

KS4 Media Lesson Plan



Why is copyright law important to media?

Lesson 1 of 2

Learning objectives

- Learn about how copyright law applies to different mediums in the media.
- Consider effective ways of creating a media product to raise awareness of copyright law in the media.

Study skills

- Develop skills of enquiry, critical thinking and analysis.
- Develop skills in creative media production.

Learning outcomes

- All students will demonstrate an understanding of copyright laws in media.
- Many students will gain a clear idea of the complexities around copyright infringement. They will be able to apply copyright law to specific cases.

Resources required

- Computers or laptops for research
- Lesson Presentation 1
- Copyright Information Handout
- Media Copyright Infringement Cases

Introduction

Use **Lesson Presentation 1** to introduce the topic, learning objectives and study skills.

Starter: Assign a different medium in the media, using the list on slide 3, to small groups of students. The groups should discuss how copyright law is relevant to this medium, giving real-life examples where they can. They should then share these ideas with the class.

Main activities

Go through the information about copyright law on slides 4-9. Most of this information is also on the **Copyright Information Handout**, which students can refer to for later tasks. Students can ask questions or discuss the information on each slide.

Using what they have learnt about copyright law in the media, students work together in small groups to analyse a case in the media where copyright infringement has been alleged. Put students into groups and hand out the **Media Copyright Infringement Cases**, one to each group. You might decide to use all the cases provided or just some of them, and you may wish to assign the same case to more than one group.

Students should spend approximately 20 minutes on this task and then share their findings with the class.

Plenary

The students reflect on the case studies they have heard. Using the questions on slide 12, students discuss which cases they found the most surprising or complex, and what they have learnt about copyright law from the cases they have studied.

Useful resources

These CLA videos may also be helpful to share with students:

[What Does IP Mean to You?](#)
[Plagiarism](#)

Extension activities / home learning

Investigate further the distinction of parody and how this creates exceptions in copyright. Students could carry out research using the following questions as prompts:

- How did Specsavers' 2010 advert parody adverts by Lynx?
- How did IKEA's 2014 advert parody an Apple advert?
- How did the music video of Fat Les's 'Vindaloo' (1998) parody the Verve's 'Bittersweet Symphony' (1997)?
- How does the film *Scary Movie* (2000) parody *Scream* (1996) and other horror movies?
- How do the Johnny English and Austin Power franchises parody James Bond films?
- How do *The Simpsons* parody TV shows and films, including *Mary Poppins*, *101 Dalmatians* and *Game of Thrones*?

KS4 Media Lesson Plan



Why is copyright law important to media?

Lesson 2 of 2

Learning objectives

- Learn about how copyright law applies to different mediums in the media.
- Consider effective ways of creating a media product to raise awareness of copyright law in the media.

Study skills

- Develop skills of enquiry, critical thinking and analysis.
- Develop skills in creative media production.

Learning outcomes

- All students will demonstrate an understanding of copyright laws in media.
- Many students will gain a clear idea of the complexities around copyright infringement. They will be able to apply copyright law to specific cases.

Resources required

- Lesson Presentation 2
- Copyright Information Handout from last lesson
- Optional: Computers or laptops for students to create their media products

Introduction

Use **Lesson Presentation 2** to remind students about the topic, learning objectives and study skills.

Starter: Students recap their learning on copyright law by writing down 2-3 interesting points about copyright in the media that they learnt about in the first lesson. If needed, they can refer back to their notes from that lesson. Students share these with the class – they could be written on the board for reference.

Main activities

In pairs, students will create a media product about copyright infringement. This needs to be both informative and entertaining. Students can use any of the information from the **Copyright Information Handout**, and they can refer to the cases studied in the first lesson.

Suggestions for different tasks are on slide 5 of the **Lesson Presentation**:

- Create 1-2 print advertisement(s) about not infringing on copyright.
- Create a double-page spread for a magazine reporting on copyright infringement in an area of the media.
- Storyboard a 3-minute music video to be used for an anti-plagiarism campaign.

For each of these, there is information on the target audience and stylistic features the students should include.

Plenary

Students reflect on their work using the following questions:

- How does your media product inform the audience about copyright law?
- How does it also entertain the audience?
- What would you like to develop further in your work?

Useful resources

These CLA videos may also be helpful to share with students:

[What Does IP Mean to You?](#)

[Plagiarism](#)

Extension activities / home learning

Investigate further the distinction of parody, and how this creates exceptions in copyright. Students could carry out research using the following questions as prompts:

- How did Specsavers' 2010 advert parody adverts by Lynx?
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