


<h1 style="text-align: center;">Superheroes</h1>	<p style="text-align: center;">Year 8 Diploma 2</p>	<p style="text-align: center;">Module Number ?</p>	 <h2 style="text-align: center;">English, Media & Drama</h2>
<p>AIMS:</p> <ul style="list-style-type: none"> For all pupils to enjoy discussing and investigating an important popular cultural form. To introduce and reinforce key media concepts, essential for GCSE. 			
<p>ENGLISH & MEDIA OBJECTIVES</p> <ul style="list-style-type: none"> To explore the concept of the superhero in popular and folk culture; to see modern popular forms in their cultural and historical context. For all pupils to understand some key ideas about representation, and about how meanings are constructed in film and in still images. For all pupils to have a basic understanding of how the grammar of images can be described. For most pupils to be able to talk and write about images in detail, with attention to subtleties of meaning. For some pupils to engage in a high level of analysis in their reading of film and image. To practice the elements of visual design discussed in analysis, in a piece of drawn production work. 	<p style="text-align: center;">ICT OBJECTIVES</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">TECHNICAL SKILLS</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">ICT ISSUES AND PROCESSES</p>	<p style="text-align: center;">COGNITIVE OBJECTIVES</p> <ul style="list-style-type: none"> For all pupils to develop their analytical thinking, talking and writing. To develop sense and skills of cross-referencing - culturally, historically and textually To develop sense of structure and principle on texts – especially to do with genre, convention and grammar 	<p style="text-align: center;">COGNITIVE PROGRESSION</p> <ul style="list-style-type: none"> This is essential for GCSE and for general cultural awareness
<p>ENGLISH & MEDIA PROGRESSION</p> <ul style="list-style-type: none"> This course should build on work in Year 7 on images, and on ideas of audience. The course lays foundations for future work on image analysis, by introducing a rigorous organised approach to reading pictures. There is an emphasis on the grammar of images, and the formality of visual design. 	<p style="text-align: center;">ICT PROGRESSION</p>		

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SUBJECT VOCABULARY: ENGLISH & MEDIA Terms associated with visual grammar Terms associated with superhero narratives terms associated with audience pleasure		ASSOCIATED SUBJECT VOCABULARY: ICT ASSOCIATED LEARNING VOCABULARY <ul style="list-style-type: none"> • device • convention • encode • analogy 		
TOPICS / THEMES / KEY QUESTIONS TO BE COVERED (Including reference to National Curriculum Programmes of Study) <ul style="list-style-type: none"> • Analysis of text at various scales • Production out of theory 	ASSESSED OUTCOMES At the end of the course, each pupil's assessment folder must contain: <ul style="list-style-type: none"> • A piece of image analysis, completed under test conditions. • A design for a comic cover, with accompanying written explanations and descriptions. • Other homeworks, which might be redrafted onto paper. 	EXAMPLES OF FORMATIVE ASSESSMENT ACTIVITIES <ul style="list-style-type: none"> • Projection and discussion of work in progress • Marking of work to be redrafted 	DIFFERENTIATION STRATEGIES (including deployment of TA) <ul style="list-style-type: none"> • By allocation of images and topics to groups • By extension tasks • By targeted questioning and probing 	E-LEARNING <ul style="list-style-type: none"> • Research tasks • Opportunities to work with images, etc. via VLE
LEARNING STYLES (including rationale for seating plans): <ul style="list-style-type: none"> • There is an emphasis in the course on group discussion and presentation 	SPEAKING AND LISTENING FOCUS (to be addressed on assignment cover sheet): <ul style="list-style-type: none"> • There are opportunities to assess formal talk, in group presentations on images. • Pair and group work on images. 	ELEMENT OF CHOICE: <ul style="list-style-type: none"> • Choice of topic in test conditions assignment. • Opportunity to design own superhero to work with in the end assignment. 		
MEDIA LITERACY & ICT	CITIZENSHIP	X-CURRICULAR / EXTERNAL LINKS <ul style="list-style-type: none"> • 20th Century History • Classical mythology 		
WORK RELATED LEARNING	SMSC <ul style="list-style-type: none"> • Issues of identity, culture and pleasure are central to the course 	RISK ASSESSMENT		
EVALUATION OF THIS SCHEME OF WORK By JD				

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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 (1 lesson)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>Media is about the 'representation' of things in the real or imagined world. What does this mean?</p>	<p>BASIC understand that texts can show things in different ways</p> <p>CORE understand the concept of representation, and how a representation is different from an actual thing</p> <p>EXTENSION be able to talk about different modes of representation – positive, stereotypical, etc</p> <p>FURTHER EXTENSION be able to apply these terms to other texts, to exemplify</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By targeted questioning</p> <p>CONTEXT (NC GCSE)</p> <p>Reading media texts</p>	<p>SUBJECT</p> <p>representation positive / negative weak / powerful stereotypical / differentiated realistic / unrealistic anchor</p> <p>LEARNING</p> <p>identify interpret</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Hand out the year and course introduction sheet, and talk it through. Stress that will be doing a test conditions task soon, and that the first couple of weeks will be preparation for this. Introduce the idea of 'representation'. Draw a stick figure of a girl on the board. Label it "girl". Is it a girl? What is it? What is a 'representation'? What is the difference between a representation and the real thing? Add details to the drawing to introduce more ideas about representation: negative/positive, stereotypical/individualised, weak/strong, realistic/unrealistic... How do labels or details anchor our reading of the image? Pupils copy the resultant set of terms (with drawings) into their exercise books. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Find out more about the word "representation": <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Probing questions</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>Make reference to how this concept "representation" is essential to all subjects. How is it important in History; or in Science, for example?</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>Why is it important, in society, to be aware of this concept?</p>	<p>Course introduction sheet</p> <p>RISK ASSESSMENT</p>

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<p><i>Batman and the Mask of the Phantasm</i> (4 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>The film introduces the topic of superheroes, but also allows us to develop the idea of representation.</p>	<p>BASIC text CORE text EXTENSION text FURTHER EXTENSION text</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE Text</p> <p>CONTEXT (NC, GCSE) Text</p>	<p>SUBJECT representation positive / negative weak / powerful stereotypical / differentiated realistic / unrealistic alter ego narrative subplot superhero style</p> <p>LEARNING identify exemplify illustrate</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Introduce the topic of superheroes briefly: what is one? This will be explored more later in the course. • Watch the Batman video (<i>Batman and the Mask of the Phantasm</i>), using the grid sheet to make notes on the representation of Gotham City, Bruce Wayne, women and criminals. Assign one topic to each group. • Pause occasionally for students to share notes. • Discuss the concept of the 'alter ego' • Homework: write a letter to a friend describing the film (see worksheet) • At the end, each group selects four main points to make to the rest of the class. (or one per person). Report back, and complete grids. • Explain that this is ground work for a more detailed look at representation through analysing still frames from the film. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: see above • Find out more about DC comics, and the history of the Batman character <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questioning</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>Art: draw attention to the drawing style of the animation, and discuss the 1940s visual idiom. What marks it out?</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>The discussion raises issues of gender, and also of how we relate to representations of good and bad. Why are we drawn to the attractive villain, Joker?</p> <p>CITIZENSHIP</p>	<p>Video of the film Grid for notes</p>
					WORK-RELATED LEARNING	RISK ASSESSMENT

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<p>Image analysis (3-4 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>To distil this thinking about representation, we will look at slices through the film text – individual frames – and analyse them.</p>	<p>BASIC develop skills of image analysis</p> <p>CORE be able to talk about symbolic codes in images</p> <p>EXTENSION be able to relate individual images to general themes and patterns of representation</p> <p>FURTHER EXTENSION be able to talk at a high level about subtle points of signification</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By allocation of images</p> <p>By targeted questioning</p> <p>By sharing of points to feedback between group members</p> <p>CONTEXT (NC GCSE)</p> <p>Analysing texts</p> <p>Understanding the 'craft of the author'</p>	<p>SUBJECT</p> <p>symbol</p> <p>connote</p> <p>denote</p> <p>signify</p> <p>represent (etc)</p> <p>salience</p> <p>foreground / background</p> <p>centre / margin</p> <p>dominant</p> <p>colour</p> <p>reading path</p> <p>LEARNING</p> <p>analyse</p> <p>interpret</p> <p>describe</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Using the images flipchart, decide how the 8 images can be paired. (They relate to the four aspects of the film already discussed.) The images flipchart has an index page, linked to each image and linked to all the accompanying moving clips. It also has all the images flipped. Show the image of Bruce Wayne looking up at his parents' picture. Lead a discussion of how he is made to seem in this image, and why. Use this to model how groups might then approach their allocated images. How does the single image relate to patterns and themes of representation? Using acetate copies, and the A3 sheet of images, each group discusses one, given image. There is a small laminated question sheet for each image. Report back, and discuss. Each pupil adds micro-notes to their A3 sheet. Stress that this is leading to the test conditions work. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: write up notes on two images <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By probing questions</p> <p>By discussion of</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Images flipchart</p> <p>Acetate copies of images</p> <p>A3 photocopyable handout, with all images on</p> <p>RISK ASSESSMENT</p>

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<p>Flipping the images (1-2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>If images can be read, do they have a grammar, like written texts do?</p>	<p>BASIC text CORE text EXTENSION text FURTHER EXTENSION text</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By questioning By outcome of discussion</p> <p>CONTEXT (NC, GCSE)</p> <p>Analysing media texts Understanding the grammatical construction of texts.</p>	<p>SUBJECT</p> <p>grammar actor goal vector attribute circumstance</p> <p>LEARNING</p> <p>analyse analogy</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Show the image of Bruce looking up at his parents again, and show what it looks like when it is inverted. How is it different? Use this example to establish some theory. Left is often associated with what is familiar, safe or past. Right is often associated with what is unknown, dangerous or the future. Bruce is looking back to the past, and to the known safety of his parents. On the right is the open window - his future as Batman. Because we read from left to right, characters on the left often seem more active - more in control, or more powerful in a situation. Indeed, Bruce's parents are still controlling him, or at least their memory and Bruce's promise to them is. When the image is inverted, the picture doesn't make such sense in the context of the story. Introduce the idea of a 'visual sentence', using the flipchart. How is this analogous to verbal grammar? Groups create a visual sentence for their image, and label with terms, as on the flipchart. Each group should now invert their own acetate image, and explore how it changes the meaning. Quickly go through them in the board, and discuss how this theory is or isn't working. Homework: prepare for the test conditions assignment <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: as above Practise flipping images on the computer: find images on Google Image Search, and flip them in <i>Word</i>, <i>PowerPoint</i>, etc. 	<p>By probing questions</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>'Visual sentences' flipchart Acetate images</p> <p>RISK ASSESSMENT</p>

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			SUGGESTED ALTERNATIVE APPROACHES			

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<p>Test conditions assignment (1 lesson)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>This is important practice for testing in Year 9</p> <p>Consolidation.</p> <p>It is a way of assessing how well everybody is taking in these important ideas and techniques of analysis</p>	<p>BASIC CORE practice writing analytically, under test conditions</p> <p>EXTENSION</p> <p>FURTHER EXTENSION</p> <p>DIFFERENTIATION: ELEMENTS OF CHOICE</p> <p>By choice of theme, and of illustrative images</p> <p>By self-extension, using worksheet</p> <p>By writing frame, for least able</p> <p>CONTEXT (NC, GCSE)</p> <p>Text</p>	<p>SUBJECT</p> <p>As above</p> <p>LEARNING</p> <p>analyse</p> <p>support</p> <p>refer</p> <p>cross-refer</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Each pupil writes about two images, using the worksheet. There are writing frames for those who might need them. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <p>SUGGESTED ALTERNATIVE APPROACHES</p>		<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Worksheet</p> <p>RISK ASSESSMENT</p>

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<p>The ingredients of the superhero (2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>What exactly is a superhero, as we understand the term now?</p> <p>Where do modern superheroes fit in the history of stories and myth?</p>	<p>BASIC develop awareness of mythic figures</p> <p>CORE understand how superheroes are not a new idea in popular culture</p> <p>EXTENSION be able to explain how heroes from myth are like modern superheroes</p> <p>FURTHER EXTENSION be able to compare the particular qualities of mythic heroes from different times</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By allocation of heroes to research</p> <p>By differentiated feedback and probing</p> <p>CONTEXT (NC, GCSE)</p> <p>Text</p>	<p>SUBJECT</p> <p>popular culture</p> <p>alter-ego</p> <p>powers</p> <p>supernatural</p> <p>gadget</p> <p>mask</p> <p>identity</p> <p>motivation</p> <p>nemesis</p> <p>exotic</p> <p>myth</p> <p>narrative</p> <p>LEARNING</p> <p>research</p> <p>justify</p> <p>debate</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Brainstorm the 'ingredients' of the superhero, in groups and on the board. Introduce and explore some key terms and concepts: alter-ego; powers; supernatural; gadgets; mask; identity; motivation; nemesis; exotic... Pupils copy ideas into exercise book For homework, each pupil researches a possible 'superhero' from myth and legend, using the worksheet. In groups of pupils researching the same character, pupils prepare a very short presentation, explaining why they consider their character to be or not be superhero. There is a flipchart, with all the characters on an index page linked to larger images. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: as above Encourage further research <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By probing questions</p> <p>By evaluation of early feedback, and allowing these students to have a second go</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>Classics</p> <p>History</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Homework worksheet</p> <p>Flipchart</p> <p>RISK ASSESSMENT</p>

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<p>Masks (1-2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS Why are masks so important in superhero narratives? (What is the significance of masks in culture generally?)</p>	<p>BASIC text CORE text EXTENSION text FURTHER EXTENSION text</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE Text</p> <p>CONTEXT (NC, GCSE) Text</p>	<p>SUBJECT identity concealment projection transformation</p> <p>LEARNING enquiry</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Ask groups to discuss, briefly, why so many superheroes wear masks. • Watch the extracts from <i>Batman and the Mask of the Phantasm</i>, <i>The Mask</i>, and <i>Spiderman</i>. • In groups, discuss the statements about masks. Discuss as a class. • Homework or class work: design (make?) a superhero mask. Prize for the best? <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: as above • Research the role of masks in various aspects of theatre and culture <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Questioning</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC Discussion of issues of identity and culture</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p><i>PowerPoint</i> presentation, linked to video clips</p> <p>Statements to discuss</p> <p>RISK ASSESSMENT</p>

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<p>Audiences and pleasures (1-2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>Why are these narratives so popular? What is the relationship between the texts and their audiences?</p>	<p>BASIC understand some reasons why superhero narratives are popular</p> <p>CORE understand the concept of audience pleasure; understand how this is exemplified by this genre</p> <p>EXTENSION be able to identify these pleasures encoded in visual representations</p> <p>FURTHER EXTENSION be able to make subtle observations about the historical and cultural function of such popular texts</p> <p>DIFFERENTIATION: ELEMENTS OF CHOICE</p> <p>By questioning</p> <p>By allocation of covers to report back on</p> <p>CONTEXT (NC GCSE)</p> <p>Consideration of audience and purpose of texts</p> <p>Audience pleasures and media texts</p>	<p>SUBJECT</p> <p>audience pleasure catharsis vicarious fantasy fulfilment utopian encoded</p> <p>LEARNING</p> <p>identify</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Discuss why stories about these heroes from myth and legend should be so popular. Introduce (or revise) the concept of 'audience pleasure'. Note the importance of protecting the weak or the community. • Ask groups to come up with three reasons why superheroes are so popular. • Make a list on the board of reasons for people's enjoyment of superhero characters. • Show the comic covers on the covers flipchart, and hand out the A4 copies. Discuss the role of these covers, and how they are likely to encode these pleasures as promises to the reader. • Use the covers to identify more pleasures that superheroes offer to audiences. Try to establish factors such as: <ul style="list-style-type: none"> o a feeling of security from threats (NIB the prescient Captain America in New York cover, and September 11th) o fear of the unknown, monsters, oppressors, big-business, corruption, crime... o catharsis o escapism o fantasies of power o action o sexy costumes o transformation (of the ordinary into the extraordinary) o gender role-models o mystery o exciting combat o good over evil 	<p>By probing questioning</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>History</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>Discussion of identity, culture and pleasure</p> <p>CITIZENSHIP</p>	<p>Flipchart A4 sheets to hand out</p> <p>RISK ASSESSMENT</p>

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			<ul style="list-style-type: none"> • Note that superhero comics first became popular during the Depression, and then after the war. How is this significant? • Students write ideas onto sheet, or in books. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Use the internet to research comic covers, and add to this list. • Interview parents/grand-parents about what comics they read when young, and why they enjoyed them. <p>SUGGESTED ALTERNATIVE APPROACHES</p>			

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<p>Comic covers: more on visual grammar (1-2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>Before designing own covers, need to examine actual ones for presentational devices and principles.</p>	<p>BASIC establish main points of visual design of covers, for own</p> <p>CORE become more confident at analysing texts in terms of their presentational features</p> <p>EXTENSION be able to relate the grammatical patterns in a visual text to its meaning/message/emotive function</p> <p>FURTHER EXTENSION be able to discuss exceptions to the pattern, and why these will occur</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By questioning: by allocation of images</p> <p>CONTEXT (NC, GCSE)</p> <p>Analysing presentational devices in visual texts</p>	<p>SUBJECT</p> <p>convention device presentational mast-head plug superimposition 'swoosh' onomatopoeia speech bubble thought bubble dialogue</p> <p>actor vector goal attribute circumstance</p> <p>LEARNING</p> <p>Words</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Show the flipchart of the comic covers again, and give each pupil a copy on A4. The flipchart has an index page, which links to bigger versions of the covers. There is also a flipped version of each cover. • Look for any common elements. (Eg the use of bold, 'meaningful' fonts for the headings; the tendency for the hero to be on the left...) • In groups, pupils list all the typical elements or conventions that they can find. Report back, and discuss what the reason for these common features might be. • Establish technical terms, where applicable. • Pick up the idea of the hero being on the left. Refer back to the work on the Batman images, and the left/right theory. How is the hero made to seem more active, or more in control - even when being threatened or struck by the villain? • Using the next pages of the flipchart, revise the terms ACTOR, VECTOR and GOAL, and revise what they mean. • In pairs, pupils can try applying these terms to the other covers. Go through some on the flipchart. • Using the flipchart, revise the idea of a 'visual sentence', and revise the terms ATTRIBUTES and CIRCUMSTANCES • Each pair should then write out a visual sentence for one of the other covers. • Explain that when they go on to design their own covers, they will be thinking about their image as a visual sentence, and will have to describe it in this way. 	<p>Probing questioning</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Flipchart A4 sheet of covers to hand out</p> <p>RISK ASSESSMENT</p>

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			<p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Use the internet to research comic covers, and add to this list. • Sketch a design for a cover, for a newly invented hero <p>SUGGESTED ALTERNATIVE APPROACHES</p>			

Year 8 Diploma 2 – Superheroes

UNIT & number of lessons	LEARNING OUTCOMES	KEY VOCABULARY	LESSON ACTIVITIES & EXTENDED LEARNING & notes on learning styles	FORMATIVE ASSESSMENT	CROSS-CURRICULAR ELEMENTS	RESOURCES
<p>Assignment (2-4 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>This is a chance to put the theory into practice, and to show understanding</p>	<p>BASIC develop skills of drawing for media</p> <p>CORE reinforce understanding of conventions discussed so far</p> <p>EXTENSION develop, through writing, understanding of some of the higher order concepts discussed – about culture, identity, etc</p> <p>FURTHER EXTENSION</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By extension tasks</p> <p>By outcome</p> <p>CONTEXT (NC, GCSE)</p> <p>Developing production skills</p>	<p>SUBJECT</p> <p>produce design</p> <p>LEARNING</p> <p>consolidate revise incorporate demonstrate</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> This may well have been begun in rough as homework. Each pupil designs their own comic cover, for an invented superhero. There is a flipchart with two examples from previous years, which it is worth looking at and discussing briefly. Using the worksheet, they write about their character, and about their cover. The emphasis should be on showing their knowledge of what has been discussed in the lessons, and on using the brainstorm and notes from the board. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: work on the assignment Extension tasks: write discursively about masks, or pleasures, or the grammar of covers. <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Discuss work in progress</p> <p>Use the webcam to project developing covers, and discuss</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Examples of covers on a flipchart</p> <p>Task sheets</p> <p>Extension tasks</p> <p>RISK ASSESSMENT</p>

