

Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 4 subject curriculum intent

The Media Studies curriculum is enriching, thought-provoking and inspiring, encouraging pupils to analyse and challenge the media products that both they, and the world around them, consume on a daily basis. In a world where the Media has considerable influence over contemporary society, pupils gain an appreciation for how institutions (both in contemporary and historical contexts) seek to position and attract their consumers and how consumers respond in a variety of ways. Ultimately, Media Studies pupils will be given a unique and profitable set of knowledge and skills to prepare them for the next stage of their education and life.

We aim to:

- Create critical thinkers who challenge issues within the media and question the purpose of media products.
- Equip pupils with essential subject-specific knowledge and vocabulary, allowing them to examine the construction of media texts from both historical and contemporary settings.
- Promote fairness and equality through respectful discussions around a range of representations in the media and compare how these have been received by different audiences over time.
- Develop pupils' independent creative, practical and decision-making skills through a range of original media production opportunities.
- Develop strong literacy skills, both written and digital, while promoting essential oral communication.

Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10 MEDIA LANGUAGE REPRESENT ATION INDUSTRY AUDIENCE	Торіс	MEDIA LANGUAGE AND REPRESENTATION MUSIC: MUSIC VIDEOS MEDIA INDUSTRY AND AUDIENCE (RADIO, TV) MUSIC: BBC RADIO 1 LIVE LOUNGE	PROMOTING MEDIA: FILM INDUSTRY AND LEGO	PRINT MEDIA: NEWS AND MAGAZINES	TV: THE AVENGERS NEWS: 1960s OBSERVER	NON-EXAMINATION ASSESSMENT MOCK PREP	NON-EXAMINATION ASSESSMENT MOCK PREP
CONTEXT	Core knowledge from this topic	Throughout this unit, all students will know and understand the core terminology and concepts related to media language and representation, applying this	Throughout this unit, all students will know and understand the way the film industry works, applying knowledge and understanding to an in-depth study of the set	Throughout this unit, all students will know and understand the magazine industry, language, representation and audience in particular relation to the set	Throughout this unit, students will know and understand the key knowledge about the 1960s era and then study how this context influenced The Avengers and the News.	Throughout this unit, all students will apply their knowledge and understanding of media to the research, planning and creation of a practical production piece.	Students will continue to create their NEAs. <u>Mock exam preparation:</u> - Students will compare generic
		knowledge to the two set music videos. As a starting point, students will consider the way they personally use and consume media. Students will evaluate whether they agree with the theories of Castell and Leadbeater about social media,	product, The Lego Movie. <u>Industry:</u> - Students will know and understand the difference between studio and independent films, specifically how film conglomerates and Hollywood's 'Big Six' operate.	product, MOJO magazine, with some comparative newspaper examples from The Observer. <u>Industry:</u> - Students will build on previous media industry knowledge and learn about _commercial publishing conglomerates and	<u>Context: The 1960s</u> - Students will understand the meaning behind the phrase the 'Swinging Sixties' - Students will know and understand gender roles, the	Briefs are set by OCR and are released every year in March. Alongside the creation of the production brief, 1 hour a week students will build on existing knowledge of topic areas and demonstrate understanding through exam style questions in preparation for the Year 10 mocks.	conventions on magazine front covers through an analysis of media language. - Students will apply knowledge of the TV industry and explain the importance of scheduling in relation to Cuffs/ Avengers.





MEDIA STUDIES Curriculum Overview Plan

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Inducting of the induction of the inducting of the induction of the inducti					
Il discuss diversity rary media,industries theory.several MOJO examples), e.g. Hugh Jackman on Mens' Healthapplying Mulvey's Male Gaze theory.representation o magazine covers	ne media.				
rary media, Hugh Jackman on Mens' Health theory. magazine covers		-			
		muustries theory.	• • • •		
	•	Audience:	-		magazine covers
		<u>Audience.</u>	s doou nousekeeping.		

and consider t an active const world of media

Language:

- Students will terminology to from film stills, as well as clips

- Students will understand ho make specific (influence audi and connote n

- Some studen and begin to se texts can relate influenced by e (intertextuality

Music Videos:

- Students will in the two set products inclue montage vs lin generic convei palette; fast pa editing;

use of dialogue

- Some studen identify and ex intertextuality

Representation

- Students will understand ho are constructe with examples culture, religio <mark>gender, age an</mark> MVs.

-Students will surrounding ge sexuality in the

- Students will in contempora including unde



- Students will apply knowled and understanding of BBC Live Lounge and how it targets different audiences.

- Students will discuss the impact of historical context on 1960s newspapers.

will select the ief, unless in circumstances. ir own production ents must apply their and understanding language,

ions and audiences reative response

ill plan their work earch, mood boards

vill learn how to use oftware such as d Photoshop to ir work.

ent study skills are and practised the unit.

preparation:

ill apply their and understanding The Avengers and tual influences in an esponse

vill analyse key oth crime dramas the constructed the media language ntation

ill explain how film es operate and their g of 'tent-pole'

/ill compare ion in the two set

ill compare nguage and on on a range of vers and discuss



MEDIA STUDIES Curriculum Overview Plan

	and conventions vary on the audience
specific groups. - Students will enhance their knowledge of Uses and Context: compare these with Cuffs and discuss their reasoning. depending - Students will know and recognise stereotypes and Gratifications by applying this to the Lego Movie Video Game. - Students will be able to discuss the impact of the internet and - Some students will be	
 knowledge of Uses and Students will know and recognise stereotypes and Gratifications by applying this to the Lego Movie Video Game. Students will be able to discuss Students will be able to discuss Some students will be 	
- Students will know and Gratifications by applying this to recognise stereotypes and the Lego Movie Video Game Students will be able to discuss - Some students will be able to discuss - Some students will be - Some stu	
recognise stereotypes and the Lego Movie Video Game. the impact of the internet and - Some students will be	
anti-stereotypes.	
- Students will enhance their 60s/70s and 80s knowledge and apply	
all students will know and knowledge of active and passive Levi-Strauss theory of	
understand the core audiences by applying this to structuralism (binary opposites)	
terminology and concepts the Lego Movie Video Game.	
related to TV and radio industry	
and audience, linking BBC1 Live Language and Representation: Students will then move on to	
Lounge to each aspect of core study the three set 1960s	
knowledge, before applying - Students will apply existing newspaper front covers from	
some of this knowledge to the knowledge of language and The Observer.	
set product, Cuffs. representation to the set	
products: the Lego Movie - All students will apply	
Industry: promotional posters, TV spot contextual knowledge to	
and trailer. analyse representations in the	
- Students will know and main stories on the front pages.	
understand who owns British - Students will enhance their	
and global media and how these knowledge, understanding and - Most students will be able to	
institutions operate. applying: genre hybridity in the discuss comparisons between	
Lego Movie; knowledge and historical and contemporary	
- Students will know the application of Propp's character newspapers using media	
difference between Public types; knowledge and language.	
Service Broadcasting and application of Todorov's	
commercial broadcasting. narrative theory; film poster	
codes and conventions; and film	
- Students will know how TV and trailer codes and conventions	
radio media is funded and the	
license fee. <u>Context:</u>	
Chudente will be out the	
- Students will know about the - Students will apply knowledge	
BBC and its history (TV and of contemporary contexts to set	
radio). products including feminism,	
multiculturalism, celebrity	
- Students will know and culture, retro culture / nostalgia	
understand how media and increase in consumerism.	
regulation works including	
OFCOM.	
- Students will discuss	
advancements in technology	
and the impact on the industry	
including convergence	
- <mark>-Students will discuss radio</mark>	
scheduling and its impact.	
Audience:	
- Students will know and	
understand the difference	



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			STUDIES Curriculum Over		
	between active and passive audiences.				
	- Students will know and understand Blumler and Katz' Uses and Gratification theory				
	-Students will know and understand the format of Live Lounge and how it appeals to its target audience.				
Links to the national curriculum (if applicable)					
Previous content that this topic builds upon	Students will apply the core terminology and vocabulary related to media language and representation that was taught last year to the two set music videos. Students will build on their TV industry knowledge taught last year, including PSBs and apply this to the new context of radio.	Students will build on their core knowledge of the media industry, applying their own knowledge of the film industry and connecting them to the previously learnt terms, including knowledge of commercial channel ITV and scheduling the TV spot. Students will also apply all representation knowledge to the set products, Uses and Gratifications theory to Video Games and and cross-curricular link to STEM lessons with stop	Students will build on their knowledge of media ownership; regulation and funding; and Uses and Gratifications, applying this to magazines. This topic is taught specifically before the production of the NEA, where students will produce their own magazines.	Students will apply their acquired knowledge of media language and representation to analyse The Avengers and the News. Students will also build on their knowledge from the previous unit of ITV and the TV Industry and apply knowledge of Uses and Gratifications when considering audience appeals.	Students will use t knowledge of mag typography, image acquired from the and apply this to tl There are cross-cu with IT including P skills. Content for mock n be interleaved 1 h to enable students enhance existing knowledg areas studied so fa demonstrate unde through exam style
Key vocabulary	Codes; conventions; denotation; connotation; genre; intertextuality; narrative; performance montage; linear narrative Mise-en-scene; props; costume; setting; realism; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Representation; stereotype; archetype; social groups; underrepresentation;	 motion animation. Studio vs Independent films; Production; Distribution; Exhibition; Warner Bros; DC; Conglomerate; Tent-pole productions; Convergence; Vertical Integration; Subsidiaries; Synergy; Franchise; Multiculturalism; Merchandise; Casting; BBFC; PEGI; platform; stop-motion; CGI; Equilibrium; disruption; recognition; repair; new equilibrium Codes; conventions; denotation; connotation; genre hybridity; iconography; intertextuality; narrative; tagline; release date; title; Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; 	Convergence; Diversification; Revenue; IPSO; Bauer Media; Sponsored content Typography; Serif and sans serif; Masthead; Anchor; Standfirst; House style; Depth of field; Digital manipulation; filters; cropping Language; direct address; formal/informal register puns; colloquialism Intertextuality	Male-gaze; Pastiche; Permissive; Marginalisation; Espionage; Contexts; Political; Cultural; Social; Economic; Racism; Homophobia; Patriarchy; Controversial; Sexism	All previous learnt linked to media lar print and image m



			STUDIES Curriculum Over	view Plan		(
	misrepresentation; gender; male gaze; objectification; sexuality; heterosexuality; ethnicity; culture; race Institution; Public Service Broadcasting; Commercial; Watershed; License fee; Regulation; OFCOM; Ownership; Funding; Marketing; Convergence; Scheduling; Streaming;Peak-viewing time Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion	voiceover Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Representation; stereotype; archetype; social groups; underrepresentation; gender; sexuality; ethnicity; culture; race Audience; ensemble cast; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion; Feminism; Multiculturalism; Celebrity culture; Nostalgia; Retro Lego; construction;				
Development of cultural capital	Students specifically discuss the role of media in their society and culture. Students consider their own experiences of a range of media forms and discuss how groups/individuals in society and media are represented within a range of cultures and ideologies.Students will also learn about how music can be intrinsically linked to cultural identity.Students will be culturally aware of how big industries in media affect audiences and look at the impact of how the media helps to create a national cultural identity, i.e. Britishness.Students will be taken on a virtual tour of the BBC Old Broadcasting House in London: https://db5indfzufrfo .cloudfront.net/eyerevolutio n.co.uk/bbc/newbroadcastin	Students will develop their cultural capital by exploring and challenging ideas linked to gender, age, sexuality, race and ethnicity in the promotional material.Students will experience virtual tours of the big Hollywood film studios and explore careers linked to film including: director, animator, screenwriter, video games designer. A trip to WB Studios Harry Potter (May 2022) will also enhance students' knowledge and understanding of the film industry.https://www.wbstudiot our.com/Every week throughout the unit students complete 'What's New in the News' – a reading task exposing them to range of political, cultural and social	Students will consider the historical cultural impact of British rock music and its impact on shaping identity building on previous knowledge, e.g. The Beatles and the 'Swinging Sixties'. In the spring term, the Media Dept will organise a trip to BBC Birmingham where students will visit TV and radio stations, learn how programmes get on air, get hands-on experience with the latest digital technology and take part in a specially designed workshop: https://www.bbc.co.uk/showsa ndtours/tours/bbc-birmingham	Students are challenged to think critically and thoughtfully about how society/culture has changed over time and how different audiences respond. Students will discover what life was like in Britain during the 1960s to provide relevant contextual factors influencing real-life and fictional events. Students will also debate historical, social and cultural issues such as divorce, contraception, women in education, drug use and more.	Students will be asked to create a specific genre of magazine (e.g. fashion, sports, music) and will have the freedom and scope to create their piece as they wish, keeping within specific technical and target audience requirements. This allows students to explore and personalise the genre in different ways. Both supported and independent research into the genre will take place with opportunities to discuss social and cultural influences on the genre.	As before.

			STUDIES Curriculum Overv	view Plan		
	ghouse-2/index.html with exploration of careers linked to TV and radio including presenting, camerawork, broadcast engineering Students will also build on knowledge of youth culture and identity through music.	news stories (e.g. Prince Andrew scandal led to debates about Royal family, homosexual couple dancing on Strictly – debates about views on sexuality in Atherstone, etc. Students will be encouraged to share their own opinions and have respectful debates with their peers about a range of contemporary events and issues. This will also help build knowledge of newspapers for the News unit in Year 11.				
Development of reading	Students will complete guided reading tasks on:	Students complete What's New in the News.	Students continue with What's New in the News.	Students continue with What's New in the News.	Students continue with What's New in the News.	As before.
	Laura Mulvey's Male Gaze theory	Students will complete guided reading questions on the following online articles:	Students will complete guided reading and analysis of example covers from a range of magazine	Students will complete DART tasks related to 1960s adverts and the three set historical	Students will complete a variety of reading tasks to support the research into the specific	
	The BBC Annual Report The History of BBC Radio: <u>https://radiofidelity.com/history</u> <u>-of-bbc-radio/</u>	https://www.theguardian.com/li feandstyle/2017/jun/04/how-le go-clicked-the-super-brand-that- reinvented-itself https://www.fastcompany.com/	genres as well as MOJO magazine.	Observer front pages.	magazine genre.	
	Guardian article: https://www.theguardian.com/t v-and-radio/2020/may/14/zoe-b alls-bbc-radio-2-show-loses-a-mi llion-listeners	<u>3026121/why-the-lego-movie-is</u> -much-more-than-a-90-minute-t oy-commercial				
Concepts –what will students be able to do at the end of the topic	Students will learn the knowledge and skills required to complete a topic assessment on music videos from Paper 2, Section A: Music. Students will begin to develop analytical writing skills to answer exam-style questions.	Students will learn the knowledge and skills required to complete a topic assessment from Paper 1, Section B: Promoting Media. Students will be able to answer a range of industry related and language/ representation analysis questions with increasingly sophisticated craft and accuracy.	Students will learn the knowledge and skills required to discuss the magazine industry and to analyse a range of magazine front covers for language and representation. Students will be able to recognise generic magazine codes and conventions and how these appeal to target audiences.	Students will learn the relevant knowledge about the 1960s to be able to confidently discuss the themes, ideas and issues in the set products. They will be able to write analytical responses to exam-style questions with increasingly developed craft.	Students will be able to research a specific magazine genre and create a 'mood board' to reflect generic conventions depending on individual choices. Students will collaborate with staff and peers to gather raw material, demonstrating excellent communication and organisational skills.	Students will continue to plan and design their production piece using a range of software. Most students will have a completed production piece by the end of this unit. Students will continue to develop analytical writing skills to answer exam-style question which will be assessed in the
			They will be able to write analytical responses to exam-style questions and complete a topic assessment from Paper 2, Section A: Music.		Students will plan and design their production piece using a range of software. Students will begin to develop their ability to make relevant notes during a clip, in order to later support their exam responses.	mock exam.



Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	develop analytica to answer exam-s Summer
Year 11 MEDIA	Торіс	NEA CATCH-UP MOCK PREP	NEWS: THE OBSERVER	KNOWLEDGE APPLICATION	NEA CATCH-UP & KNOWLEDGE APPLICATION	INTERLEAVED PRO
ANGUAGE REPRESENT ATION NDUSTRY AUDIENCE CONTEXT	Core knowledge from this topic	 Throughout this unit, all students will apply their knowledge and understanding of media to the research, planning and creation of a practical production piece. Briefs are set by OCR and are released every year in March. Alongside the creation of the production brief, 1 hour a week students will build on existing knowledge of topic areas and demonstrate understanding through exam style questions in preparation for the Year 10 mocks. NEA All students will select the magazine brief, unless in exceptional circumstances. Through their own production piece, students must apply their knowledge and understanding of magazine language, representations and audiences through a creative response. Students will learn how to use a range of software such as PagePlus and Photoshop to produce their work. Independent study skills are also taught and practised throughout the unit. Mock exam preparation: Paper 1 exam question Application of TV and Promoting Media knowledge. 	Throughout this unit, all students will know and understand the role of online and print news media, including an in-depth study of The Observer newspaper. Industry - Students will know and understand newspaper ownership, including examples such as Murdoch and the Scott Trust, - Students will know and understand the problems with newspaper ownership and control, including regulation, IPSO and the Leveson enquiry - Students will know and understand the concept of the free press. - Students will know and understand the concept of the free press. - Students will know and understand the impact of technology on the newspaper industry and enhance their knowledge of convergence, - Students will enhance their knowledge of Uses and Gratifications by applying this to newspapers, specifically The Observer	Throughout this unit, students will enhance and apply their knowledge of each relevant area of the media framework to unseen <u>Music and News</u> products. - Students will enhance their knowledge and understanding of the radio industry. - Students will study of one full episode of Live Lounge, knowing and understanding the features and format of the show and how this appeals to audiences, uses and gratifications and the use of big, contemporary artists. - Students will enhance their knowledge and understanding of the magazine industry. - Students will study two set MOJO front covers, enhancing their knowledge and understanding of media language and representation, and be able to compare these to other music magazines. - Students will know and understand audience identity and interpretation in the set music videos and be able to compare language and representation. -Students will enhance their knowledge and understanding of media language and representation.	Throughout this unit, students will enhance and apply their knowledge of each relevant area of the media framework to <u>TV</u> and Promoting Media products. - Students will enhance their knowledge and understanding of the TV industry. - Students will know how to apply Uses and Gratification theory to the TV industry and set products, Cuffs and The Avengers. - Students will know how to apply the narrative theories of Propp and Todorov to Cuffs and The Avengers. - Students will enhance their knowledge and understanding of language and representation through close analysis of key scenes from set products. - Students will enhance their knowledge and understanding of the film industry, applying this to The Lego Movie Video Game. - Students will enhance their knowledge and understanding of media language, representation and context in The Lego Movie marketing set products. - Students will revisit their final production pieces ready for submission in May.	Students will follo interleaved progra guided by the adv information publi exam board. This separate docume Lessons will be ta depending on are and exam skill de Students will be e range of exam qu strong focus on co and assessment o

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INIEDIA	STUDIES Curriculum Overv	lew Plan
- Some students will be		
challenged to build on their		
knowledge of audience theory		
and apply Hypodermic Needle		
theory and the Two-Step flow to		
news.		
Language		
 Students will apply existing 		
knowledge of language and		
representation to a range of		
newspaper covers, including The		
Observer front pages, and		
<mark>online news.</mark>		
- Students will enhance their		
knowledge, understanding and		
applying genre (broadsheets,		
tabloids, middle-market daily,		
social media) and their		
conventions; newspaper media		
language including symbolic,		
written and technical codes.		
Representation		
. <u></u>		
 Students will apply existing 		
knowledge of representation		
including examples of		
counter-stereotypes in the		
news.		
- Some students will be		
challenged to build on their		
knowledge and apply Stuart		
Hall's representation theory.		
<u>Context</u>		
- Students will apply and build		
on their knowledge of		
contemporary contexts		
including feminism,		
multiculturalism, celebrity		
culture and increase in		
<mark>consumerism.</mark>		
- Students will be challenged to		
discuss the political spectrum		
and its impact on the news and		
audience interpretation.		





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MEDIA STUDIES Curriculum Overview Plan									
Links to the	NON-EXAMINATION	NA	NA	NA	NA	NA			
national curriculum	ASSESSMENT MOCK PREP								
if applicable) Previous content	Throughout this unit, all	Throughout Year 10 and	All previously taught units.	All previously taught units.	-				
hat this topic	students will apply their	Autumn 1, students have	All previously taught units.	All previously taught units.					
ilds upon	knowledge and understanding	become familiar with a range of							
inus upon	of media to the research,	news content knowledge from							
	planning and creation of a	reading and discussing a range							
	practical production piece.	of newspaper and online articles							
	Briefs are set by OCR and are	during What's New in the News.							
	released every year in March.	There are cross-curricular links							
	Alongside the creation of the	with English (Journalism							
	production brief, 1 hour a week	scheme).							
	students will build on existing	This unit builds on the 1960s							
	knowledge of topic areas and	Observer front covers they							
	demonstrate understanding	studied in Year 10, and students							
	through exam style questions in	will be encouraged to discuss							
	preparation for the Year 10	points of comparison. Also, this							
	mocks.	unit builds on print media							
		ownership and regulation from							
	NEA	the magazine unit, stretching							
		and enhancing knowledge by							
	- All students will select the	looking deeper at the issues and							
	magazine brief, unless in	politics involved. In addition, it							
	exceptional circumstances.	builds on core knowledge of							
	Through their own production	contemporary contexts during							
	piece, students must apply their	Promoting Media unit such as							
	knowledge and understanding	feminism, multiculturalism,							
	of magazine language,	celebrity culture, applying this							
	representations and audiences	to the news.							
	through a creative response.								
	- Students will learn how to use								
	a range of software such as								
	PagePlus and Photoshop to produce their work.								
	- Independent study skills are								
	also taught and practised								
	throughout the unit.								
	Mock exam preparation:								
	- Students will apply their								
	knowledge and understanding								
	of Cuffs and The Avengers and								
	their contextual influences in an								
	exam style response								
	- Students will analyse key								
	scenes in both crime dramas								
	and discuss the constructed								
	meaning in the media language								



		MEDIA	STUDIES Curriculum Overv	lew Plan	
Key vocabulary	 Students will compare representation in the two set music videos representation, specifically discussing representation. Students will explain why diversification is important for media producers. 	The Scott Trust; IPSO; Impress;	Internationalism; Consumerism;	Institution; Public Service	
	NON-EXAMINATION ASSESSMENT MOCK PREP	Tabloid; Broadsheet; Middle-market daily; Quality press; Free press; Hard news; Paywall; Upmarket; Circulation; Regulation; Leveson inquiry; Left/Right-wing; Labour; Conservative; Social liberalism; Democracy; Communism; Impartial; Sensationalism; Internationalism; Consumerism; Multiculturalism; Patriarchy; Sexism; Controversial Layout; home page; navigation bar; tabs; house style Functionality; roll-overs/pop ups; scrolling marquee; Ilinks/hyperlinks; embedded video/animations; Interactivity Social media; Twitter; Instagram; likes; comments; shares	Multiculturalism; Patriarchy; Sexism; Controversial Institution; Public Service Broadcasting; Commercial; License fee; Regulation; OFCOM; Ownership; Funding; Marketing; Convergence; Scheduling; Streaming; Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion Male-gaze; Permissive; Marginalisation;; Contexts; Political; Cultural; Social; Economic; Racism; Patriarchy; Controversial; Sexism Diversification; Revenue; IPSO; Bauer Media Typography; Serif and sans serif; Masthead; Anchor; Standfirst; House style; Depth of field; Digital manipulation; filters; cropping Language; direct address; formal/informal register puns; colloquialism Intertextuality	Broadcasting; Commercial; Watershed; License fee; Regulation; OFCOM; Ownership; Funding; Marketing; Convergence; Scheduling; Streaming;Peak-viewing time Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion Montage; Verisimilitude; Social-realism; Multi-stranded narrative; Genre hybridity Male-gaze; Pastiche; Permissive; Marginalisation; Espionage; Contexts; Political; Cultural; Social; Economic; Racism; Homophobia; Patriarchy; Controversial; Sexism Studio vs Independent films; Production; Distribution; Circulation; Warner Bros; Conglomerate; Tent-pole productions; Convergence; Vertical Integration; Subsidiaries; Synergy; Franchise; Multiculturalism; Merchandise; Casting; BBFC; PEGI; Codes; conventions; denotation; connotation; genre hybridity; intertextuality; narrative; tagline; release date; title; Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover Editing; continuity and non-continuity editing; cross	





	MEDIA STUDIES Curriculum Overview Plan								
				cutting; shot-reverse shot Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Equilibrium; disruption; recognition; repair; new equilibrium Representation; stereotype; archetype; social groups; underrepresentation; misrepresentation; gender; sexuality; ethnicity; culture; race Feminism; Multiculturalism; Celebrity culture; Nostalgia; Retro					
Development of cultural capital	Throughout this unit, all students will apply their knowledge and understanding of media to the research, planning and creation of a practical production piece. Briefs are set by OCR and are released every year in March. Alongside the creation of the production brief, 1 hour a week students will build on existing knowledge of topic areas and demonstrate understanding through exam style questions in preparation for the Year 10 mocks. <u>NEA</u> - All students will select the magazine brief, unless in exceptional circumstances. Through their own production piece, students must apply their knowledge and understanding of magazine language, representations and audiences through a creative response. - Students will learn how to use a range of software such as PagePlus and Photoshop to produce their work. - Independent study skills are also taught and practised throughout the unit.	Students will focus on a number of current national and global news stories, articulating their own opinions on events and issues of the day to encourage healthy and respectful debates. Students will discuss both national and global politics and consider the impact of these issues on them. Students will be exposed to careers linked to news including journalism, presenting and broadcasting.	Students will continue to develop their cultural capital by exploring and challenging ideas linked to gender, age, sexuality, race and ethnicity in the magazine and music video industry as well as how this has changed over the last 60 years in the news.	Students will continue to develop their cultural capital by exploring and challenging ideas linked to gender, age, sexuality, Britishness, race and ethnicity in the TV episodes and film marketing.					



	MEDIA STUDIES Curriculum Overview Plan					
		Mock exam preparation: - Students will apply their knowledge and understanding of Cuffs and The Avengers and their contextual influences in an exam style response - Students will analyse key scenes in both crime dramas and discuss the constructed meaning in the media language - Students will compare representation in the two set music videos representation, specifically discussing representation. - Students will explain why diversification is important for media producers.				
rea Con wil abl	velopment of ading	NON-EXAMINATION ASSESSMENT MOCK PREP	Students will read and analyse a range of recent newspaper articles throughout this unit, including guided and independent reading. Students will learn the knowledge and skills required to complete a topic assessment from Paper 2, Section B: News. Students will be able to answer a range of industry related and language/ representation analysis questions with increasingly sophisticated craft and accuracy.	Students will continue to develop their reading skills through guided and independent reading tasks including model essay responses and interleaved content. Students will be able to confidently plan and complete a range of exam style questions, selecting relevant knowledge and understanding to support their responses. Students will develop and refine their ability to write about similarities and differences in media products.	Students will continue to develop their reading skills through guided and independent reading tasks including model essay responses and interleaved content.Students will be able to confidently plan and complete a range of exam style questions, selecting relevant knowledge and understanding to support their responses.Students will develop and refine their ability to make relevant notes during a clip, in order to later support their exam responses.	







