

Implementing Media Literacy across the Key Stage 3 Curriculum

This tool is designed to assist teachers of all subjects to embed the five key concepts of media literacy into their teaching and learning through the deconstruction and construction of media texts.

DECONSTRUCTION of Media Texts

CONSTRUCTION of Media Texts

- Who is the target audience for this media text?
- Is there a secondary audience?
- How might different people understand this message?

AUDIENCE

Different people can experience the same media message and text differently.

- Who is the target audience for my media product?
- What message do I want them to understand?
- How can I assure that my media product appeals to my target audience?

E.g. Analyse the language of a website to identify its target audience.
E.g. Compare the opening paragraph of a teen-fiction and children's story.
E.g. Discuss how audiences of different cultures might interpret news items.

E.g. Make a documentary film on the life cycle of plants for children aged 8-10.
E.g. Produce a fashion magazine cover that would appeal to women.
E.g. Design an advert for the UK Tourist Board, specifically targeting French tourists.

- Who created this media message?
- What do I know about them?

AUTHORSHIP

Who created this media text?

- What am I authoring?
- What do I bring to this media text as its author?

E.g. Research a scientific organisation that have created a website and make links to the reliability of this text.
E.g. Categorise TV shows by author: commercial and public service broadcasting.
E.g. Compile a profile on a music video director.

E.g. Compile a TV schedule for the BBC, reflecting their PSB values.
E.g. Design a storyboard for an independent horror film.
E.g. Construct a radio show for a commercial and BBC station.

- What visual, written and auditory techniques are used to attract my attention?
- What are the conventions of the different media texts?

FORMAT

Media messages are constructed using a creative language with its own rules.

- Does my media text reflect my understanding of messages, format, creativity and technology?

E.g. Identify the visual conventions of women's magazine covers.
E.g. Contrast the written conventions of tabloid and broadsheet news articles.
E.g. Explain how war propaganda was designed to grab attention.

E.g. Following conventions, *make* a music video for a rock band.
E.g. Write a tabloid and broadsheet newspaper article on the same subject.
E.g. Build an informative website on the Tudors, demonstrating your awareness of conventions.

- What ideologies, lifestyle and perspectives are included or omitted from this media text? Why?
- How are they presented?

CONTENT

Media texts have embedded ideologies, messages and perspectives.

- What should I include?
- What should I omit?
- Have I followed conventions?
- Have I clearly and consistently framed ideologies, lifestyle and perspectives in my content?

E.g. Describe how the films 'Carrie's War' and 'Goodnight Mr. Tom' represent evacuees.
E.g. Examine what ideologies are emphasised by news items.
E.g. Explore how stereotypes are used in pop music videos.

E.g. Write an article for a men's magazine, demonstrating your awareness of stereotypes.
E.g. Make a short film about a different culture.
E.g. Record a radio documentary on immigration.

- What is the purpose of this media text? Why?
- How can you tell?

PURPOSE

Most media messages are created to make profit or gain power.

- What is my purpose? Why?
- Have I communicated it clearly?

E.g. Assess how children's television programmes on numeracy are educational.
E.g. Find examples of persuasive devices in charity adverts.
E.g. Evaluate the success of an informative documentary on eco-systems.

E.g. Design a billboard campaign, persuading someone to buy a pop album.
E.g. Create an entertaining computer game.
E.g. Record an informative podcast on the water cycle.