


<h1 style="text-align: center;">Making Bands</h1>	<p style="text-align: center;">Year 7 Diploma I</p>	<p style="text-align: center;">Module Number 3</p>	 <h2 style="text-align: center;">English & Media</h2>
<p>AIMS</p> <ul style="list-style-type: none"> To engage in media production work with cameras and DTP To explore the idea of celebrity and celebrity institutions To develop skills of analytic thinking, talking and of writing To develop awareness of inclusive and exclusive language 			
<p>ENGLISH & MEDIA OBJECTIVES</p> <ul style="list-style-type: none"> For all students to develop their ability to analyse images in a disciplined way, learning about the constructedness of some media images and how they can be deconstructed. For all students to reflect on the media concept of celebrity, and of the star 'system', and to relate this understanding to their own awareness of and engagement with the media. For all students to explore the relationships between images and words in complex texts. For all students to explore and analyse aspects of language, such as the connotations of bands' names and the exclusivity and inclusivity of language in reviews. For students to reflect on synergies between media institutions For all students to talk and write analytically and creatively, in a range of forms. 	<p>ICT OBJECTIVES</p> <ul style="list-style-type: none"> To produce a magazine page, combining images and text For all students to learn to use digital still cameras carefully and thoughtfully, to make consciously 'constructed' images For all students to learn to upload images to a DTP document, using Publisher. For all students to learn to use desk-top-publishing to create an effective document, making considered use of its affordances. <hr/> <p>TECHNICAL SKILLS</p> <ul style="list-style-type: none"> Using appropriate settings on the digital still cameras Formatting functions Inserting images and graphics Using layers Using and linking frames Processing images within the software (cropping, treating, rotating, etc) Using auto shapes 	<p>ICT ISSUES AND PROCESSES</p> <ul style="list-style-type: none"> The particular affordances of DTP as opposed to word processing software. The disciplines of using digital cameras appropriately in groups Accessing shared areas of the network to find images Formatting at an appropriate stage of the process Selecting and understanding image formats; knowing about compression 	<p>COGNITIVE OBJECTIVES</p> <ul style="list-style-type: none"> There is an emphasis on analysis in the early parts of the course. Student engage in critical review of each other's images, foregrounding evaluative thinking The work with cameras requires disciplined planning, which is an emphasis in the course.

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ENGLISH & MEDIA PROGRESSION	ICT PROGRESSION	COGNITIVE PROGRESSION
<ul style="list-style-type: none"> This course should build on previous work with image analysis. This course should build on previous work involving layout of non-fiction texts, from the Introduction to Parkside unit. <i>Because of the rotation system students will come to this course with varying levels of prior knowledge.</i> 	<ul style="list-style-type: none"> The course should establish principles for work with DTP, and with ICT generally, in media. Students should feel confident using digital still cameras in other contexts, in thoughtful ways. There will be an emphasis in this course on recognising and exploiting the correspondences and continuities between generic applications. 	<ul style="list-style-type: none"> The course develops explicit strategies for textual analysis The course foregrounds evaluative thinking about own production work; this will be critical later in KS3 and KS4
SUBJECT VOCABULARY: ENGLISH & MEDIA	ASSOCIATED SUBJECT VOCABULARY: ICT	ASSOCIATED LEARNING VOCABULARY
persona image construction mutability audience representation synergy institution connote location assumptions inclusive / exclusive	camera functions image format caption text frame picture frame insert rotate crop auto-shapes formatting linking frames anchor	analyse explain justify evaluate reflect
TOPICS / THEMES / KEY QUESTIONS TO BE COVERED (Including reference to National Curriculum Programmes of Study)	ASSESSED OUTCOMES	DIFFERENTIATION STRATEGIES (including deployment of TA)
<ul style="list-style-type: none"> Celebrities and stars - media institutions Image analysis, focusing on projection of 'image' - reading for meaning; reading below the surface Magazine pages - reading non-literary texts 	<ul style="list-style-type: none"> Test-conditions writing, on the magazine pages A DTP magazine page Other production ideas and designs, drawn and explained 	<ul style="list-style-type: none"> By outcome By work in friendship groups By structured helpsheets and writing frames
E-LEARNING	<ul style="list-style-type: none"> Students will find images of bands on Digitalbrain for use with homeworks Students will type plain text for homework, and will email it to themselves, to be 'poured' into <i>Publisher</i> 	

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<p>LEARNING STYLES (including rationale for seating plans):</p> <ul style="list-style-type: none"> • Drama based active learning • Group Work in usual seating plan, and in friendship groups for making the band • Working around the school environment • Individual and pair work • Strong visual emphasis – visual images used as a structuring device for writing 	<p>SPEAKING AND LISTENING FOCUS (to be addressed on assignment cover sheet)</p> <ul style="list-style-type: none"> • There are opportunities to assess small group and class discussion, and pair work as students work on the desk-top-publishing • Working in groups, students have to cooperate in challenging ways 	<p>ELEMENT OF CHOICE</p> <ul style="list-style-type: none"> • Students work in peer groups to create and document their bands • Students are given responsibility for their choice of work-area
<p>MEDIA LITERACY & ICT</p> <ul style="list-style-type: none"> • See above 	<p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Youth culture: consideration of identity in relation to media institutions • Responsible working in the college environment 	<p>X-CURRICULAR / EXTERNAL LINKS</p> <ul style="list-style-type: none"> • Photography
<p>WORK RELATED LEARNING</p> <ul style="list-style-type: none"> • ICT and practical camera skills 	<p>SMSC</p> <ul style="list-style-type: none"> • Youth culture: consideration of identity in relation to media institutions 	<p>RISK ASSESSMENT</p> <ul style="list-style-type: none"> • Students are given very clear instructions on where and how they can work with cameras in the school environment • The teacher is aware at all times where each group has chosen to work • TAs are deployed with groups as appropriate
<p>EVALUATION OF THIS SCHEME OF WORK</p> <ul style="list-style-type: none"> • JD responsible • Review after each rotation; re-writing for 2006 		

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UNIT & number of lessons	LEARNING OUTCOMES	KEY VOCABULARY	LESSON ACTIVITIES & EXTENDED LEARNING & notes on learning styles	FORMATIVE ASSESSMENT	CROSS-CURRICULAR ELEMENTS	RESOURCES
<p>Introduction; Robbie Williams images (2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS What do we know, and what do we need to know, about how celebrities are presented to the public, in order to present our own bands?</p>	<p>BASIC understand that celebrities have a public image; develop ability to describe and react to images</p> <p>CORE understand some of the workings of 'celebrity' culture, and how it affects them; understand the concept of persona and the ways it is constructed</p> <p>EXTENSION be able to articulate the relationship between persona and celebrity; relate this understanding to details within images</p> <p>FURTHER EXTENSION understand, at a high level, how persona is mutable</p> <p>DIFFERENTIATION: ELEMENTS OF CHOICE By targeted questioning and probing Through students' selection of words from a list, according to their understanding</p> <p>CONTEXT (NC, GCSE) Reading media texts interpreting texts for meaning</p>	<p>SUBJECT persona celebrity star contrast audience manipulation image, and 'image' star system mutability construction</p> <p>LEARNING describe refer explore analyse explain</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Introduce the course – explain that the students will be making up and photographing bands, in groups, and making magazine pages. • Students list their top three bands or solo artists, in no particular order. They brainstorm why they like them (e.g. musical style, fashion style, dancing, their friends like them). Discuss the different reasons for liking a band - list some on the IWB. Introduce idea of audience, and audience pleasures. A list might include: lifestyle, peer influence, sound, image, fashion, advertising and promotion, videos, sex appeal, romance... • Discuss the nature of 'celebrity'. What is a star? Is a star different from a celebrity? What is the place and function of celebrities in popular culture. Establish the concept of 'star persona' and the difference between personality and projected persona. Discuss the 'persona' of some suggested celebrities. What is the role of the audience in the creation of the star persona? • Quickly complete the 'star system' cloze sheet, and discuss. • Open the IWB flipchart of Robbie Williams images. Discuss just one image, deciding how it makes him seem. Write words around the image, to describe his persona here. Then show a contrasting image. Is it the same person? Is it the same persona? Is one more real than the other? Quickly show the other images. • Discuss the mutability of persona, and the way that it is constructed by, for example, images in the media. • Hand out the Robbie Williams sheet. In the boxes, write a description of his persona, as it is being projected here. There is a list of words that students can use to help them. • Choose some of the images to analyse in more detail, 	<p>Probing questioning, to gauge level of awareness of image analysis techniques: this will be important for the work on images later</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC Reflection on own 'image' and how we project different images at different times</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>'Star system' cloze sheet IWB flipchart of Robbie Williams images A3 sheet of Robbie Williams images Homework sheet</p> <p>RISK ASSESSMENT</p>

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			<p>on the IWB</p> <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: choose one image to write about, using the structured worksheet. • Look at images around them, of celebrities and stars, and think about how images are being constructed. • Images should be on VLE, for reference. <p>SUGGESTED ALTERNATIVE APPROACHES</p> <ul style="list-style-type: none"> • Silent writing about chosen images • Ask students in advance to bring in photographs of favourite bands / singers, and present them • Use old magazines, and mine for images of celebrities 			

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<p>Magazine pages: celebrity features (2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS Moving on from pictures, how do whole magazine features project an 'image' of a celebrity? Eventually, we will be making magazine pages on computers, so this is very important.</p>	<p>BASIC be able to recognize basic differences according to purpose and audience</p> <p>CORE be able to identify technical features of presentation</p> <p>EXTENSION be able to identify differences in uses of language</p> <p>FURTHER EXTENSION be able to make subtle observations about the representation of celebrities in the media</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE By gradual increase of difficulty in questions</p> <p>By outcome: some will not complete the sheet</p> <p>CONTEXT (NC, GCSE) Reading non-literary and media texts Reading images Understanding layout and presentational features</p>	<p>SUBJECT graphic layout typeface style representation target audience</p> <p>LEARNING analyse identify explain</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Look at and compare the two laminated feature articles - about Jack Ryder, and about Ant and Dec. Start by asking groups to decide on three key differences, and share some of these. Use the worksheet for individual or pair work. Feed back ideas, and discuss. This should be kept fairly brisk, with one or two main points from each group. Draw out ideas about target audience and style, and about what representations we can 'trust'. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: write about the magazine pages, comparing how they represent celebrities, using the structured worksheet. Extension: find and analyse another example, from a different genre of magazine Copies of the pages are on DB, for reference when doing homework <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questioning</p> <p>By intervention during pair work</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC How do the magazines we read define our identities? Do we read magazines to feel included in some way?</p> <p>CITIZENSHIP Issues of representation in the media</p> <p>WORK-RELATED LEARNING</p>	<p>IWB flipchart of two magazine pages</p> <p>Group worksheet</p> <p>Worksheet for writing about the two pages</p> <p>Homework sheet</p> <p>RISK ASSESSMENT Certain magazine genres should be avoided!</p>

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<p>Analysing images of bands (2 – 3 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How do groups, as opposed to individuals, project a shared image?</p>	<p>BASIC be able to explain how bands are represented through image; talk to the class</p> <p>CORE understand how elements such as setting and lighting contribute to representation; talk clearly to the class</p> <p>EXTENSION be able to articulate the relative influence of each factor, eg setting and lighting; explain points to the class, developing ideas as they talk</p> <p>FURTHER EXTENSION make subtle and discriminating comments about the representation of bands in images; develop ideas in a sophisticated way</p> <p>DIFFERENTIATION: ELEMENTS OF CHOICE</p> <p>Help sheet (adjectives) to structure discussion</p> <p>Differentiated modeling of outcomes, in discussion</p> <p>CONTEXT (NC, GCSE)</p> <p>Reading for meaning</p> <p>Understanding the craft behind a text</p> <p>Reading media texts</p>	<p>SUBJECT</p> <p>projected setting lighting expression posture body-language pose status camerawork differentiated stereotyped</p> <p>LEARNING</p> <p>analyse deconstruct explain</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Discuss how groups project a collective image: refer to form photos, and family photos. refer to work in bullying course on group identity There is an IWB flipchart and colour handouts of bands. Referring back to the work on Robbie Williams, discuss the two uses of the word 'image' here - the projected image of the bands, and the pictures that are helping do this. Raise the concept of 'representation'. Using one of the images on the IWB, all students decide on a word to describe how the band is meant to seem. Share some. Discuss with the class the contribution of: setting; lighting; camera angle and distance; clothing; appearance; arrangement; expressions; body-language; gesture; action. Each group discusses a particular image, using the special worksheets. There are also colour handouts which they can use. The sheet of adjectives helps to stimulate discussion, and to introduce potentially-useful vocabulary. Intervene, with groups and the whole class, to discuss how points can be developed, adding detail and personal responses, for example. Each group talks about their image, on the IWB. Work on skills of talking to an audience – clarity, appropriateness, pace, etc. Work on the development of points. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: write about two of the images in detail, using the structured worksheet. 	<p>Work on the development of points in writing</p> <p>Work on the development of points in speaking</p> <p>Reflection on each group as they 'present'</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC</p> <p>Confidence in speaking to a group</p> <p>Discussion of image projected by groups of different sorts; relation to work on bullying in drama course; relation to work on family</p> <p>CITIZENSHIP</p> <p>Issues of representation in the media</p> <p>WORK-RELATED LEARNING</p>	<p>IWB flipchart of various band images.</p> <p>Group worksheets, for each image</p> <p>Same images on colour OHTs</p> <p>RISK ASSESSMENT</p>

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	Speaking to an audience		<ul style="list-style-type: none"> • Extension: analyse an image of a family or group of friends in the same way • All images are on the VLE, for reference when doing homework <p>SUGGESTED ALTERNATIVE APPROACHES</p> <ul style="list-style-type: none"> • Get students to bring in photographs of groups of friends, family, etc; and discuss how they are represented – image projection, etc 			

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<p>Deconstructing band names; inventing a band (1 – 2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How does the band's name contribute to image? How are verbal and visual languages working together?</p>	<p>BASIC be able to explain how band names contribute to image CORE be able to discuss connotation in language EXTENSION be able to make subtle distinctions between words FURTHER EXTENSION explore more band names, and other uses of language which use similar playfulness and associations DIFFERENTIATION; ELEMENTS OF CHOICE Through group discussion Through effective probing CONTEXT (NC, GCSE) Word-level work on meaning, word-play and connotation</p>	<p>SUBJECT connote association wordplay metaphor LEARNING deconstruct</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Write the name of a band on the board (eg. "Boyzone"). Discuss the name - what does it suggest about the band? What does it suggest about the intended audience? What does it suggest about the sound of the band? Make a web of associations on the board, around the name. Introduce the term 'deconstruction' - this is what the students are doing. There is an A4 sheet of names, and an accompanying flipchart. On their own sheet, students annotate the names with associations. Report back on some of the names. In friendship groups, students invent a band, and discuss its image and character. They make up a name for their band, and explain it to the class. This is the band which they will be working with. From now on, they will spend some time in friendship groups and some time in their usual working arrangement. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Set up the extended project, using the worksheet. Much of the homework time from now on will be devoted to working on this. The project has extension built into it. Homework: write about the band they have invented, in detail, and explain choice of band name Extension: investigate other such uses of language: brand names; nick-names, etc <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questioning By intervention during pair work</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC How do nick-names define identity? How do we feel about nick-names? Is it possible to invent one's own nickname?</p> <p>CITIZENSHIP</p>	<p>IWB flipchart of names. A4 sheet of names Homework sheet Project sheet</p> <p>RISK ASSESSMENT</p>

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<p>Taking the photographs (2 - 3 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>What is it actually like to frame and take photos for real?</p>	<p>BASIC learn to frame and take shots using the digital cameras</p> <p>CORE be proficient at using the digital cameras to frame and take shots; make critical comments on their own work; be able to apply some of their prior learning about images to their own</p> <p>EXTENSION take a leading role in planning and directing the photography; be able to compare their own work to other examples skillfully</p> <p>FURTHER EXTENSION arrange to take shots at home, developing the work in the lesson</p> <p>DIFFERENTIATION: ELEMENTS OF CHOICE</p> <p>Encourage some role-taking in groups</p> <p>By outcome; by role-taking</p> <p>CONTEXT (NC GCSE)</p> <p>Using technology</p> <p>Drama</p>	<p>SUBJECT</p> <p>direct camera functions image format location</p> <p>LEARNING</p> <p>cooperate negotiate organise plan review evaluate</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> In the drama studio, or hall, practise creating still images of the bands, which project different images (cheeky, rebellious, moody, good mates, etc..) Discuss the 'vocabulary' of gesture, expression, body language and posture that the groups are using. This is best done in a very tight way, with all the groups forming each picture in a given time (eg 30secs) and then freezing. Single groups can then show their work to the others, who can comment) Show some of previous groups' photographs (stored on network) and discuss. Teach the students to use the digital still cameras. They need to know how to: make sure the camera is set to automatic; ensure the batteries are charged; adjust the image resolution, to allow enough pictures to be taken, at reasonable quality; use the viewfinder to frame the images. Revise the key concepts, which they will have to explain in their pictures - choice of setting, clothing, etc, etc. Give groups time (homework?) to scout locations, and to bring in costumes and props. They should spend time planning their 'shoot', so that when they take the pictures they can be as efficient as possible. Give very clear instructions and rules for use of the cameras around the school. Emphasise responsible use of equipment and environment. Stress safety issues. There are enough cameras for one per group. Groups should spend one lesson taking their pictures. Look at the images on the IWB, if possible. Discuss, deconstruct, etc. 	<p>Explicit reflection on role-taking and effectiveness in groups</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>Photography</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>integral</p> <p>SMSC</p> <p>Working independently; taking responsibility</p> <p>CITIZENSHIP</p>	<p>Digital cameras from ICT Support</p> <p>RISK ASSESSMENT</p> <p>Students must be given very clear instructions on where and how they can work with cameras in the school environment. The teacher must be aware at all times where each group has chosen to work.</p>

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			<p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Work on the project (see last section) • Time should be allowed for preparation; getting costumes, etc <p>SUGGESTED ALTERNATIVE APPROACHES</p>			<p>TAs should be deployed with groups as appropriate.</p>

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<p>Deconstructing own image (1 lesson)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How can we deconstruct our won images, in the same way that we did with the magazine ones?</p>	<p>BASIC be able to describe own production work in simple terms</p> <p>CORE make critical comments on their own work; be able to apply some of their prior learning about images to their own</p> <p>EXTENSION be able to compare their own work to other examples skillfully</p> <p>FURTHER EXTENSION analyse their own work skilfully, making reference to studied examples and using a range of specialist terms</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>Text</p> <p>CONTEXT (NC, GCSE)</p> <p>Reading for meaning Understanding the craft behind a text Reading media texts Writing to analyse</p>	<p>SUBJECT</p> <p>image persona pose body language shot terms angle, etc</p> <p>LEARNING</p> <p>evaluate reflect analyse deconstruct</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Print out small versions of some or all of the images that the students took, in colour. ICT Support will do this; you can fit about 6 images on a page. Discuss some examples of students' images, projected on the IWB Students should use the A5 worksheet to write about their own image. This should be drafted for homework, and then redrafted for a second homework, after initial marking. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Finish writing for homework; work on project, using the structured worksheet. Images could be stored on VLE, for access at home <p>SUGGESTED ALTERNATIVE APPROACHES</p> <ul style="list-style-type: none"> If laptops are available, then this can be done on screen, with a selected image inserted to a <i>Word</i> document. 	<p>Explicit self-evaluation in writing</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>A5 worksheet</p> <p>RISK ASSESSMENT</p>

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<p>Language and audience (1 - 2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>We need to be able to put text with the images, in an effective way.</p>	<p>BASIC be able to write an appropriate caption for a particular image</p> <p>CORE understand how to vary language to include a targeted audience</p> <p>EXTENSION be able to construct longer paragraphs, in an appropriate style for the target audience, which deploy slang in a knowing way</p> <p>FURTHER EXTENSION be able to deploy language in a witty and parodic way</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By IWB modelling at different levels, signalling different levels of possibility and expectation</p> <p>By pairings for practice</p> <p>By targeted intervention</p> <p>CONTEXT (NC, GCSE)</p> <p>Work on language: register; choosing words</p>	<p>SUBJECT</p> <p>slang audience caption anchor inclusive exclusive</p> <p>LEARNING</p> <p>draft edit redraft develop</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Use the IWB flipchart of the examples to teach about writing caption-paragraphs for the images. First, show the image of the boys, and the paragraph about them. How were the 'notes' converted into the paragraph? Discuss language, structure and audience. Then show the image of the girls. Use the 'notes' to make up a paragraph about them. Set students to do some paragraphs about their own images. (Award a prize to the group that writes the most convincing paragraph?) Students type some paragraphs about their own band, and email this to themselves on the VLE, so that they can use the text in the next lesson. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: set work on parts of project, using the structured worksheet. Students type some paragraphs about their own band, and email this to themselves on the VLE, so that they can use the text in the next lesson. Encourage to look at actual magazine pages, as research <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>This is about practising and reviewing outcomes, and then practising again – it is all about formative assessment, and this should be made very clear to the students.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC Inclusiveness and exclusiveness in language – how does this relate to identity and sub-culture, in school, or across family generations, for example?</p> <p>CITIZENSHIP</p>	<p>IWB flipchart of students' images, with model captions</p> <p>Help sheets for computer work</p> <p>RISK ASSESSMENT</p> <p>WORK-RELATED LEARNING DTP</p>

Year 7 Diploma 1 – Making Bands

UNIT & number of lessons	LEARNING OUTCOMES	KEY VOCABULARY	LESSON ACTIVITIES & EXTENDED LEARNING & notes on learning styles	FORMATIVE ASSESSMENT	CROSS-CURRICULAR ELEMENTS	RESOURCES
<p>Introducing DTP; starting the page (2 - 3 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How can we use ICT to incorporate the images we have taken into realistic magazine pages, which look professional?</p>	<p>BASIC be able to set up a page on Publisher, and insert text and graphics</p> <p>CORE be able to manipulate graphics and text, to imitate publishing styles</p> <p>EXTENSION be able to construct longer paragraphs, in an appropriate style for the target audience</p> <p>FURTHER EXTENSION be able to employ language in a witty and knowing way</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome</p> <p>By pairings</p> <p>By targeted intervention</p> <p>By peer teaching</p> <p>CONTEXT (NC, GCSE)</p> <p>DTP</p>	<p>SUBJECT</p> <p>caption</p> <p>text frame</p> <p>picture frame</p> <p>insert</p> <p>rotate</p> <p>crop</p> <p>auto-shapes</p> <p>layers</p> <p>formatting</p> <p>linking frames</p> <p>LEARNING</p> <p>draft</p> <p>edit</p> <p>redraft</p> <p>develop</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Make sure that all the images that the groups took have been put on the network (Resources > Media Studies > Yr 7 bands > [name of class] > Group [?]) • On the IWB, model the following basics: <ul style="list-style-type: none"> ◦ setting up a page, with layers, background colour and margins ◦ creating a title, text frames and picture frames ◦ linking frames where appropriate ◦ inserting, treating, cropping and rotating images ◦ altering fonts ◦ inserting and formatting auto-shapes • It is very helpful to show some previous groups' examples - some are in the folder, and there are some on the network. • On computers, in pairs, start to create a page of a magazine, inserting a single image, and creating some text to accompany it. Practise cropping, rotating and resizing the images. • Work on creating a page of a magazine, using some of the images and writing paragraphs to accompany them. They should be shown how to 'pour' text into frames, and can then use what they have typed for homework. • There are help sheets in the folder, for working with <i>Publisher</i>, and for making the page. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Through targeted questioning and feedback, during the modelling phase</p> <p>Whole group assessment of understanding</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING DTP</p>	<p>Help sheets for computer work</p> <p>RISK ASSESSMENT</p>

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<p>Making the page (3 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How can we incorporate the images we have taken into realistic magazine pages, thinking back to the work on celebrity features</p>	<p>BASIC be able to set up a page on Publisher, and insert text and graphics</p> <p>CORE be able to create appropriate captions for images</p> <p>EXTENSION be able to construct longer paragraphs, in an appropriate style for the target audience</p> <p>FURTHER EXTENSION be able to employ language in a witty and knowing way</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome</p> <p>By pairings</p> <p>By targeted intervention</p> <p>Peer teaching</p> <p>CONTEXT (NC, GCSE)</p> <p>DTP</p> <p>Writing for different audiences</p>	<p>SUBJECT</p> <p>audience</p> <p>caption</p> <p>text frame</p> <p>picture frame</p> <p>insert</p> <p>rotate</p> <p>crop</p> <p>auto-shapes</p> <p>layers</p> <p>formatting</p> <p>linking frames</p> <p>anchor</p> <p>LEARNING</p> <p>draft</p> <p>edit</p> <p>redraft</p> <p>develop</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> On computers, in pairs, create a page of a magazine, using some of the images and writing paragraphs to accompany them. They should be shown how to 'pour' text into frames, and can then use what they have typed for homework. It is very helpful to keep referring to previous groups' examples - some are in the folder, and there are some on the network. Intervene regularly to re-model technical skills, and to show and reflect upon work in progress. Discuss effectiveness of choices in layout and language. Emphasise the ICT skills as well as the language and communication skills, and emphasise the importance of context. Student should only move on to further pages, if they have worked hard to make their first page as professional as possible. Be critical and exacting about layout, presentation and proofreading. There are help sheets in the folder, for working with <i>Publisher</i>; and for making the page. Although they will work in pairs, it is important to ensure that all students take turns at the controls. They will be assessed on their participation, as well as the product. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: set work on other parts of project Encourage students to email work home, to work on there <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Intervene regularly to re-model technical skills, and to show and reflect upon work in progress.</p> <p>Discuss effectiveness of choices in layout and language.</p> <p>Emphasise the ICT skills as well as the language and communication skills, and emphasise the importance of context.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT integral</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p> <p>DTP</p>	<p>Help sheets for computer work</p> <p>RISK ASSESSMENT</p>

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<p>Writing reviews (1 – 2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How might the language of music reviews vary according to audience?</p>	<p>BASIC write a review in an appropriate style</p> <p>CORE understand the distinction between inclusive and exclusive language, and will recognize metaphors</p> <p>EXTENSION be able to recognize authorial assumptions, and will use metaphors with understanding</p> <p>FURTHER EXTENSION show parodic control when imitating style, and will incorporate figurative language with ease</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome</p> <p>By extension tasks on worksheet</p> <p>CONTEXT (NC, GCSE)</p> <p>Register; inclusive and exclusive language</p>	<p>SUBJECT</p> <p>assumptions inclusive exclusive personal pronouns colloquial jargon figurative</p> <p>LEARNING</p> <p>draft; redraft</p>	<p>LESSON ACTIVITIES</p> <p>Inclusive and exclusive language</p> <ul style="list-style-type: none"> • Read the two reviews on the A4 sheet; there is a copy on an IWB flipchart, too. • Discuss: what sort of audience is each aimed at? How do you know? • Look at the first review, from Rolling Stone. What assumptions does the writer make about the audience? Underline any technical terms and jargon words, or expert references, that require specialist knowledge. Report back. • Look at the second review, from TOTP. What does this writer assume about the audience? Underline any slang words. Report back. • Introduce the concepts of inclusive and exclusive language. What examples can students think of in their own language? • Look at the TOTP review again. How else does the writer make the review 'inclusive'? Introduce the idea of inclusive pronouns "We..." and "You..." How do these work, in this context? • In pairs, students start to draft a review of their own, imaginary band's first single. (They will need to invent a title, too.) • Use the A5 toolkit sheet, with a suggested framework, to help with this. <p>Figurative language</p> <ul style="list-style-type: none"> • While the students are drafting, interrupt the process to look at the other reviews (on OHTs). Find and highlight examples of metaphors and similes. What is their function and effect? • Make up some metaphors to describe the record / the way it is climbing the charts / the way you feel about it, etc. Do one or two as a class, on the board, then all 	<p>Read out examples of students' work, and comment.</p> <p>Project some examples onto the IWB, using the webcam, and annotate with improvements.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>Art and design</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>integral</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Examples of reviews</p> <p>RISK ASSESSMENT</p>

Year 7 Diploma I – Making Bands

UNIT & number of lessons	LEARNING OUTCOMES	KEY VOCABULARY	LESSON ACTIVITIES & EXTENDED LEARNING & notes on learning styles	FORMATIVE ASSESSMENT	CROSS-CURRICULAR ELEMENTS	RESOURCES
			<p>make some up to include in the review.</p> <ul style="list-style-type: none"> • Edit, and then redraft the reviews on computers, if available - or on paper. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: work on assignment, using the structured worksheet. • Encourage students to email work home, to work on there • Extension tasks on project sheet <p>SUGGESTED ALTERNATIVE APPROACHES</p>			

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<p>Finishing the project (2 - 3 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How can we wrap all of the learning from the course into the assignment?</p>	<p>BASIC write in a variety of forms and styles</p> <p>CORE write in a variety of forms and styles, with understanding of how language varies according to context</p> <p>EXTENSION understand how a 'brand' or image is carried across a range of media and forms</p> <p>FURTHER EXTENSION show parodic or satirical control when imitating style</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome</p> <p>By extension tasks on worksheet</p> <p>Element of choice in the assignment contents</p> <p>CONTEXT (NC, GCSE)</p> <p>Varieties of writing; stages of writing; register; inclusive and exclusive language</p>	<p>SUBJECT</p> <p>assumptions</p> <p>inclusive</p> <p>exclusive</p> <p>personal pronouns</p> <p>colloquial</p> <p>jargon</p> <p>figurative</p> <p>variety</p> <p>context</p> <p>audience</p> <p>purpose</p> <p>LEARNING</p> <p>edit; draft; redraft</p>	<p>LESSON ACTIVITIES</p> <p>Coursework assignment</p> <ul style="list-style-type: none"> • Use the remaining time to work on the individual project • The coursework worksheet details what students must include, and other optional contents. Much will already have been completed for homeworks, or during the course. • Focus on text types, varieties of writing, audience and purpose. • Use the redrafting cards / pages from the English Students' Handbook on drafting. • Use peer-editing activities • Punctuate lessons with reading aloud fragments of writing, and use the webcam to review work in progress on the IWB. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: work on assignment, using the structured worksheet. • Encourage students to email work home, to work on there. • Extension tasks on project sheet <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Read out examples of students' work, and comment.</p> <p>Project some examples onto the IWB, using the webcam, and annotate with improvements.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>Art and design</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>integral</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Assignment sheet</p> <p>Redrafting cards</p> <p>English Student's Handbook</p> <p>RISK ASSESSMENT</p>