

At Trinity High School we pride ourselves on providing an education for all, through a curriculum that is both ambitious and inclusive – reflecting the diverse nature of our school community. (Trinity High School Intent 2022/23)

Decolonise essentially is us resetting the narrative. It's exploring and examining the status quo, which is Eurocentric, where we have Eurocentric framings of history, Eurocentric framings of our imperial pasts, Eurocentric framings of individuals, peoples that did fall into those colonies and whose experiences are intrinsically interlinked with ours but have unfortunately been erased.

To decolonise is first to acknowledge the colonial. There is a need to expand our understandings of what that past was, how it looked, and look at it through the perspectives of those affected rather than looking at it primarily through a singular lens. Once we begin that process of really understanding what that colonial past meant and going to, drawing on a range of different literature and contexts and lived experiences of people from that diaspora to really get a sense of how that particular identity on the peripherals of Britishness played out, it's helpful for us then to use that to inform some of the work that we want to do with students at Trinity High School.

The first step in decolonising at Trinity High School is to ensure teachers in the Media department learn about our colonial past because we need to know what we are decolonising and what some of those damaging knowledge tropes are. We will then be enacting aspects of those colonial knowledge tropes through our behaviours, and interactions, and the way we design and deliver curricula. Trinity High School's Character programme will help support the work we do to in understanding decolonisation to ensure there is a process of reflexivity, which is an ongoing lifelong process. It's not something that we can just engage with and then step out of.

In media studies we look at the curriculum and try and really see where the gaps are, where we need to bring in those different perspectives, those different worldviews, and challenge certain accounts of history and sociocultural contexts. In particular, challenge dominant ideologies, which uphold the Eurocentric lens as a universal lens and as a standard, which generates the kind of preferred knowledge. Representation is one of the key pillars studied in media and something which we embed from the first ever lesson, this allows students to view products through the eyes of a critical media student considering a range of perspectives and understand the ideologies and values of the creator.

With media, the approach is looking at what texts are being drawn on, and are those texts, a fair and accurate depiction of globalised phenomenon? We have to work with the set texts OCR provide, there are some choices within that, but as we study the whole picture not just teach to exam content, we ensure a wide range of different examples are included in that media form to promote diversity. This allows us to be confident we are adequately incorporating a range of different perspectives into the work that we're doing with students at Trinity High School and expanding our different reference points. This ensures every student who leaves the media classroom are able to access a range of different worldviews, and perspectives, and cinematic, or media-based journeys and contexts for the promotion of lifelong learning.

In media studies, we have British, American and European contexts to study within the industry aspect of Theoretical Framework. Here at Trinity High School, we take a more nuanced approach to contexts, and approach all examples in all contexts as potential insights rather than it being a universal standard. When introducing content, we always explain to students that British, and American, and European contexts will be treated as case study examples, the same as other examples will be. So, there is no universal standard.

In media Studies, we understand it is important to not make huge claims like, the first ever this or the first ever that happened in Britain. Because the truth is that that requires a lot of research and confirmation. When designing the curriculum, we think about a range of different texts that we want to incorporate and how we might bring in a range of different theoretics as well.

In the context of theoretics and key concepts within the subject area, media studies is a subject which lends itself beautifully, in that we do draw on the work of many great theorists in representation such as Stuart Hall. We'll often draw on Gramscian ideas of hegemony and we'll related that to Stuart Hall's take on hegemony, in the context of, but particularly in the context of Britain and British representation in the media.

When we're looking at hegemony... that could be a way of framing the colonial practice and allowing students to really question which parts of hegemonic interaction is colonial percolation, which still ends up resonating in society as dominant ideology. This can then allow links to other theorists such as Gilroy, Hooks, Butler to deepen understanding of contexts and representations within the media.

To ensure all areas of media studies have been diversified in the choice and deliver of text set texts, the end result is better outcomes for students, here at Trinity. To ensure students engage better, especially students who are from marginalised communities to make them feel represented in the curricula which will ultimately allow 100% engagement and inclusivity. But essentially what underpins the importance of decolonising the Media curriculum here at Trinity High School , is to ensure that we are expanding our worldviews, and everybody has a sense of belonging and can see themselves in the curriculum represented back to them, and that drawing on some wonderful theoretical thinkers and wonderful contexts and texts to help draw that understanding together.

Trinity High School Media Topics and how we have Decolonised and Diversified.

GCSE Topics	Decolonising/Diversifying
Music Videos	The set texts chosen are Little Mix and The Vamps. Both videos explore representation groups such as ethnicity and gender which is reflected of a progressive culture. There is a lack of sexuality explored, the ideas on offer to us are heteronormative – we highlight this issue in lessons as to understand representation, it is often important to note what is missing and to look at why. (Context focus by OCR: Britain)
Music Magazine	The set text given to us by OCR is Mojo magazine, this feature rock artists which are normally of one ethnicity. In lessons we subvert the stereotypes and often use front covers which represent a wider culture of representations such as women, multicultural approaches and where possible a range of sexualities. (Context focus by OCR: Britain/Germany/Europe)

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Radio	Radio Live Lounge is the text which features a range of artists. We normally choose an artist who the students can relate to. By choosing numerous artists from different genres, it allows students to explore different music culture and artist backgrounds (Context focus by OCR: Britain)
Video Game	Lego Movie Video Game The Lego Movie Video Game is the set text, to ensure stereotypes of gaming are eradicated, we look at the gaming industry including mobile phones which are popular amongst female – which are counter stereotype audiences in this sector. (Context focus by OCR: American and Britain)
Film	Lego Movie We study mainstream vs Indie, European and international markets. How other countries work with regulation and free market capitalism. We also explore the Film industry and the Lego Movie subverting stereotypes and explore why this has been done. (Context focus by OCR: American and Britain)
Advertising	Lego Movie Ad's We study how female objectification has been used in Advertising from 1950s to now. We then look at film ad's and how they differ from traditional beauty/perfume etc. Context focus by OCR: American and Britain)
TV	Crime Drama CUFFS 2010s and Avengers 1960s CUFFS is set in Brighton and clearly shows the progressive inclusivity of Britain in the 2010s. There are storylines of women in power within the police, a range of ethnicity and sexuality and how these attitudes differ from those in 1960s. The Avengers looks at attitudes towards gender, race, sexuality and how it reflects the times of the 1960s. We explore how the female Emma Peel is represented and how changes towards gender started to change towards the latter part of 60s (Context focus by OCR: Britain)
Newspapers	The Observer Although The Observer is the set text given to us by OCR we explore a range of tabloid and broadsheet newspapers – looking how the same events can be portrayed differently based on ideologies and values of the ownership models. We look at how the media construct meaning about different social groups and analyse the impact of this on a wider scale. Context focus by OCR: Britain)
Theories	Blumer and Katz (Uses and Gratifications) – This allows students to recognise the needs of why audiences consume certain texts. Personal Identity is an important one and reflects the diverse needs of an audience as to why they would seek gratification from consuming a media product through this identity. Propp (Character Types) – This explores how characters have been formed in a narrative. The open description given means most things can be adapted to fit the – ‘The Helper’ ‘The False Hero’ – as this is a theory dated in older decades, there are some types like ‘The Princess’ which reflect the times when attitudes towards women were not as they are today – students are educated on these terms, and it is presented in a historical context not a current one. Theorists discussed in lessons but are not in specification for GCSE: bellhooks – Intersectionality (Media Products that may deliberately include or allude an intersectional viewpoint.) Barthes – Semiotics (The study of signs how deeper level meanings can be constructed through to the audience) Todorov -To help explain Propp’s Character types we must look at narratology and the foundations given to help this theory make sense.

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	Gilroy – Post colonialist theory – Racial binaries, British Empire on English identity.
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A Level Topics	Decolonising/Diversifying
<p>Music Videos David Guetta Emelie Sande</p>	<p>The set texts chosen are from List A: Sande and List B: Guetta The music videos in List A all feature their respective artist(s) and are a mixture of performance and narrative, and raise a number of similar representational issues surrounding 'street life'. The music videos in List B do not feature their respective artist(s) at all, instead, with each music video celebrating the power of narrative and signification and a postmodern emphasis on intertextuality. The videos in List B each use very different representations to each other, but each contrasts clearly with the representations featured in the music videos in list A. Learners will explore the differences in media language and representation between examples from the two lists. All of the artists selected for both lists are well known, and the lists include a range of artists (considering both gender and ethnicity) and genres as well as ensuring that every music video on the list is age appropriate for an A level programme of study. Both videos explore representation groups such as ethnicity and gender which is reflected of a progressive culture. There is a lack of sexuality explored, the ideas on offer to us are heteronormative – we highlight this issue in lessons as to understand representation, it is often important to note what is missing and to look at why. (Context focus by OCR: Britain/International)</p>
<p>Magazine The Big Issue</p>	<p>The Big Issue is a niche magazine outside the commercial mainstream that learners may not normally engage with. The front covers selected by us ensure we demonstrate representations that are alternative to the mainstream and of national significance, in terms of the events or issues they portray. We also compare to mainstream magazines and look how different social groups are represented to us (Context focus by OCR: Britain)</p>
<p>Radio The Radio 1 Breakfast Show</p>	<p>Radio 1 Breakfast show is the set text which features a range of artists and high % of raw British talent. By exploring numerous artists from different genres, it allows students to explore different music culture and artist backgrounds. We also look at PSB and the different models of commercial vs psb radio, looking at how radio stations are produced for niche and mass audiences. (Context focus by OCR: Britain)</p>
<p>Film The Jungle Book 1967 and 2016</p>	<p>Providing both films for the focus of an industry study will allow students to consider how the film industry has changed from 1967 to present day in relation to how both set films were produced, distributed and circulated, including considerations of technological change, regulation and the significance of patterns of ownership and economic factors. Also, how attitudes towards social groups have changed and developed. Disney as a case study looking at the changes made to racism and the acknowledge of Disney+ with representation warnings on older movies. We also build upon GCSE study of mainstream vs Indie, European and international markets. How other countries work with regulation and free market capitalism, in particular India, China, US etc. (Context focus by OCR:US)</p>
<p>Video Game Minecraft</p>	<p>Video games must be studied in relation to media industries and media audiences, including a consideration of the economic and social contexts that influence the video game industry. Minecraft is an example of an originally independently produced video game that has grown exponentially in popularity and has since been taken over by an industry giant, Microsoft. We also look deeper into the gaming industry including mobile phones and different ways to access gamin, which are popular amongst a wider audience base such as; female – which</p>

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	<p>were counter stereotype audiences in this sector. We also look at other countries such as Japan who are well known for big countries in this sector and why. Context focus by OCR: US/European/International)</p>
<p>Long Form TV (LFTV) Stranger Things and Deutschland 83</p>	<p>Students are required to complete a comparative study of two contemporary long form television dramas: one of which must be from the set US long form television drama; AND one of which must be from the set European (non-English language) long form television drama. We have chosen Stranger Things and Deutschland 83. We explore the values, attitudes and beliefs conveyed by representations and the social and cultural context of these How representations may invoke discourse and ideologies and position audiences. How audiences' response to and interpretations of media representations reflect social and cultural circumstances All relevant contexts, for example, a consideration of the economic context behind the large budgets currently given to contemporary US long form television dramas. Plus, the use of subtitles on the increase instead of creating TV in an English- speaking format. (Context focus by OCR: US/ Germany/European)</p>
<p>Ad's Lucozade Old Spice Shelter</p>	<p>Advertising and marketing must be studied in relation to media language and media representations, including a consideration of the social and cultural contexts that influence how media language is used to construct representations, The Old Spice 'Smell Like A Man' campaign poster from 2010 was a transformative mass market campaign for the aftershave brand. Prior to 2010 the Old Spice brand was associated with a much older, more mature male audience. This magazine advert was a continuing part of a campaign that sought to reposition the brand and make it more accessible to younger audiences. The Lucozade 'I believe' campaign poster from 2013 was part of a £4m mass market campaign to educate consumers about how the soft drink brand can help improve people's sports performance, and features footballer Gareth Bale as a key brand ambassador. Shelter, the UK based housing and homelessness charity launched an advertising campaign in 2011 that was produced for those at risk of homelessness to point them to Shelter's free services and guide them to seek advice on issues around homelessness earlier. We also study advertising in a wider sense, looking at female exploitation and sexualisation in ads. We follow the ASA and the work they do in banning certain ads which are deemed wrong. (Context focus by OCR: US/UK)</p>
<p>Newspapers Daily Mail and The Guardian</p>	<p>Although The Guardian and Daily Mail are the set texts given to us by OCR we explore a range of tabloid and broadsheet newspapers – looking how the same events can be portrayed differently based on ideologies and values of the ownership models. We look at how the media construct meaning about different social groups and analyse the impact of this on a wider scale. We also look at online and globalisation, how newspapers operate on a global stage and the importance of digital convergence in the output for news. Context focus by OCR: Britain)</p>
<p>Theorists</p>	<p>Media Representation (Hooks, Hall, Gilroy, Van Zoonen, Butler, Gauntlett) In ensuring we educate students at Trinity about a range of diverse topics and different social groups, Representation is a crucial part in forming this knowledge. Media representations of different social groups (Religious faiths, disabilities, LGBTQ+ etc) shape the way many audiences think about individuals who share those identities contributing to shared meanings about them that circulate culturally. Any individual representation has some power to produce or perpetuate meanings about its contents, its topics, and themes. This makes representation a weighty topic which needs to be delivered thoughtfully and with keen critical engagement to ensure students at Trinity are educated to make for a more just and equitable world, wider than just the classroom.</p> <ul style="list-style-type: none"> ➤ Hooks- Intersectionality (Interconnected oppression, from evaluation to action) ➤ Hall – Representation (theory focus: Stereotypes and power, Media representations)

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- Gilroy – Postcolonial (theory focus: Racial binaries, ‘civilisationism’, British empire on English identity)
- Butler – Gender as performance (Gendered identities, traditional gender binary)
- Gauntlett – Media and Identity (traditional and post-traditional media consumption, reflective identity construction)
- Van Zoonen – Feminism (theory focus: Female body as spectacle, masculinity in the media)

Other theorists covered, when students are taught these theories, we ensure we address the time they released the theory and apply to contexts in the time period link with theory and current times.

Media Language (Barthes, Levi-Strauss, Todorov, Baudrillard, Neale)

Media Audience (Bandura, Gerber, Jenkins, Hall, Shirky)

Media Industry (Hesmondhalgh, Livingstone and Lunt, Curran and Seaton)