

Key Stage 3 Curriculum Progress Map: Year 9 Media

Topic Titles		TERM 1A SEPT – OCT		TERM 1B OCT – DEC		TERM 2A JAN – FEB		TERM 2B MARCH – APRIL		TERM 3 MAY - JULY		
OBJECTIVES (the things we want pupils to make progress in)		MYSELF AND THE MEDIA FOUND IMAGE PRODUCTION WORK		DVD COVER/FILM PROMOTION (FILM)		DMJ – ADVERTISING SIMULATION (PRINT)		TV CRIME DRAMA (LISTINGS MAGAZINE)		ONLINE GAMING (DIGITAL GAME PROMOTION)		
		Knowledge & Skills	Literacy	Knowledge & Skills	Literacy	Knowledge & Skills	Literacy	Knowledge & Skills	Literacy	Knowledge & Skills	Literacy	
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	Sophisticated use of images, engaging, clear sense of purpose. Evaluation shows evidence of critical reflection and understanding of self as media consumer.	Visually interesting. Written work is well crafted, with no grammatical errors.	Sophisticated planning, production and manipulation of original images. Range of planning tasks, sophisticated awareness of code, convention and evidence of subversion.	Closer to GCSE. Well-crafted writing with confident use of media terminology.	Sophisticated planning, production and manipulation of original images. Range of planning tasks, sophisticated awareness of representation codes and effective subversion.	Closer to GCSE. Well-crafted writing with confident use of media terminology.	Sophisticated planning, production and manipulation of original images. Range of planning tasks, sophisticated awareness of TV crime genre codes and effective subversion.	Closer to GCSE. Well-crafted writing with confident use of media terms and theories.	Sophisticated planning, production and manipulation of original images. Range of planning tasks, sophisticated awareness of online game audiences and effective subversion.	Closer to GCSE. Well-crafted writing with confident use of media terms and theories.	
	STAGE 3 (GCSE 5-6)	Creative use of images, emerging sense of purpose. Evaluation is beginning to show evidence of critical reflection and emerging awareness of self as consumer.	Visually effective images. Written supports visuals. It is well planned and presented with infrequent errors of SPAG.	Creative and well edited with original images. Detailed planning activities, understanding of code and convention, with detailed critical reflection.	Effective text. Well written annotation with emerging terminology. Some SPAG errors.	Creative and well edited with original images. Detailed planning activities, understanding of code and convention, with detailed critical reflection.	Effective text. Well written annotation with emerging terminology. Some SPAG errors.	Creative and well edited with original images. Detailed planning activities, understanding of TV crime genre and magazine codes, with detailed critical reflection.	Effective text. Well written annotation with emerging terminology. Some SPAG errors.	Creative and well edited with original images. Detailed planning activities, understanding of game audiences and detailed critical reflection.	Effective text. Well written annotation with emerging terminology. Some SPAG errors.	
	STAGE 2 (GCSE 3-4)	Completed project with some evidence of creative use of images. Some evidence of reflection, mainly retelling. Some awareness of self as consumer.	Visually simple. Written work is poor with obvious grammatical and spelling errors.	Sound editing, mainly original images. Sound awareness of code and convention. Detailed evaluation, mainly narrative.	Sound production. Some effective annotation with a number of obvious SPAG errors and infrequent use of media terminology.	Sound editing, mainly original images. Sound awareness of gender codes. Detailed evaluation, mainly narrative.	Sound production. Some effective annotation with a number of obvious SPAG errors and infrequent use of media terminology.	Sound editing, mainly original images. Sound awareness of TV crime codes. Detailed evaluation, mainly narrative.	Sound production. Some effective annotation with a number of obvious SPAG errors and infrequent use of media terminology.	Sound editing, mainly original images. Sound awareness of game audiences. Detailed evaluation, mainly narrative.	Sound production. Some effective annotation with a number of obvious SPAG errors and infrequent use of media terminology.	Sound editing, mainly original images. Sound awareness of game audiences. Detailed evaluation, mainly narrative.
	STAGE 1 (GCSE 1-2)	Typically, unfinished work. Little evidence of effort. Evaluation not attempted, or is a very basic account of what pupil attempted.	Incomplete or lacking any purpose. What evidence of written work exists is poor with many SPAG errors.	Unfinished or basic presentation of work. Clear editing errors. Some planning. Evaluation may only offer a simple account.	Lacking coherence. Unfinished work. SPAG errors in simple comments as annotation. Basic account of production.	Unfinished or basic presentation of work. Clear editing errors. Some planning. Evaluation may only offer a simple account.	Lacking coherence. Unfinished work. SPAG errors in simple comments as annotation. Basic account of production.	Unfinished or basic presentation of work. Clear editing errors. Some planning shows basic knowledge of code and convention.	Lacking coherence. Unfinished work. SPAG errors in simple comments as annotation. Basic account of production.	Unfinished or basic presentation of work. Clear editing errors. Some planning shows basic knowledge of audience.	Lacking coherence. Unfinished work. SPAG errors in simple comments as annotation. Basic account of production.	Lacking coherence. Unfinished work. SPAG errors in simple comments as annotation. Basic account of production.