  
 **Student Learning Reflection & Personalised Learning Checklist**

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| **Subject/Course:** | **GCSE Media Studies** |
| **Student Name:** |  |

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|  |  | Self Assessment | | |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Introduction to Media Language | I can understand and apply key media terms: Semiotics (the study of reading signs) and denotation/connotation |  |  |  |
| Introduction to mise-en-scene | I can undertake textual analysis by breaking down the mise-en-scene of an image: people, props, costume, expressions, setting, lighting, shot type, camera angle, text/language. |  |  |  |
| Quality Street Poster (Media Language) | **Component 1 Section A**  I can apply media language (denotation/connotation, mise-en-scene, images/language/layout & design) to analyse the Quality Street set text. |  |  |  |
| Quality Street Poster (Representation) | **Component 1 Section A**  I can use contextual research (1950s Britain) to analyse the representation in the Quality Street set text. |  |  |  |
| Analysis of a short film sequence | I can use my knowledge of media language, mise-en-scene and shot types/camera angles to analyse a scene from the film 1408. |  |  |  |
| Filming and Premiere Pro- Skills building | I can apply my knowledge of shot types/camera angles and genre to plan, shoot and edit a short sequence from a horror film in a group of my peers. |  |  |  |
| This Girl Can (Media Language) | **Component 1 Section A**  I can apply media language (denotation/connotation, mise-en-scene, images/language/layout & design) to analyse the This Girl Can set text. |  |  |  |
| This Girl Can (Representation) | **Component 1 Section A**  I can use contextual research (2010s Britain) to analyse the representation in the This Girl Can set text. |  |  |  |
| Photoshop Skills building – Album Cover | I can apply my knowledge of representation and mise-en-scene to photograph a subject for an original album cover. I can create an original album cover using basic Adobe Photoshop skills. |  |  |  |
| Advertising and Marketing of Films - Spectre | **Component 1 Section B**  I understand the various ways that films can be marketed and promoted. I can use my knowledge of media language and representation to analyse the Spectre poster (James Bond) |  |  |  |
| Man with the Golden Gun (Media Language, Representation, Context) | **Component 1 Section A**  I can analyse The Man with the Golden Gun poster using key media terminology and my understanding of media language, representation and contextual analysis (1970s Hollywood) |  |  |  |
| Photoshop Skills building – Psychographic Profile | I can use the masks and layers in Adobe Photoshop to create a psychographic profile of myself using images of the brands I buy, the media products I access and highlight features of my personality using the text tool. |  |  |  |
| GQ Magazine (Media Language, Representation, Context) | **Component 1 Section A**  I can analyse the Dwayne Johnson GQ magazine cover using key media terminology and my understanding of media language, representation (ethnicity, masculinity) and contextual analysis (#OscarsSoWhite, Hollywood) |  |  |  |
| Pride Magazine (Media Language, Representation) | **Component 1 Section A**  I can analyse the Naomie Harris PRIDE magazine cover using key media terminology and my understanding of media language, representation (ethnicity) |  |  |  |
| Pride Magazine (Context) | **Component 1 Section A**  I can analyse the Naomie Harris PRIDE magazine cover using my knowledge of its context.  Context: product context (Pride magazine) social and cultural context, historical and political context. |  |  |  |

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| Photoshop Skills building – Magazine Cover | Using Adobe Photoshop, I can apply my knowledge and understanding of media language and representation to produce a front cover for a new magazine publication. |  |  |  |
| Fortnite - Audiences | **Component 1 Section B**  I can apply the Uses and Gratifications theory to Fortnite when analysing why audiences play the game. |  |  |  |

March – July (Remote Learning Period)

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| Fortnite – Industry | **Component 1 Section B**  I understand the historical and social context of videogames and the current gaming industry.  I understand that Fortnite is an example of cross-media and technical convergence. |  |  |  |
| Fortnite - Regulation | **Component 1 Section B**  I understand the need for a central regulatory body for videogames (PEGI) and how they operate. |  |  |  |
| The Archers - context | **Component 1 Section B**  I understand the historical context of the radio programme, The Archers |  |  |  |
| The Archers – Radio Industry | **Component 1 Section B**  I understand the BBCs remit for Radio 4, the programmes on its schedule and that the BBC is a Public Service Broadcaster. |  |  |  |
| The Archers – Audience | **Component 1 Section B**  I can categorise BBC4s main target audience profile (demographic/psychographic data) |  |  |  |
| The Archers - Website | **Component 1 Section B**  I can confidently apply the Uses and Gratifications theory to The Archers website. I understand that The Archers is an example of technological convergence. Users can access the live broadcast, podcast, social media, catch-up/on-demand, omnibus edition using a variety of technology: Radio, DAB, phone, tablet, internet, car radio. |  |  |  |
| The Archers – Key episode | **Component 1 Section B**  I can confidently refer to the ‘Helen & Rob’ storyline as an example when writing about The Archers. |  |  |  |
| Component 3 Research Task | I understand what is required for a successful coursework project. I can confidently select on of the four exam briefs and produce a mood board as a starting point. |  |  |  |
| Component 3 Research Task: Analysis of Existing product | I can analyse and existing media product (TV, Magazine, Film marketing, Music Marketing) using my knowledge of media Language and representation. |  |  |  |
| Component 3 Research Task: Analysis of website | I can analyse and existing media product website (TV, Magazine, Film marketing, Music Marketing) using my knowledge of media Language and representation. |  |  |  |
| Component 3 – Audience profile | I can create an audience profile for an existing media product using demographic and psychographic data. |  |  |  |

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| Newspaper Unit | **Component 1 Section A + B**  Introduction to newspapers, news values and newspaper formats. |  |  |  |
| Newspaper Unit – The Guardian | **Component 1 Section A + B**  Analysis of The Guardian front cover (set text) using media language, representation and contextual knowledge. |  |  |  |
| Newspaper Unit – The Sun | **Component 1 Section A + B**  Analysis of The Sun front cover (set text) using media language, representation and contextual knowledge. |  |  |  |
| Newspaper Unit – The Sun | **Component 1 Section B**  Analysis of The Sun Website considering pros and cons over print and social interaction (Uses and Gratifications) |  |  |  |
| Photoshop Skills building – Newspaper front page | Using Adobe Photoshop, I can apply my knowledge and understanding of media language and representation and context to produce a newspaper front page. |  |  |  |
| Music Videos | **Component 2 Section B**  Apply knowledge of media language, representation, media industries and audiences to two contemporary videos and one older music video. |  |  |  |
| TV Crime Drama | **Component 2 Section A**  Apply knowledge of media language, representation, media industries and audiences to two TV Crime dramas from different decades; Luther (2010) and The Sweeney (1975) |  |  |  |