

LANGUAGE AND LITERACY: English with Media Education

The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3, and 4, and **Learning Outcomes** (at the bottom of the page). Additional guidance appears in plain text. *All examples are in italics.* All of the illustrations offered aim to relate this strand to Life and Work contexts.

Developing pupils’ Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and Environment
<p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> • expressing meaning, feelings and viewpoints; • talking to include debate, role-play, interviews, presentations and group discussions; • listening actively and reporting back; • reading and viewing for key ideas, enjoyment, engagement and empathy; • writing and presenting in different media and for different audiences and purposes; • participating in a range of drama 	<p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, <i>discuss what they would have done or how they would have felt when faced with a situation in a novel, produce a digital portfolio highlighting their personal qualities etc.</i> (Key Element: Personal Understanding)</p> <p>Explore and respond to others’ emotions as encountered in literature, the media, moving image and peer discussion, for example, <i>in role-play, empathise with someone whose experience is different from their own.</i> Develop the ability to use language (including body language) effectively in communicating with and relating to others, for example, <i>explore situations in which tone, choice of words, gesture, facial expression can alter meaning/impact.</i> (Key Element: Mutual Understanding)</p> <p>Explore issues related to Personal Health : Consider the effectiveness of language in current health campaigns, for example, <i>explore the use</i></p>	<p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others’ needs and rights, for example, <i>consider the needs of a fictional character; participate in a role play involving conflicting rights etc.</i> (Key Element: Citizenship)</p> <p>Explore how different cultures and beliefs are reflected in a range of communication methods, for example, <i>investigate local oral traditions and dialects etc; compare and contrast how the culture and lifestyle of different countries are represented in stories/poems/images etc.</i> (Key Element: Cultural Understanding)</p> <p>Explore the power of a range of communication techniques to inform, entertain, influence and persuade, for example, <i>compile and justify a list of top ten television advertisements/web sites for young people; create an</i></p>	<p>Pupils should have opportunities to:</p> <p>Investigate the importance of communication skills in life/work situations, for example, <i>participate in interviews and self-marketing; develop an advertising campaign for a local company or product; investigate jobs in companies in Northern Ireland and elsewhere in which good communication is essential to business etc.</i> (Key Element: Employability)</p> <p>Explore issues related to Economic Awareness : Explore the impact of economics on the lives of people, for example, <i>debate whether you should buy items produced by child labour; consider reasons and consequences of financial difficulties of a character in literature.</i> (Key Element: Economic Awareness)</p> <p>Plan and create an effective communication campaign, for example, <i>produce promotional literature with eco-friendly guidelines</i></p>

<p>activities;</p> <ul style="list-style-type: none"> • interpreting visual stimuli including the moving image; • developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created; • developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar; • analysing critically their own and other texts; • using a range of techniques, forms and media to convey information creatively and appropriately. 	<p><i>of imagery and emotive language in posters, leaflets and television etc. Create a campaign to promote a health and safety issue such as dealing with misuse of substances. Improvise a scene demonstrating peer support or peer pressure about a health related issue.</i> (Key Element: Personal Health)</p> <p>Explore issues related to Moral character : Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, <i>discuss moral choices of real-life and fictional characters.</i> Take responsibility for choices and actions. (Key Element: Moral Character)</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, <i>comment on a film, novel, performance or poem which has stimulated a personal insight.</i> (Key Element: Spiritual Awareness)</p>	<p><i>innovative lifestyle article or feature for young people.</i> Consider how meanings are changed when texts are adapted to different media, for example, <i>compare and contrast a film and book version of the same story etc.</i> (Key Element: Media Awareness)</p> <p>Explore issues related to Ethical Awareness : Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, <i>track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for a young audience.</i> (Key Element: Ethical Awareness)</p>	<p><i>for a visit to a natural/cultural heritage site; present the case for preserving a local site/building; participate in a model youth assembly/parliament about a global issue etc.</i> (Key Element: Education for Sustainable Development)</p>
<p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of English with Media Education.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> • research and manage information effectively, using Mathematics and ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience and purpose and attention to accuracy. 		

*NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the Key Stage, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.*