

# 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	<b>(Objective 1)</b> Developing pupils as Individuals	<b>(Objective 2)</b> Developing pupils as Contributors to Society	<b>(Objective 3)</b> 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"> <li>• <b>expressing meaning, feelings and viewpoints;</b></li> <li>• <b>talking to include debate, role-play, interviews, presentations and group discussions;</b></li> <li>• <b>listening actively and reporting back;</b></li> <li>• <b>reading and viewing for key ideas, enjoyment, engagement and empathy;</b></li> <li>• <b>writing and presenting in different media and for different audiences and purposes;</b></li> <li>• <b>participating in a range of drama</b></li> </ul>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential,</b> 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: <b>Personal Understanding</b>)</p> <p><b>Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion,</b> for example, <i>in role-play, empathise with someone whose experience is different from their own.</i> <b>Develop the ability to use language (including body language) effectively in communicating with and relating to others,</b> for example, <i>explore situations in which tone, choice of words, gesture, facial expression can alter meaning/impact.</i> (Key Element: <b>Mutual Understanding</b>)</p> <p><b>Explore issues related to Personal Health :</b> Consider the effectiveness of language in current health campaigns, for example, <i>explore the use</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Use literature, drama, poetry or the moving image to explore others' needs and rights,</b> for example, <i>consider the needs of a fictional character; participate in a role play involving conflicting rights etc.</i> (Key Element: <b>Citizenship</b>)</p> <p><b>Explore how different cultures and beliefs are reflected in a range of communication methods,</b> 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: <b>Cultural Understanding</b>)</p> <p><b>Explore the power of a range of communication techniques to inform, entertain, influence and persuade,</b> for example, <i>compile and justify a list of top ten television advertisements/web sites for young people; create an</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Investigate the importance of communication skills in life/work situations,</b> 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: <b>Employability</b>)</p> <p><b>Explore issues related to Economic Awareness :</b> 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: <b>Economic Awareness</b>)</p> <p><b>Plan and create an effective communication campaign,</b> for example, <i>produce promotional literature with eco-friendly guidelines</i></p>

<p>activities;</p> <ul style="list-style-type: none"> <li>• <b>interpreting visual stimuli including the moving image;</b></li> <li>• <b>developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created;</b></li> <li>• <b>developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</b></li> <li>• <b>analysing critically their own and other texts;</b></li> <li>• <b>using a range of techniques, forms and media to convey information creatively and appropriately.</b></li> </ul>	<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: <b>Personal Health</b>)</p> <p><b>Explore issues related to Moral character :</b> 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: <b>Moral Character</b>)</p> <p><b>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings,</b> for example, <i>comment on a film, novel, performance or poem which has stimulated a personal insight.</i> (Key Element: <b>Spiritual Awareness</b>)</p>	<p><i>innovative lifestyle article or feature for young people.</i> <b>Consider how meanings are changed when texts are adapted to different media,</b> for example, <i>compare and contrast a film and book version of the same story etc.</i> (Key Element: <b>Media Awareness</b>)</p> <p><b>Explore issues related to Ethical Awareness :</b> 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: <b>Ethical Awareness</b>)</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: <b>Education for Sustainable Development</b>)</p>
<p><b>Learning Outcomes</b></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"> <li>• <b>research and manage information effectively, using Mathematics and ICT where appropriate;</b></li> <li>• <b>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</b></li> <li>• <b>demonstrate creativity and initiative when developing ideas and following them through;</b></li> <li>• <b>work effectively with others;</b></li> <li>• <b>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;</b></li> <li>• <b>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.</b></li> </ul>		

*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.*