p> <p>The first people to project moving images to a paying audience were the Lumiere brothers in 1895 in France. Initially, films were purely animated photographs and attracted audiences based on the novelty of the form. Narrative in films was introduced and popularised by Georges Melies, again in France, at the turn of the century (around 1900) in films like A Trip to the Moon. Films in these days were quite static due to the size of the equipment.</p> <p>Greater mobility arose through technological developments in the reduction in size of the cameras, along with the use of tracks to enable tracking shots. By 1941 developments in cinema approached something much close to the films we view today. It is widely viewed that Orson Welles’ film Citizen Kane invented modern film language, with its variety of camera shots, angles and movement and use of mise-en-scene and editing helping the director to tell his story.</p> <p>More recent years have seen the development of special effects and CGI (Computer Generated Imagery) take film-making into new areas of spectacle, although there are still many film-makers who prefer to use more traditional ways of creating a sense of wonder (eg Christopher Nolan in Tenet chose to build an airport and use a real aeroplane in a crash sequence that would more normally these days be completely computer generated). In terms of how the industry works, things have largely moved on from the 1930’s practice of film companies producing the film, distributing the film and exhibiting the film. There is also an increased move towards home viewing via streaming services such as Netflix. The film industry initially refused to recognise Netflix and Amazon Prime’s own productions when it came to accepting films for consideration for Academy Awards (more commonly known as the Oscars). However, since the pandemic began there is a new recognition that without the likes of such streaming services, the film industry would have suffered even more economically. Netflix and Amazon Prime now fund a considerable amount of films that are screened in cinemas and shown on television via their streaming services. These films are now recognised in Awards ceremonies.</p>	

Media Year 10 Half-Term 2 Knowledge Organiser

Weeks 7, 10, 12 Film Language terminology	Weeks 7, 8, 10, 13 Representation/Narrative	Weeks 8, 9, 11, 14 Media Theories
<p>Mise-en-scene - visual film language</p> <p>High-key Lighting - bright lighting</p> <p>Low-key Lighting - dark, shadowy lighting</p> <p>Parallel sound - the sound matches the mood of the visual</p> <p>Contrapuntal sound - the sound doesn't fit the mood of the visuals</p> <p>Diegetic sound - sound recorded on set at the time of filming (eg dialogue)</p> <p>Non-diegetic sound - sound added in post-production editing (eg music)</p> <p>Sound bridge - sound used to connect two scenes</p> <p>Straight cut - the most common editing transition</p> <p>Dissolve - an editing transition used to show a passing of time or change of location</p> <p>Montage - is a film editing technique in which a series of short shots are sequenced to condense space, time, and information.</p> <p>Cross-cutting - editing that moves between two or more separate groups of characters and locations</p> <p>Cutaways - a shot, usually a close up of some detail, or landscape, that is used to break up a sequence, and is often very helpful in editing to enable flow and continuity to the edit.</p>	<p>Male Gaze - Laura Mulvey (1975) Media texts present women through the eyes of a heterosexual male. Women are represented as sexual objects for the pleasure of the male viewer to look at.</p> <p>Manuel Alvarado - representation of ethnicity Ethnic groups are usually represented in one of four stereotypical ways: Exotic Dangerous Humorous Pitied</p> <p>Todorov - narrative structure All stories have the same structure. Events are calm at the beginning (equilibrium) before something or someone creates change and chaos (disequilibrium) before the hero or heroine restores the world to calm again (equilibrium).</p> <p>Levi-Strauss - binary opposites All stories are organised around opposites Eg day and night Good and bad Police vs criminals Innocent vs guilty</p> <p>Enigma (Barthes) - a mystery or puzzle Stories move between restricted and unrestricted narration.</p> <p>Restricted = the audience know the same or less than the characters</p> <p>Unrestricted = the audience know more than the characters</p>	<p>Reception theory - Stuart Hall (1980) Media texts are encoded and decoded. The producer encodes messages and values into their media which are then decoded by the audience. The audience will take the view of: Dominant -Agreeing with the producers view. Oppositional - Challenging the producers view. Negotiated - Falling between agreeing and disagreeing</p> <p>Uses & Gratifications Theory - Blumler and Katz (1974) Audiences actively consume media for one of the following reasons: Surveillance - the viewer wants to acquire information, knowledge and understanding by watching programmes like The News. Diversion - Viewers watch programmes for enjoyment and escapism. Personal Identity - Viewers can recognise a person or product that reflect similar values to themselves and can copy some of their characteristics. Personal Relationships - Media products produce a topic of conversation. For example who is the best contestant on The X-factor, which was the best goal shown on Match of the day.</p> <p>Genre Theory - Steve Neale Genres 'are instances of repetition and difference'. Difference is essential to 'the economy of genre'. Genres are created through a process of repetition and recognition leading to anticipation and expectation for audiences.</p>

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 2: Cornell Notes (Homework task 1)

Date / /	Topic: Media Sectors, Forms and Purpose
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links Questions	Notes

Summary

WEEK 2: Cornell Notes (Homework task 2)

Date / /	Topic: Topic: Media Sectors, Forms and Purpose
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links Questions	Notes

Summary

WEEK 3: Cornell Notes (Homework task 1)

Date	/	/	Topic: Socio Economic Scale, Psychographics and Audience Theories
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links Questions	Notes

Summary

WEEK 3: Cornell Notes (Homework task 2)

Date	/	/	Topic: Socio Economic Scale, Psychographics and Audience Theories
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links Questions	Notes

Summary

WEEK 4: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim A

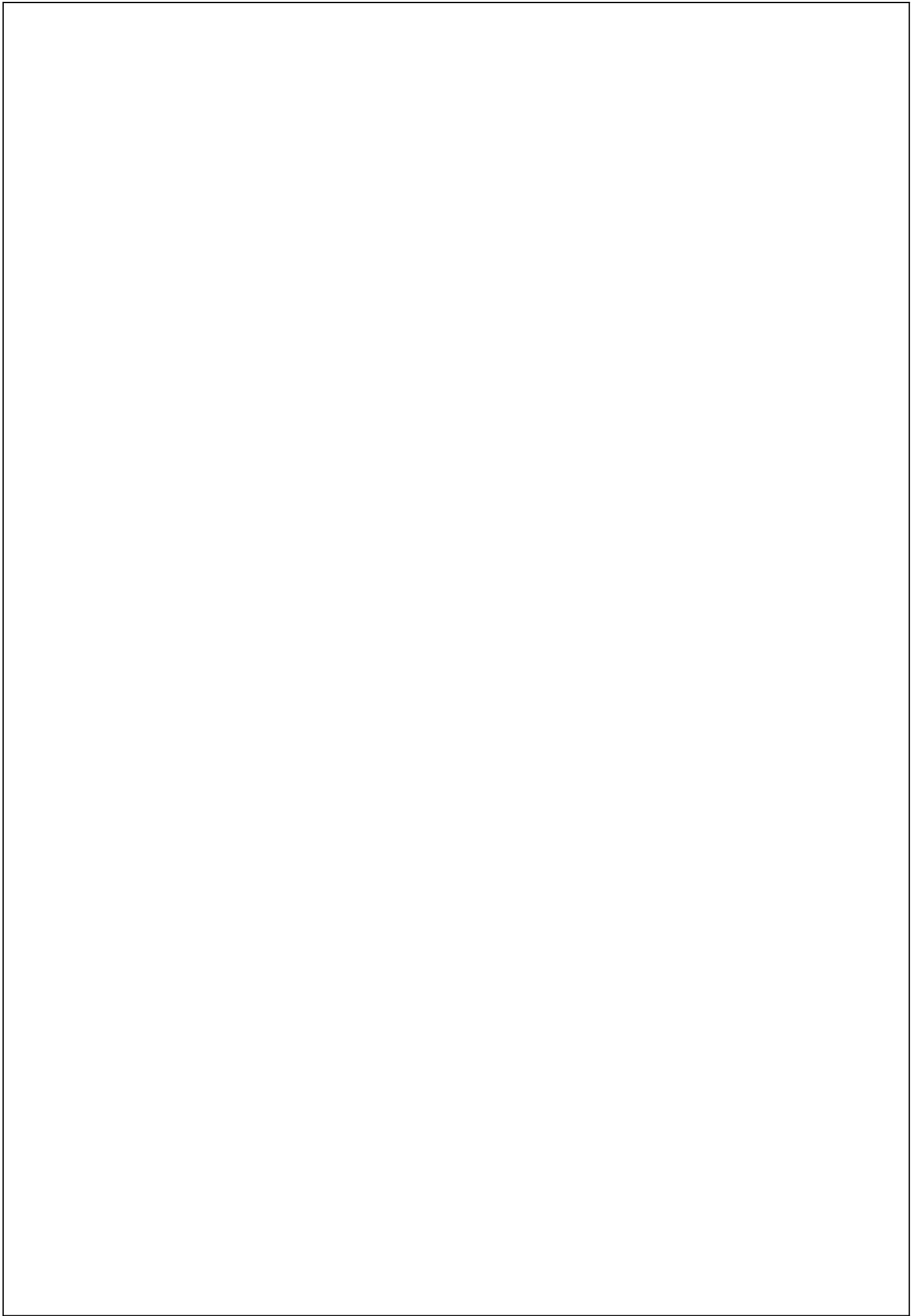
Using **one moving image text**, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text?;

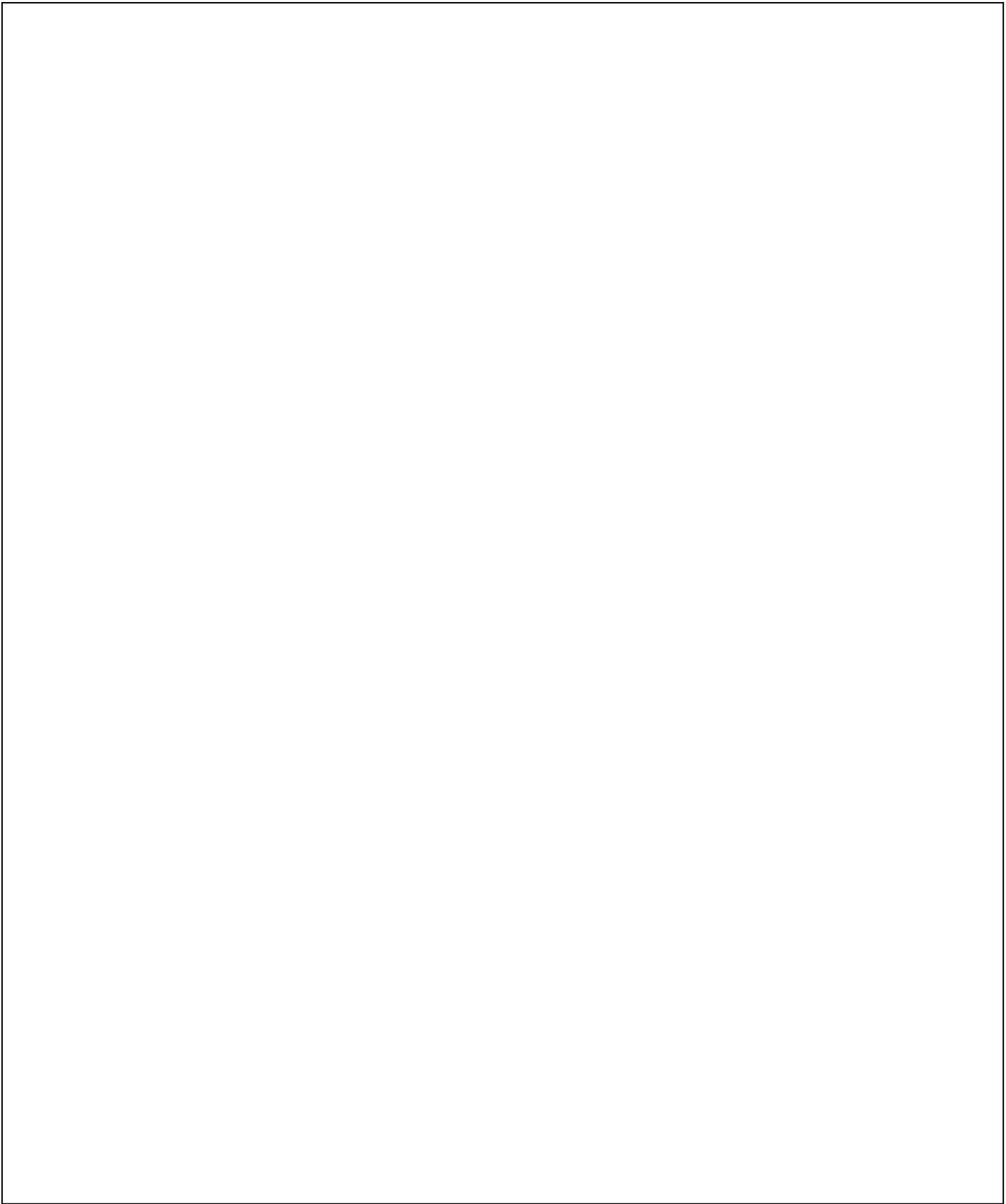
Analyse the relationship between the text, its purpose and the audience

Name of Media Product	
Sector (select one)	Audio/Moving image Print Interactive
Form	
Date of broadcast/release/publication	
<u>Primary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Primary Target Audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	
<u>Secondary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Secondary Target audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships	

<input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	
Purpose of the media product: <input type="checkbox"/> Entertain <input type="checkbox"/> Inform <input type="checkbox"/> Educate <input type="checkbox"/> Persuade <input type="checkbox"/> Inspire <input type="checkbox"/> challenge	
Context of production: <input type="checkbox"/> Media conglomerate <input type="checkbox"/> Public service broadcaster <input type="checkbox"/> Independent media producer <input type="checkbox"/> Community media organisation	
Motivations of the media producer: <input type="checkbox"/> Generate profit <input type="checkbox"/> Raise awareness <input type="checkbox"/> Benefit a community <input type="checkbox"/> Self-expression <input type="checkbox"/> Innovation <input type="checkbox"/> Experimentation <input type="checkbox"/> Public service responsibilities	
Aims of the producer, to create a media product that is: <input type="checkbox"/> High quality <input type="checkbox"/> Distinctive <input type="checkbox"/> Accessible <input type="checkbox"/> Diverse <input type="checkbox"/> inclusive <input type="checkbox"/> impartial	
Audience response to the product, gathered from primary research (your own analysis, annotations, interviews and survey responses you have carried out,	

focus group responses)	
Audience response to the product, gathered from secondary research (internet sources, reviews, audience statistics - include the name and link to the source)	
<p>Analyse in detail the relationship between the product, its purpose and the audience: (make sure that you consider this from the perspective of both the media producer and the audience) Consider situation (where, when and with whom the audience engages with a media product), audience response (preferred, negotiated, oppositional), audience involvement (are there interactive features?), audience statistics (box office figures, circulation, sales, hits, subscriptions, followers)</p>	





WEEK 5: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim A

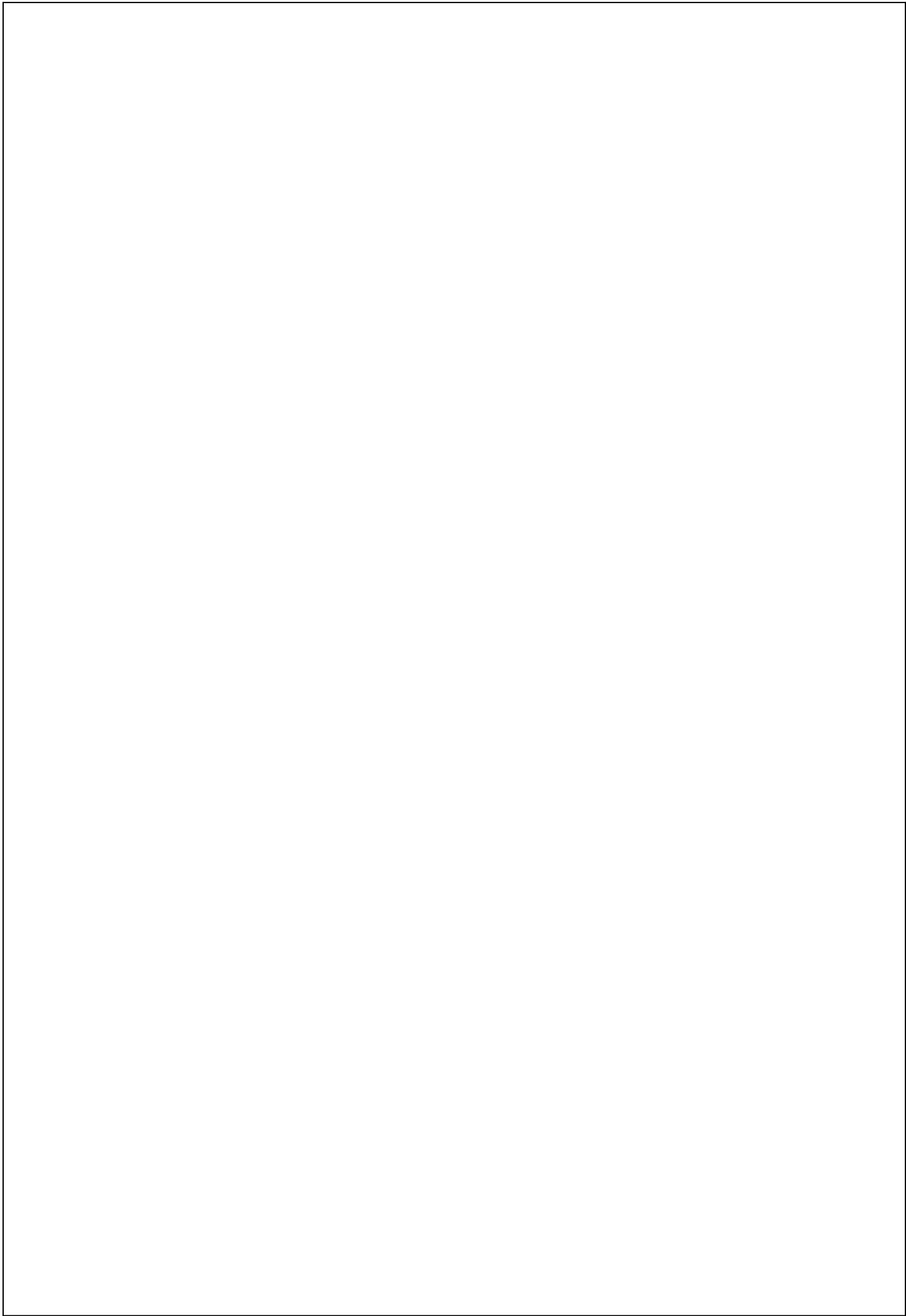
Using **one moving image text**, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text?;

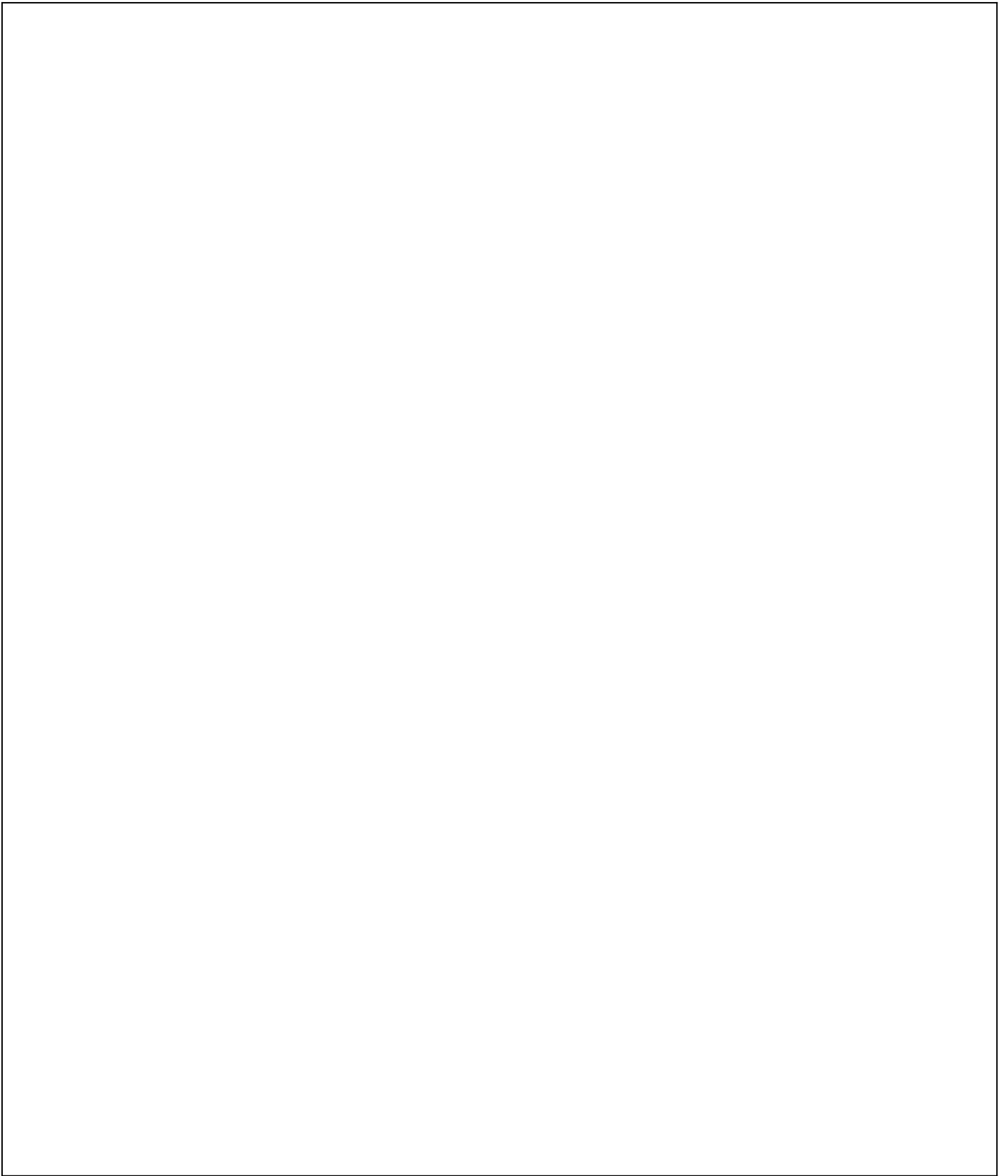
Analyse the relationship between the text, its purpose and the audience.

Name of Media Product	
Sector (select one)	Audio/Moving image Print Interactive
Form	
Date of broadcast/release/publication	
<u>Primary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Primary Target Audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	
<u>Secondary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Secondary Target audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment	

<p>ainment</p> <p><input type="checkbox"/> surveillance/information</p>	
<p>Purpose of the media product:</p> <p><input type="checkbox"/> Entertain</p> <p><input type="checkbox"/> Inform</p> <p><input type="checkbox"/> Educate</p> <p><input type="checkbox"/> Persuade</p> <p><input type="checkbox"/> Inspire</p> <p><input type="checkbox"/> challenge</p>	
<p>Context of production:</p> <p><input type="checkbox"/> Media conglomerate</p> <p><input type="checkbox"/> Public service broadcaster</p> <p><input type="checkbox"/> Independent media producer</p> <p><input type="checkbox"/> Community media organisation</p>	
<p>Motivations of the media producer:</p> <p><input type="checkbox"/> Generate profit</p> <p><input type="checkbox"/> Raise awareness</p> <p><input type="checkbox"/> Benefit a community</p> <p><input type="checkbox"/> Self-expression</p> <p><input type="checkbox"/> Innovation</p> <p><input type="checkbox"/> Experimentation</p> <p><input type="checkbox"/> Public service responsibilities</p>	
<p>Aims of the producer, to create a media product that is:</p> <p><input type="checkbox"/> High quality</p> <p><input type="checkbox"/> Distinctive</p> <p><input type="checkbox"/> Accessible</p> <p><input type="checkbox"/> Diverse</p> <p><input type="checkbox"/> inclusive</p> <p><input type="checkbox"/> impartial</p>	
<p>Audience response to the product, gathered from primary research (your own analysis, annotations, interviews and survey responses you have carried out, focus group responses)</p>	

Audience response to the product, gathered from secondary research (internet sources, reviews, audience statistics - include the name and link to the source)	
<p>Analyse in detail the relationship between the product, its purpose and the audience: (make sure that you consider this from the perspective of both the media producer and the audience) Consider situation (where, when and with whom the audience engages with a media product), audience response (preferred, negotiated, oppositional), audience involvement (are there interactive features?), audience statistics (box office figures, circulation, sales, hits, subscriptions, followers)</p>	





WEEK 6: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim A

Using **two print based** media texts, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text;

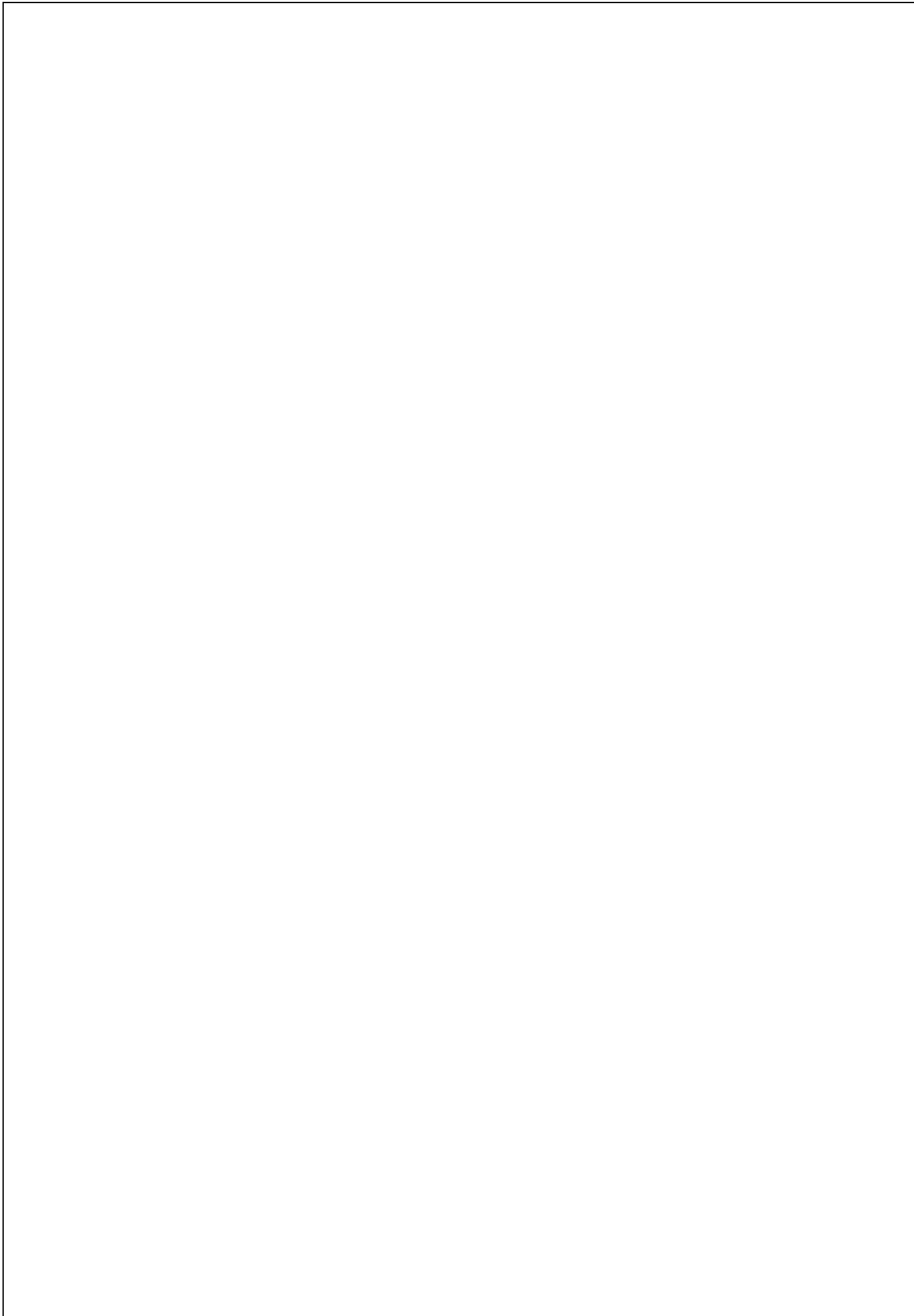
Analyse the relationship between the text, its purpose and the audience

Media Research Log C1 Learning Aim A

Name of Media Product	
Sector (select one)	Audio/Moving image Print Interactive
Form	
Date of broadcast/release/publication	
<u>Primary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Primary Target Audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	
<u>Secondary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Secondary Target audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/pers	

<p>onal relationships</p> <p><input type="checkbox"/> diversion/entertainment</p> <p><input type="checkbox"/> surveillance/information</p>	
<p>Purpose of the media product:</p> <p><input type="checkbox"/> Entertain</p> <p><input type="checkbox"/> Inform</p> <p><input type="checkbox"/> Educate</p> <p><input type="checkbox"/> Persuade</p> <p><input type="checkbox"/> Inspire</p> <p><input type="checkbox"/> challenge</p>	
<p>Context of production:</p> <p><input type="checkbox"/> Media conglomerate</p> <p><input type="checkbox"/> Public service broadcaster</p> <p><input type="checkbox"/> Independent media producer</p> <p><input type="checkbox"/> Community media organisation</p>	
<p>Motivations of the media producer:</p> <p><input type="checkbox"/> Generate profit</p> <p><input type="checkbox"/> Raise awareness</p> <p><input type="checkbox"/> Benefit a community</p> <p><input type="checkbox"/> Self-expression</p> <p><input type="checkbox"/> Innovation</p> <p><input type="checkbox"/> Experimentation</p> <p><input type="checkbox"/> Public service responsibilities</p>	
<p>Aims of the producer, to create a media product that is:</p> <p><input type="checkbox"/> High quality</p> <p><input type="checkbox"/> Distinctive</p> <p><input type="checkbox"/> Accessible</p> <p><input type="checkbox"/> Diverse</p> <p><input type="checkbox"/> inclusive</p> <p><input type="checkbox"/> impartial</p>	
<p>Audience response to the product, gathered from primary research (your own analysis, annotations, interviews)</p>	

and survey responses you have carried out, focus group responses)	
Audience response to the product, gathered from secondary research (internet sources, reviews, audience statistics - include the name and link to the source)	
<p>Analyse in detail the relationship between the product, its purpose and the audience: (make sure that you consider this from the perspective of both the media producer and the audience) Consider situation (where, when and with whom the audience engages with a media product), audience response (preferred, negotiated, oppositional), audience involvement (are there interactive features?), audience statistics (box office figures, circulation, sales, hits, subscriptions, followers)</p>	



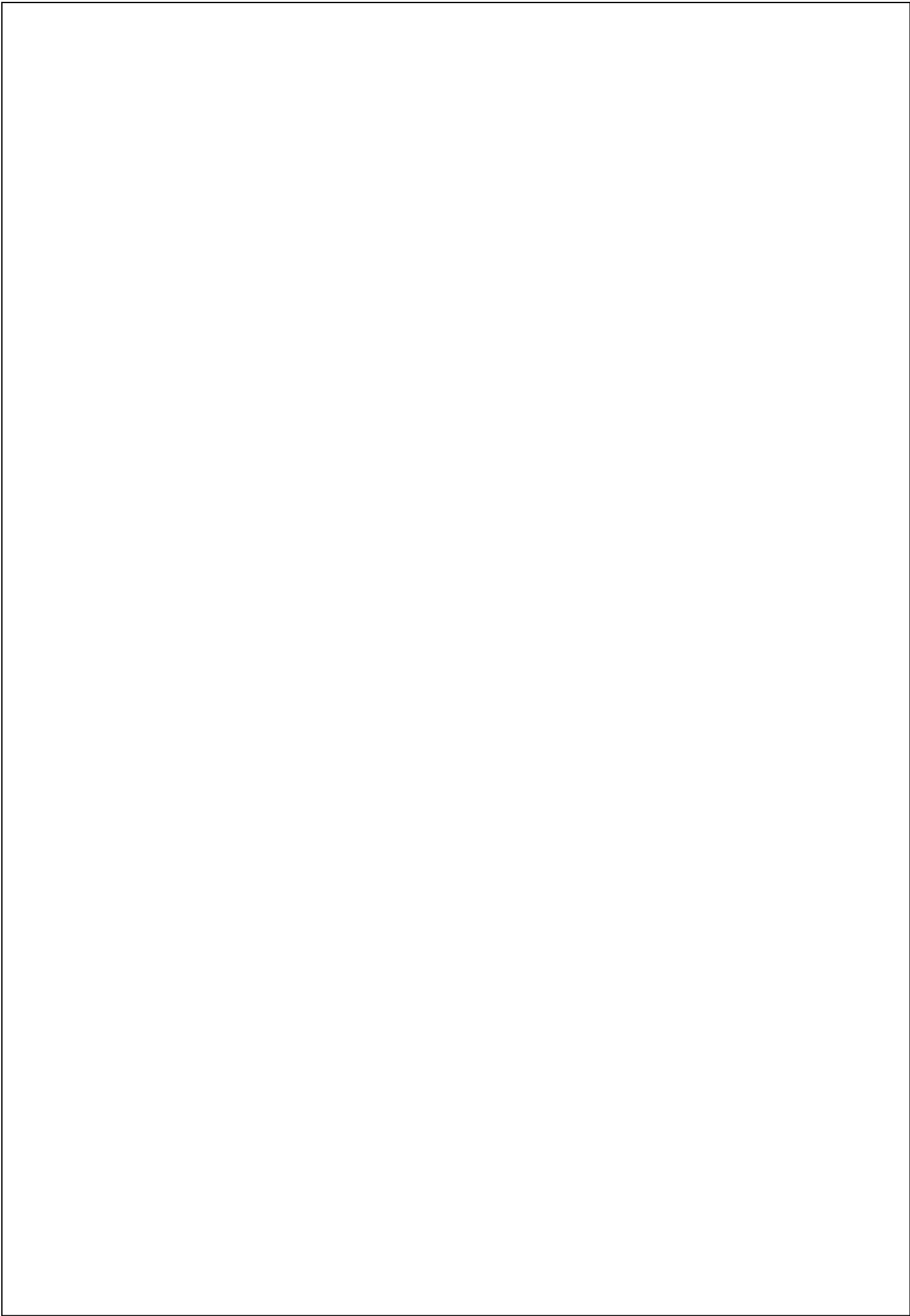


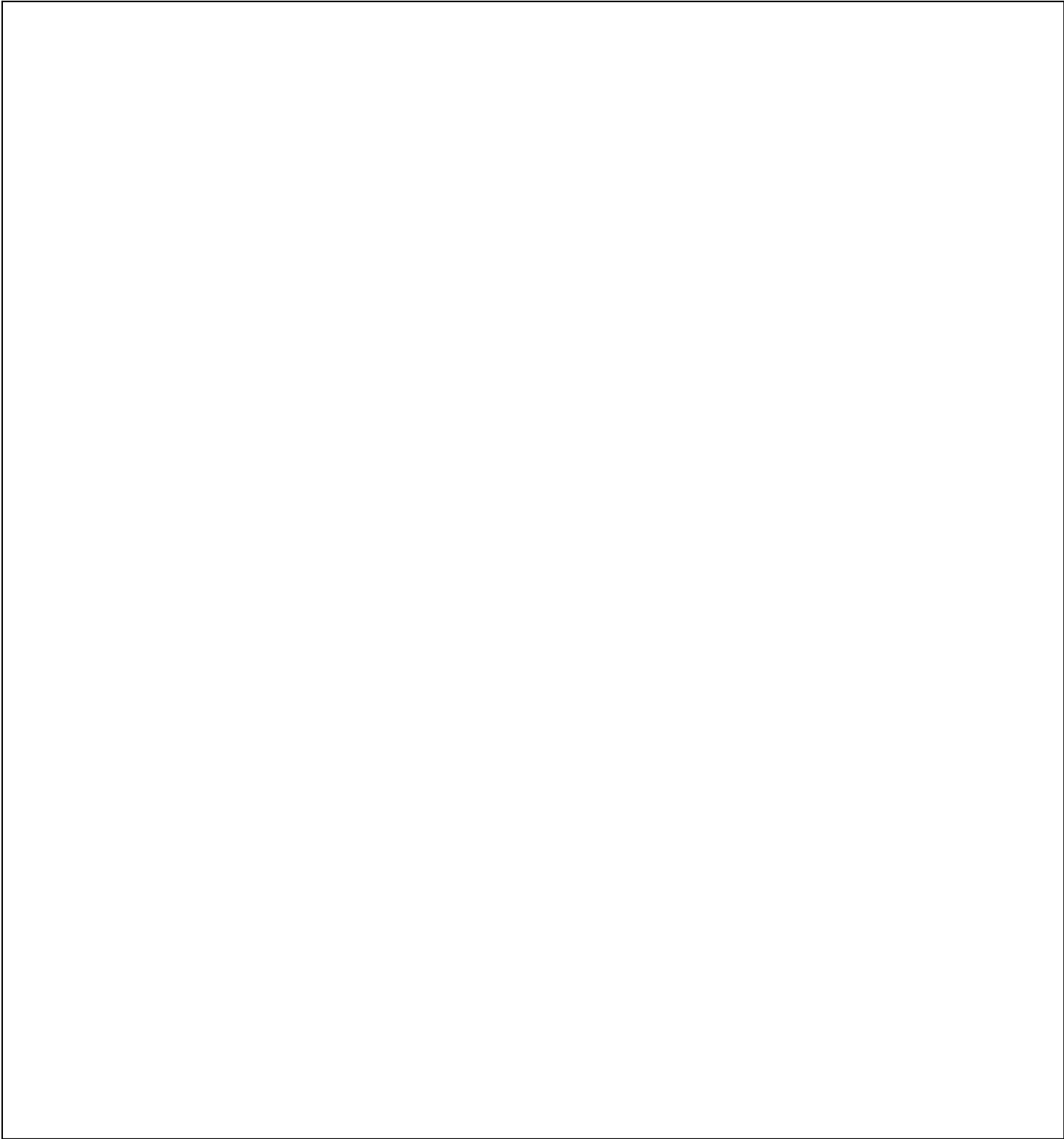
Using **two print based** media texts, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text;
Analyse the relationship between the text, its purpose and the audience

Name of Media Product	
Sector (select one)	Audio/Moving image Print Interactive
Form	
Date of broadcast/release/publication	
<u>Primary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Primary Target Audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	
<u>Secondary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Secondary Target audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	

<p>Purpose of the media product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Entertain <input type="checkbox"/> Inform <input type="checkbox"/> Educate <input type="checkbox"/> Persuade <input type="checkbox"/> Inspire <input type="checkbox"/> challenge 	
<p>Context of production:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media conglomerate <input type="checkbox"/> Public service broadcaster <input type="checkbox"/> Independent media producer <input type="checkbox"/> Community media organisation 	
<p>Motivations of the media producer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generate profit <input type="checkbox"/> Raise awareness <input type="checkbox"/> Benefit a community <input type="checkbox"/> Self-expression <input type="checkbox"/> Innovation <input type="checkbox"/> Experimentation <input type="checkbox"/> Public service responsibilities 	
<p>Aims of the producer, to create a media product that is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> High quality <input type="checkbox"/> Distinctive <input type="checkbox"/> Accessible <input type="checkbox"/> Diverse <input type="checkbox"/> inclusive <input type="checkbox"/> impartial 	
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WEEK 7: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim A

Using **two interactive** media texts, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text;

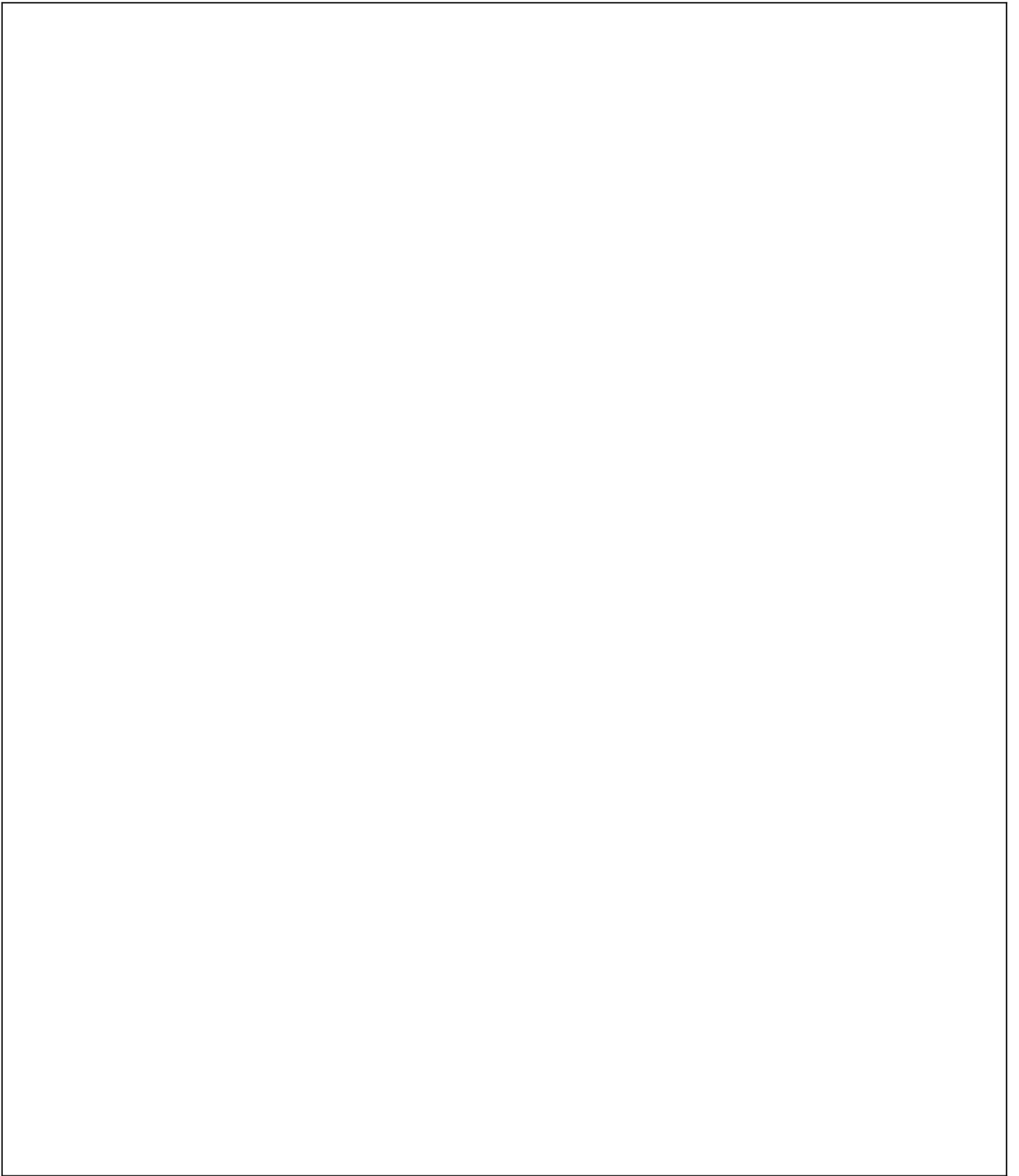
Analyse the relationship between the text, its purpose and the audience

Name of Media Product	
Sector (select one)	Audio/Moving image Print Interactive
Form	
Date of broadcast/release/publication	
<u>Primary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Primary Target Audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	
<u>Secondary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Secondary Target audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment	

<p>ainment</p> <p><input type="checkbox"/> surveillance/information</p>	
<p>Purpose of the media product:</p> <p><input type="checkbox"/> Entertain</p> <p><input type="checkbox"/> Inform</p> <p><input type="checkbox"/> Educate</p> <p><input type="checkbox"/> Persuade</p> <p><input type="checkbox"/> Inspire</p> <p><input type="checkbox"/> challenge</p>	
<p>Context of production:</p> <p><input type="checkbox"/> Media conglomerate</p> <p><input type="checkbox"/> Public service broadcaster</p> <p><input type="checkbox"/> Independent media producer</p> <p><input type="checkbox"/> Community media organisation</p>	
<p>Motivations of the media producer:</p> <p><input type="checkbox"/> Generate profit</p> <p><input type="checkbox"/> Raise awareness</p> <p><input type="checkbox"/> Benefit a community</p> <p><input type="checkbox"/> Self-expression</p> <p><input type="checkbox"/> Innovation</p> <p><input type="checkbox"/> Experimentation</p> <p><input type="checkbox"/> Public service responsibilities</p>	
<p>Aims of the producer, to create a media product that is:</p> <p><input type="checkbox"/> High quality</p> <p><input type="checkbox"/> Distinctive</p> <p><input type="checkbox"/> Accessible</p> <p><input type="checkbox"/> Diverse</p> <p><input type="checkbox"/> inclusive</p> <p><input type="checkbox"/> impartial</p>	
<p>Audience response to the product, gathered from primary research (your own analysis, annotations, interviews and survey responses you have carried out, focus group responses)</p>	

Audience response to the product, gathered from secondary research (internet sources, reviews, audience statistics - include the name and link to the source)	
<p>Analyse in detail the relationship between the product, its purpose and the audience: (make sure that you consider this from the perspective of both the media producer and the audience) Consider situation (where, when and with whom the audience engages with a media product), audience response (preferred, negotiated, oppositional), audience involvement (are there interactive features?), audience statistics (box office figures, circulation, sales, hits, subscriptions, followers)</p>	



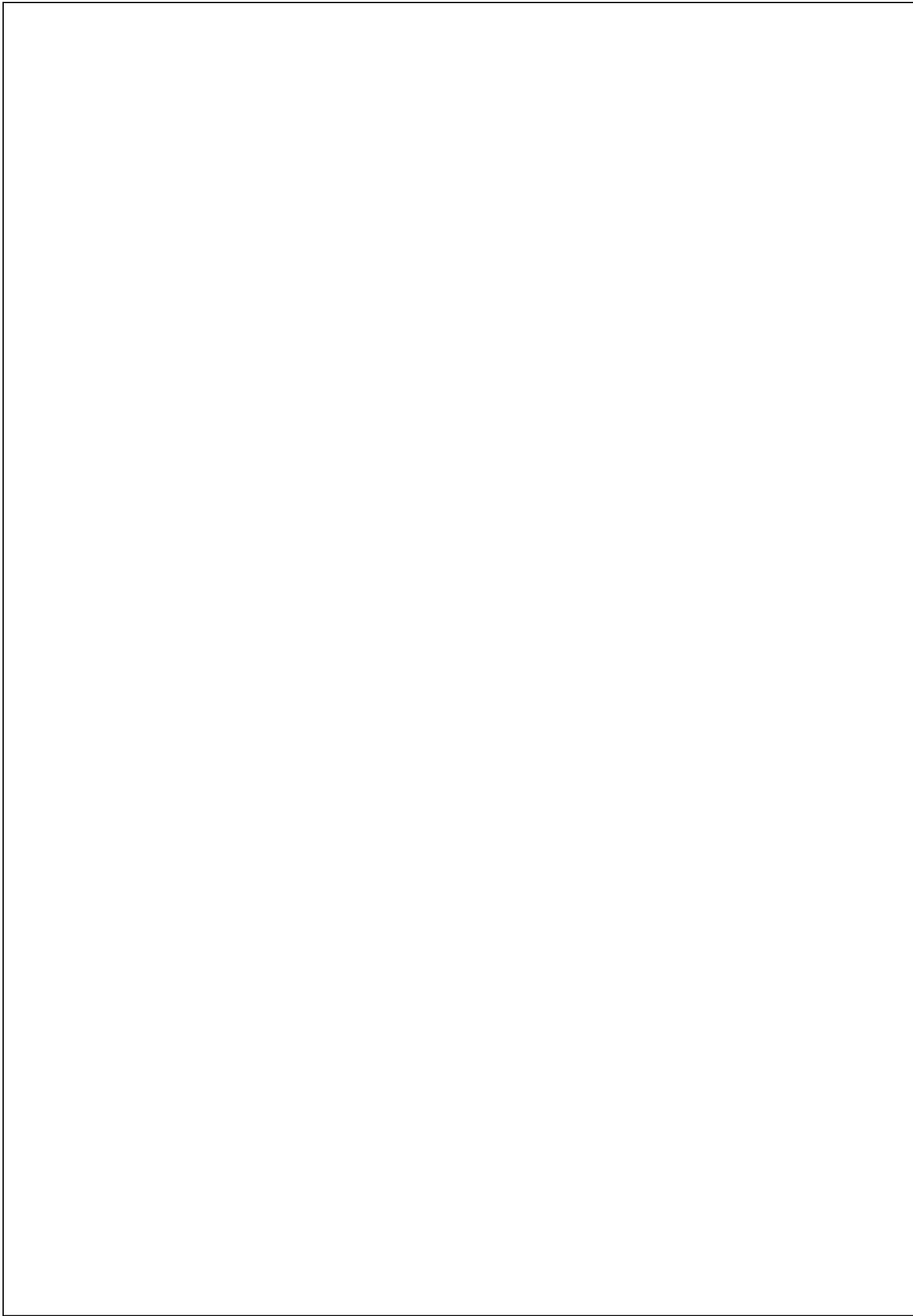


Using **two interactive** media texts, identify the form, target audience and purpose of the text; how does the target audience interpret and respond to the text;
Analyse the relationship between the text, its purpose and the audience

Name of Media Product	
Sector (select one)	Audio/Moving image Print Interactive
Form	
Date of broadcast/release/publication	
<u>Primary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Primary Target Audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	
<u>Secondary Target Audience</u> Socio-Economic: Psychographics: Other profiles:	
Secondary Target audience appeal: <input type="checkbox"/> Personal identification <input type="checkbox"/> Social interaction/personal relationships <input type="checkbox"/> diversion/entertainment <input type="checkbox"/> surveillance/information	

<p>Purpose of the media product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Entertain <input type="checkbox"/> Inform <input type="checkbox"/> Educate <input type="checkbox"/> Persuade <input type="checkbox"/> Inspire <input type="checkbox"/> challenge 	
<p>Context of production:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media conglomerate <input type="checkbox"/> Public service broadcaster <input type="checkbox"/> Independent media producer <input type="checkbox"/> Community media organisation 	
<p>Motivations of the media producer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generate profit <input type="checkbox"/> Raise awareness <input type="checkbox"/> Benefit a community <input type="checkbox"/> Self-expression <input type="checkbox"/> Innovation <input type="checkbox"/> Experimentation <input type="checkbox"/> Public service responsibilities 	
<p>Aims of the producer, to create a media product that is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> High quality <input type="checkbox"/> Distinctive <input type="checkbox"/> Accessible <input type="checkbox"/> Diverse <input type="checkbox"/> inclusive <input type="checkbox"/> impartial 	
<p>Audience response to the product, gathered from primary research (your own analysis, annotations, interviews and survey responses you have carried out, focus group responses)</p>	

<p>Audience response to the product, gathered from secondary research (internet sources, reviews, audience statistics - include the name and link to the source)</p>	
<p>Analyse in detail the relationship between the product, its purpose and the audience: (make sure that you consider this from the perspective of both the media producer and the audience) Consider situation (where, when and with whom the audience engages with a media product), audience response (preferred, negotiated, oppositional), audience involvement (are there interactive features?), audience statistics (box office figures, circulation, sales, hits, subscriptions, followers)</p>	





WEEK 8: Cornell Notes (Homework task 1)

Date	/	/	Topic: Film Language and Narrative Theories
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links Questions	Notes

Summary

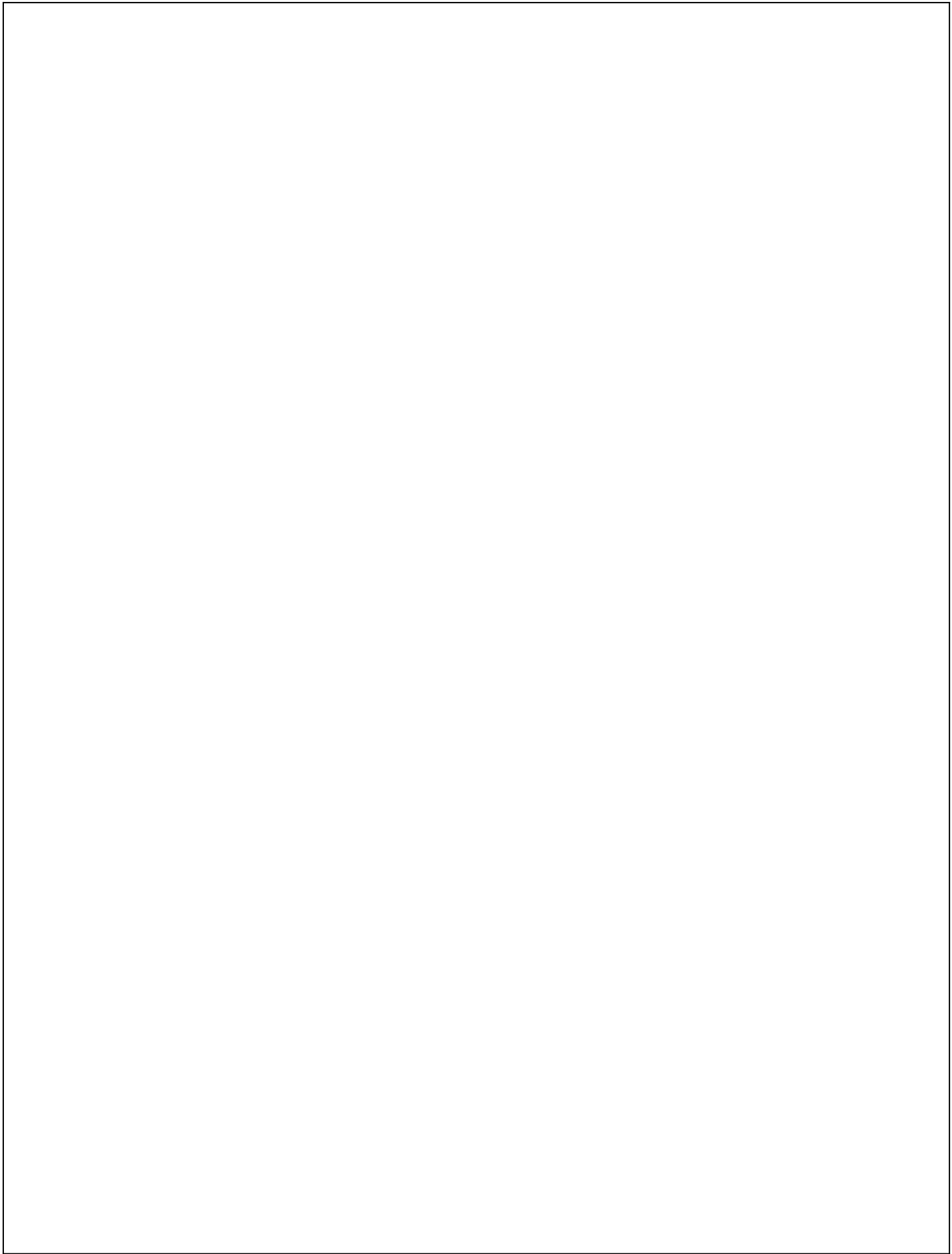
WEEK 8: Research Log (Homework task 2)

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Media Research Log C1 Learning Aim B

How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in **one moving image** text (minimum of 2 for overall assessment)

Name of Media Product	
Date of broadcast/release	
<p>Analyse in detail how genre, narrative, representation and media production techniques combine to create meaning and engage audiences:</p>	



WEEK 9: Cornell Notes (Homework task 1)

Date	/	/	Topic: Genre and Representation Theories
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links Questions	Notes

Summary

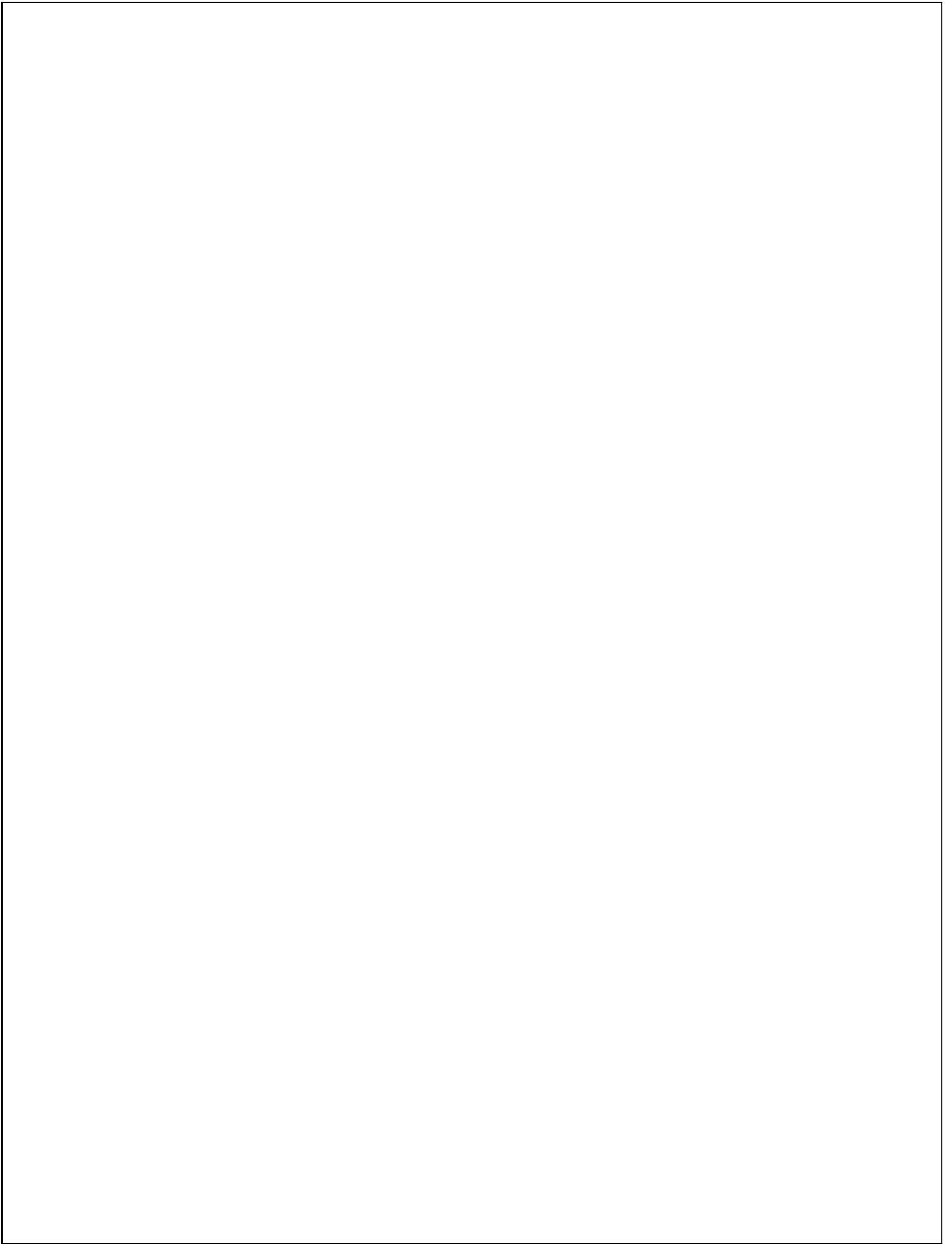
WEEK 9: Research Log (Homework task 2)

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Media Research Log C1 Learning Aim B

How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in **one moving image** text (minimum of 2 for overall assessment)

Name of Media Product	
Date of broadcast/release	
<p>Analyse in detail how genre, narrative, representation and media production techniques combine to create meaning and engage audiences:</p>	



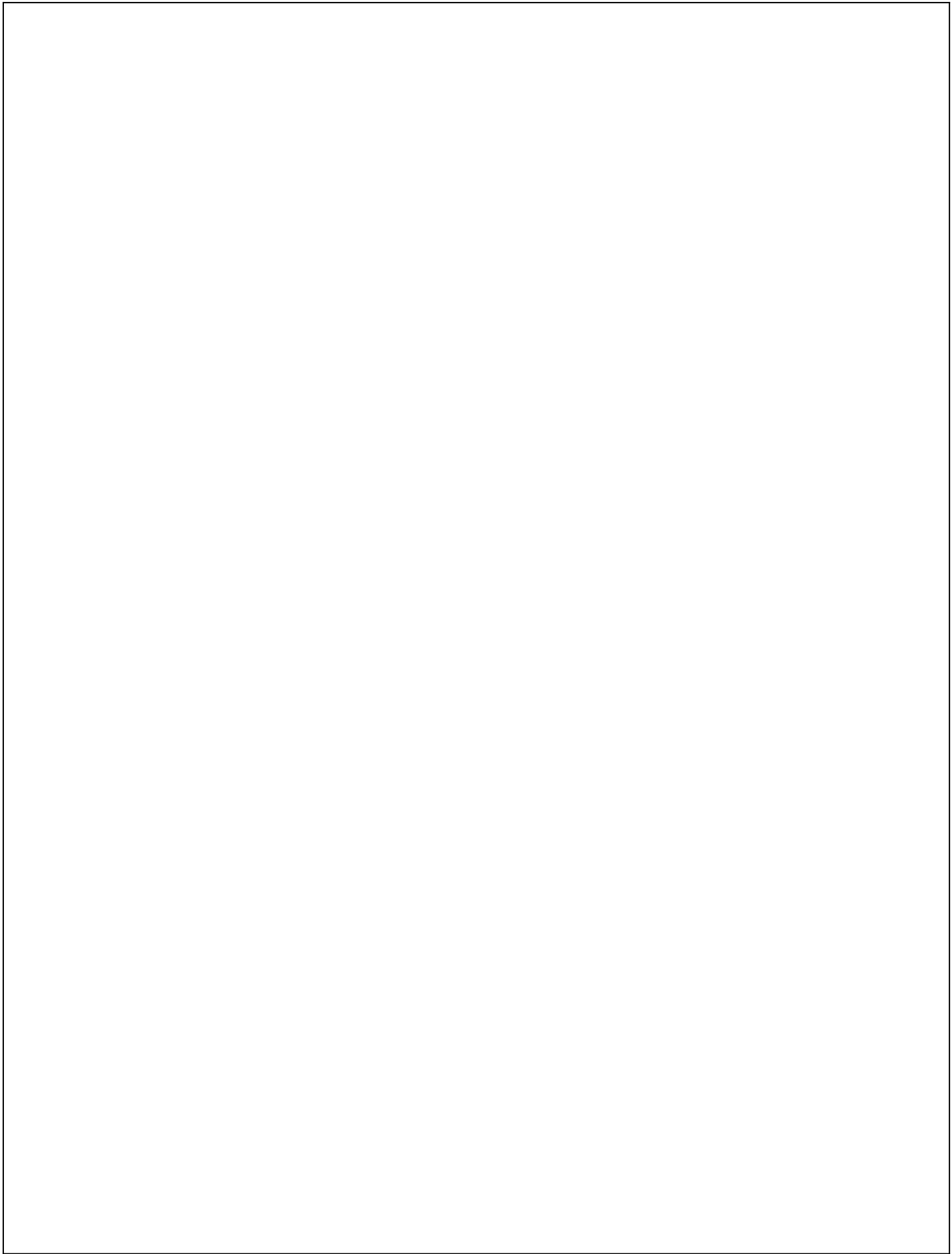
WEEK 10: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim B

How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in **one moving image** text (minimum of 2 for overall assessment)

Name of Media Product	
Date of broadcast/release	
<p>Analyse in detail how genre, narrative, representation and media production techniques combine to create meaning and engage audiences:</p>	



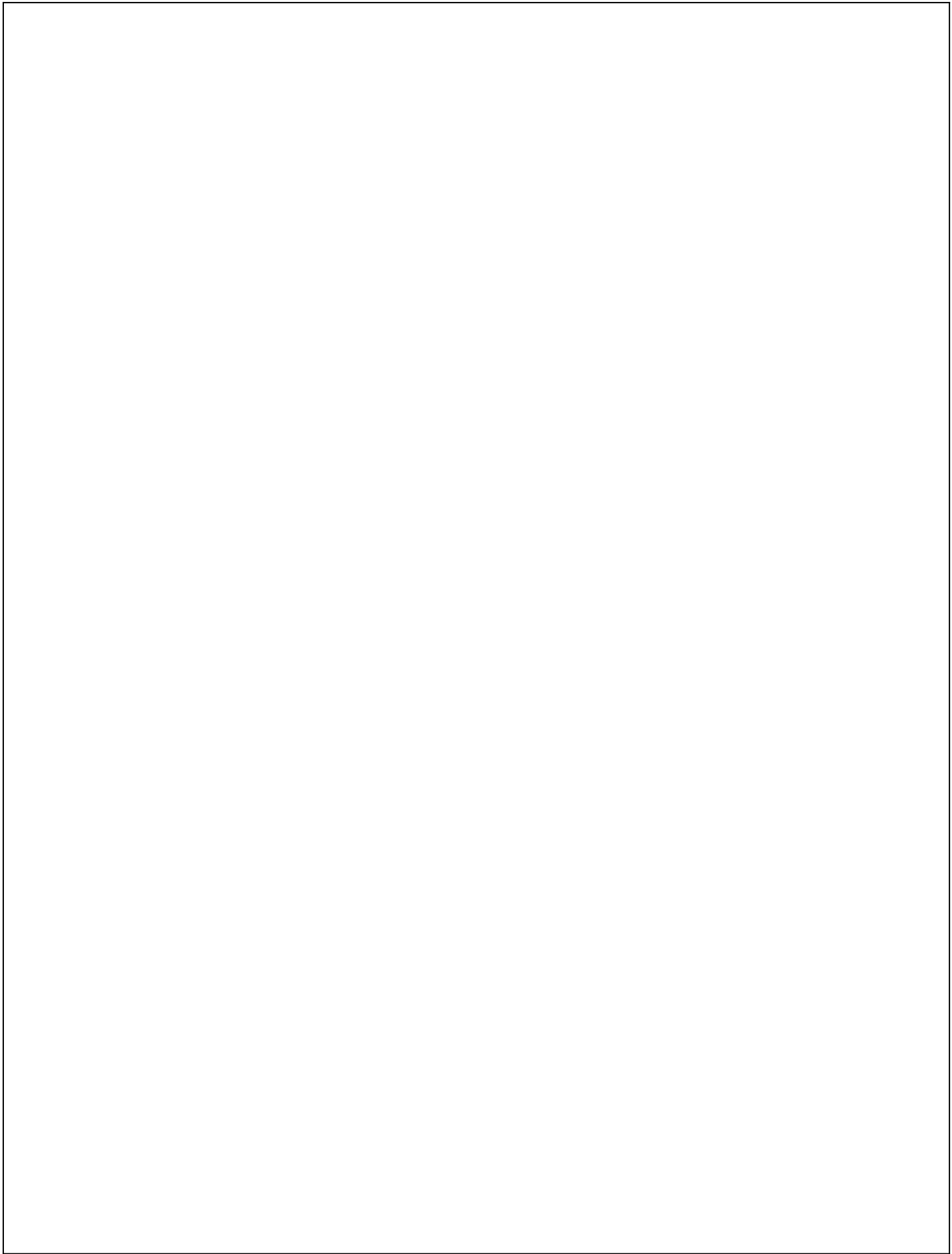
WEEK 11: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim B

How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in **one moving image** text (minimum of 2 for overall assessment)

Name of Media Product	
Date of broadcast/release	
<p>Analyse in detail how genre, narrative, representation and media production techniques combine to create meaning and engage audiences:</p>	



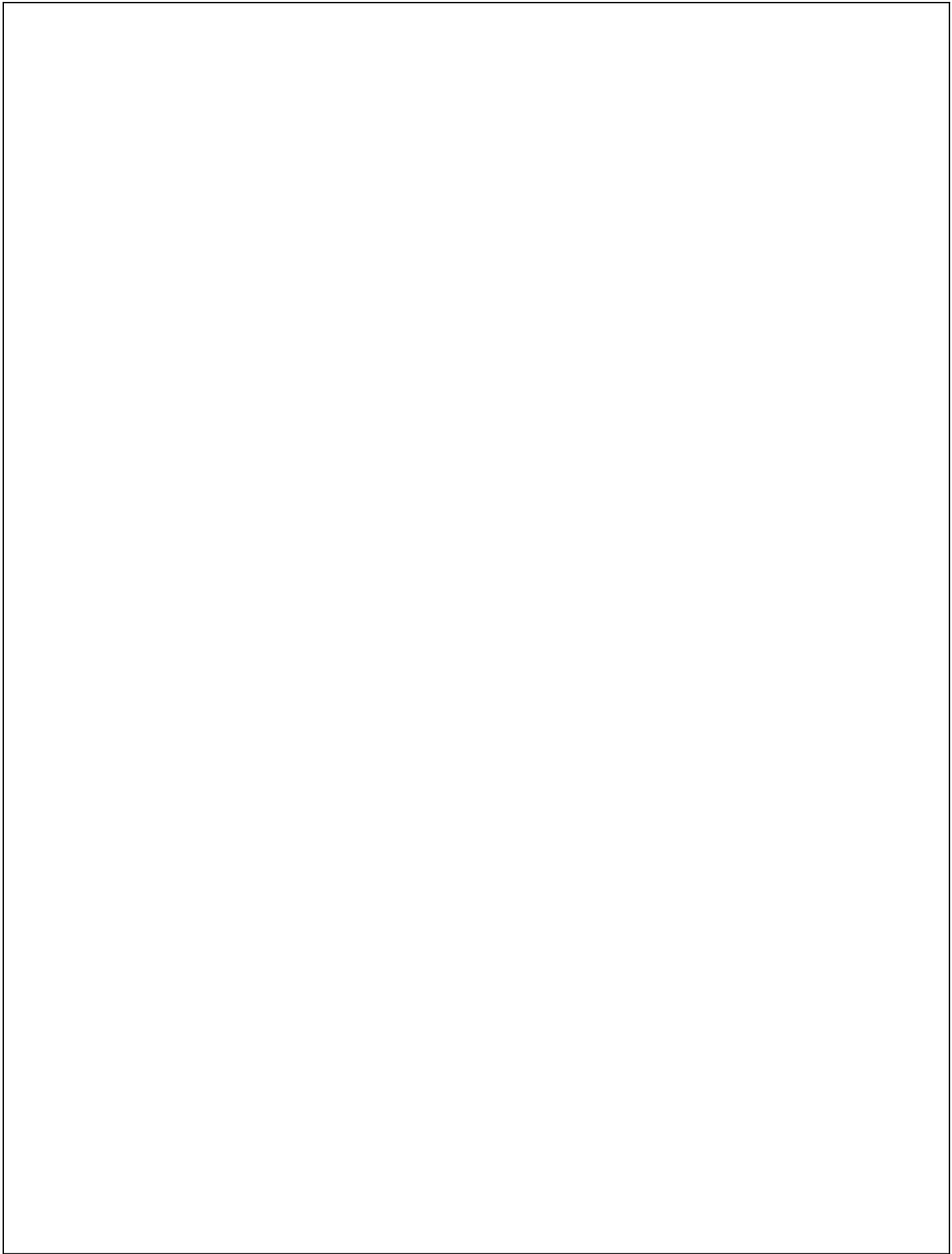
WEEK 12: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim B

How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in **one moving image** text (minimum of 2 for overall assessment)

Name of Media Product	
Date of broadcast/release	
<p>Analyse in detail how genre, narrative, representation and media production techniques combine to create meaning and engage audiences:</p>	



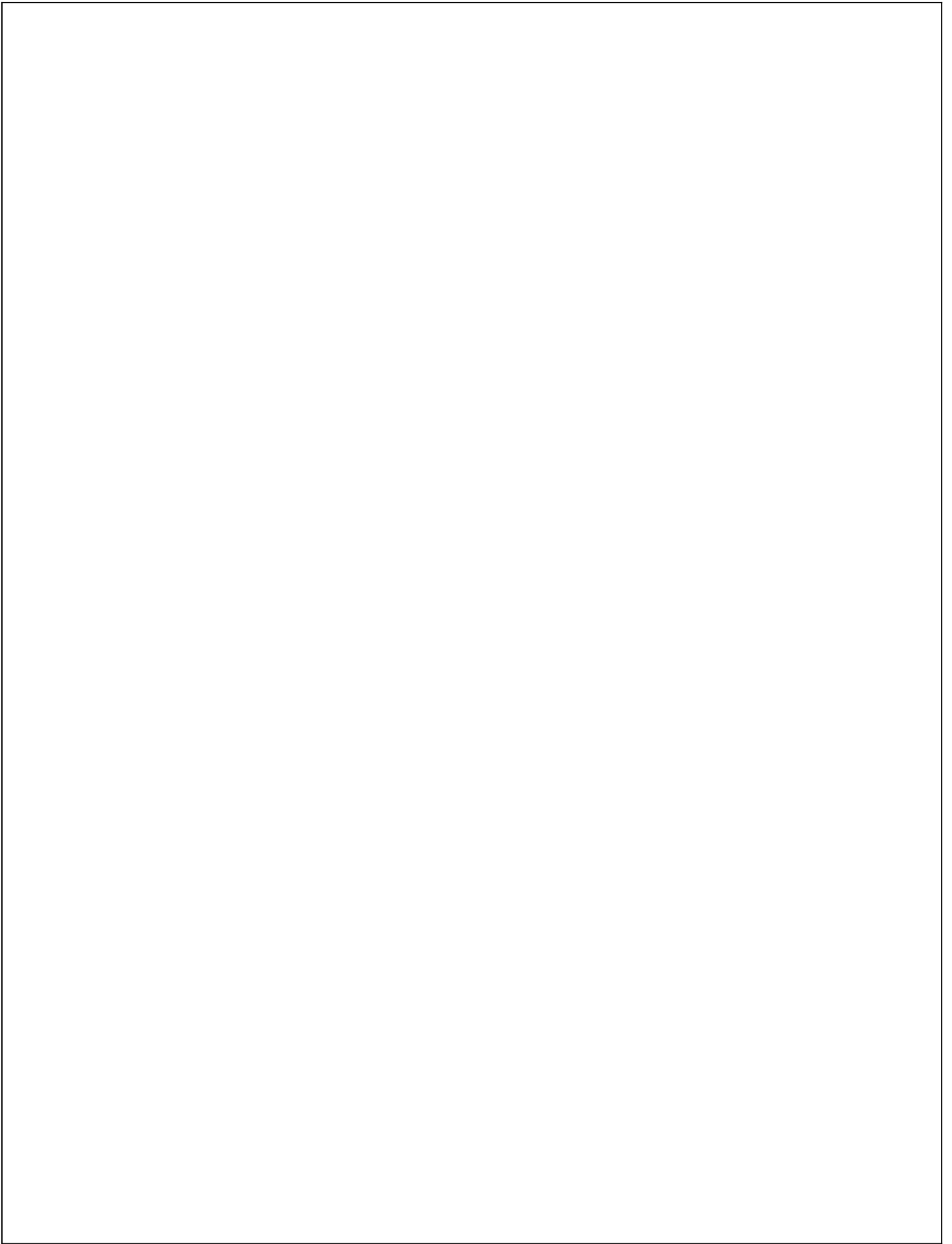
WEEK 13: Research Log (Homework task 1 and 2)

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Media Research Log C1 Learning Aim B

How genre, narrative, representation and media production techniques combine to create meaning and engage audiences in **one moving image** text (minimum of 2 for overall assessment)

Name of Media Product	
Date of broadcast/release	
<p>Analyse in detail how genre, narrative, representation and media production techniques combine to create meaning and engage audiences:</p>	



WEEK 14: Pre-production Planning (Homework task 1 and 2)

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Date / /	Write a script for a short film called ' Late '
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WEEK 15: Pre-production Planning (Homework task 1 and 2)

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Date / /	Produce a storyboard for a short film called 'Late'
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Project _____

Shot No.		Type of Shot	Dialogue – Sound – Camera Movement	Timing
Edit				
Shot No.		Type of Shot	Dialogue – Sound – Camera Movement	Timing
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Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive