

WK-9 STUDY PLAN for DISTANCE LEARNING

Teacher: MRS. AURINE
Class and Section: YEAR 11 E
Subject: English Language (GCSE 9-1)
Week 9: 17th May – 21st May **No. of Lessons: 4**

Student's Access to Work: Work sent to students through Class Group gmail or Google Classroom (email answers) / Class English WhatsApp Group (Clear doubts)

Topic: Analysing Media

Overall Objectives:

This lesson focuses on interpretation and evaluation skills and encourages students to approach two types of media with criticality.

RESOURCES:

Print media-1(Poster)

Print media-2(Poster)

Tabloid headline

Online article-<http://bit.ly/DMailteens>

Watch 'Meet the gang' - the opening of Attack the Block

Watch- Sam fixes Pest's leg

DATE	ACTIVITY
WEEK-9	17 th May -21 st May 2020
17 th May 2020 Monday 8 th period	ZOOM Lesson 1 Learning Objectives: <ul style="list-style-type: none">Understand the importance of language in media text.

- Explain the difference between denotative and connotative meaning.
- Understand techniques of appropriate and effective language use.

Success criteria:

I can;

- Explore techniques used in media
- Explain how the language used in print media signifies different meanings.
- Analyse language used in print media.

Activity-1

Looking at the film poster see if you can comment upon the signifiers present...ask yourself about the following:

What does the title signify?

What does the pink lettering signify and the blue sky (think about stereotypes)

What does the setting signify?

What does the expression upon Gregory's face signify?

What do the costumes signify?

Teacher's Notes:

The title is bold, bright and overlapping itself. This signifies a lighthearted comedy film.

The pink lettering for '2 Girls' signifies females (perhaps stereotypically), especially when contrasted with the blue of the sky (for boys).

The sky itself, being bright blue with just a few thin clouds, signifies a summer setting in which people may feel more carefree, again signifying the lighthearted nature of the film. The bright varied colours also add to this by signifying liveliness and fun.

The expression on Gregory's face signifies a man who is pleased with himself. With two women in the background perhaps he is 'getting away with it'? The raised eyebrow reinforces the impression that this is a lighthearted film.

His casual clothing strengthens this impression. The clothes of the women are interesting. The one on the right has styled, dark hair, a pink cardigan and a flowery print dress. These signifiers suggest a certain amount of 'poshness' and superiority. She is also likely to take herself seriously. In contrast, the woman in the background has more unkempt hair, is wearing a denim jacket and seems less formal. From these signifiers we could conclude that she will be down-to-earth, fun loving and funny.

Activity-2

This image denotes



The image **connotes**

...but think about the film 'Castaway', the victims of the Bali bombings or the recent tsunami –

It is important to note that images have different connotations depending on the reader of the image/text

This image denotes a tropical island



The image **connotes** peace, tranquility paradise, holiday, summer to some readers.

...but think about the film 'Castaway', the victims of the Bali bombings or the recent tsunami - in this case the image may connote isolation, fear or even death

It is important to note that images have different connotations depending on the reader of the image/text

Activity-3

We are now going to analyse language together, using the poster for "Back to the Future" as our media.

Remember:

- Signs
- Denotation/Connotation of signs
- Codes – groups of signs
- Motivation – reasons for using
- Polysemy – multiple meanings
- Anchorage – anchors the meaning
- Conventions used

Tuesday
18th May 2020
4th Period

ZOOM LESSON-2

Learning Objectives:

- Show the way media use language and image to inform, persuade, or entertain.
- Reflect on how young people are portrayed in the media.

Success Criteria:

I can;

- explore how young people portrayed in the media
- analyse tabloid headline

- criticize the writer's style expressing my views with relevant details

Activity -1

Discuss as a class students' experiences and feelings on how they feel the media portrays young people.

Adjectives/ key phrases can be recorded in their notebook to remind students of discussion points when completing activities later in the lesson.

Activity-2

Split the class into groups and display the tabloid headline



Headline analysis

- What stereotypes have been played upon?
- Why do you think the newspaper has used this headline?
- Do you have any criticisms of the headline?
- What further questions do you have?
- How does this wording make you feel?

Extension: the online version of this front page article takes a variation on the headline – what, if any, could be the significance and reasoning behind this decision? (use this if you want) <http://bit.ly/DMailteens>

Thursday
21st May 2020
1st and period

GOOGLE CLASSROOM-1 and 2

Learning Objectives:

- Investigate how successful Attack the Block is in challenging stereotypes about young people

Success Criteria:

- I can focus on a discussion around how young people are portrayed in Cornish's Attack the Block and how director attempts to unravel some of these stereotypes through humour, and by giving his protagonists a back story.
- I can discuss whether the medium of film allows the director to give a more nuanced account of young people.

Activity-1:

Watch 'Meet the gang', the opening of Attack the Block

Students should consider how the young people have been portrayed.

- Which stereotypes have been used?
- How have these been demonstrated using:
 - characterisation
 - camera framing
 - sound, music, dialogue
 - setting
 - story
 - colour

Activity-2

Discuss how students feel about negative stereotyping by newspaper media and film directors, and the differences between the two.

Activity-3

Sam fixes Pest's leg. You can watch this.

1. Discuss how the director has challenged the stereotypes he introduced at the beginning of the film.
2. What are the key (technical and symbolic) codes in the sequence and what connotations do they create?
3. What are the key signifiers (Words/Images/Sounds) in the sequence and what do they signify?
4. What does the sequence tell us about the content of the movie?
5. What audiences are being targeted and how do you know?

Extension:

	Is Attack the Block successful in challenging stereotypes about young people? Answer – ‘yes’ or ‘no’ – with one reason why.
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