



MEDIA STUDIES Curriculum Overview Plan



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 REPRESENTATION INDUSTRY AUDIENCE CONTEXT	Topic	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
	Core knowledge from this topic	<p>Throughout this unit, all students will know and understand the core terminology and concepts related to media language and representation, applying this knowledge to the two set music videos.</p> <p>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,</p>	<p>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 product, The Lego Movie.</p> <p><u>Industry:</u></p> <ul style="list-style-type: none">- Students will know and understand the difference between studio and independent films, specifically how film conglomerates and Hollywood's 'Big Six' operate.	<p>Throughout this unit, all students will know and understand the magazine industry, language, representation and audience in particular relation to the set product, MOJO magazine, with some comparative newspaper examples from The Observer.</p> <p><u>Industry:</u></p> <ul style="list-style-type: none">- Students will build on previous media industry knowledge and learn about commercial publishing conglomerates and	<p>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.</p> <p><u>Context: The 1960s</u></p> <ul style="list-style-type: none">- Students will understand the meaning behind the phrase the 'Swinging Sixties'- Students will know and understand gender roles, the	<p>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.</p>	<p>Students will continue to create their NEAs.</p> <p><u>Mock exam preparation:</u></p> <ul style="list-style-type: none">- Students will compare generic 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.



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	<p>and consider their own place as an active consumer within the world of media.</p> <p><u>Language:</u></p> <ul style="list-style-type: none">- Students will apply language terminology to analyse images from film stills, film/tv posters, as well as clips and trailers.- Students will begin to understand how producers make specific choices to influence audiences and create and connote meaning.- Some students will go beyond and begin to see how media texts can relate and be influenced by each other (intertextuality). <p><u>Music Videos:</u></p> <ul style="list-style-type: none">- Students will analyse language in the two set music video products including performance montage vs linear narrative; generic conventions; colour palette; fast paced vs continuity editing; use of dialogue and soundtrack- Some students will be able to identify and explain intertextuality in the MVs. <p><u>Representation:</u></p> <ul style="list-style-type: none">- Students will begin to understand how representations are constructed in the media with examples including race, culture, religion, ethnicity, gender, age and sexuality in MVs.- Students will know issues surrounding gender and sexuality in the media.- Students will discuss diversity in contemporary media, including underrepresentations	<ul style="list-style-type: none">- Students will identify film franchises and name the benefits of these for film studios.- Students will know and understand the benefits of tent-pole productions.- Students will know relevant facts about Warner Media and its subsidiaries.- Students will know and understand the process of film-making (production, distribution, exhibition) and its associated careers.- Students will know and understand vertical integration and how Warner Media uses this to its advantage, including in The Lego Movie Video Game.- Students will know and understand how the film and video game industry is regulated, including the BBFC and PEGI ratings.- Students will know and understand different ways of marketing a film including casting, merchandise, adverts, TV spot, posters and trailers.- Some students will be challenged to take their learning further and explore the Lego brand and the reasons why it made a movie build, as well as building knowledge of the use of mixed media in the film: stop motion animation and CGI with an opportunity to explore film careers.- Some students will be challenged to apply Hesmonhalgh's cultural industries theory. <p><u>Audience:</u></p>	<p>the effect of ownership on the magazine industry, e.g. Bauer.</p> <ul style="list-style-type: none">- Students will know how magazines are commercially funded and look at examples of advertisement in MOJO.- Students will know and understand how print media regulation works including IPSO.- Students will know and understand how MOJO uses convergence and diversification <p><u>Audience:</u></p> <ul style="list-style-type: none">- Students will know and understand the socio-economic scale and consider its application to how magazines target their audiences. <p>- Students will apply Uses and Gratifications and active and passive audience theory to magazines and specifically MOJO.</p> <p><u>Language:</u></p> <ul style="list-style-type: none">- Students will identify and analyse magazine language specific terminology such as typography, masthead, standfirst. <p>- Students will compare magazine language on a range of covers and discuss how codes and conventions vary depending on the audience.</p> <p><u>Representation:</u></p> <ul style="list-style-type: none">- Students will discuss and compare various representations including masculinity on a range of magazine covers (including several MOJO examples), e.g. Hugh Jackman on Mens' Health vs Good Housekeeping.	<p>rise in feminism and the concept of patriarchy during this era.</p> <ul style="list-style-type: none">- Students will acquire relevant knowledge about the Cold War and fear of Russian spies.- Students will know and understand the concept of 'Britishness'.- Students will know and understand societal sexuality expectations and issues surrounding LGBT.- Students will know and understand the issues surrounding racism and immigration.- Students will know and understand a range of social issues such as divorce, the generation gap and contraception.- Students will make comparisons between technology and consumerism in the 1960s and today. <p><u>The Avengers (1965):</u></p> <p>Students will move on to study the second crime drama TV set product, episode 1, series 4 of The Avengers.</p> <ul style="list-style-type: none">- All students will watch the full episode, making guided notes on industry, language and representation and applying relevant contextual influences. They will be able to identify Uses and Gratifications.- Most students will be able to analyse media language and representation in the episode, applying Mulvey's Male Gaze theory.	<p>NEA</p> <ul style="list-style-type: none">- 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 plan their work through research, mood boards and mock-ups.- Students will learn how to use a range of software such as InDesign and Photoshop to produce their work.- Independent study skills are also taught and practised throughout the unit. <p><u>Mock exam preparation:</u></p> <ul style="list-style-type: none">- Students will apply their knowledge and understanding of Cuff 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 and representation- Students will explain how film conglomerates operate and demonstrate their understanding of 'tent-pole' productions.- Students will compare representation in the two set music videos- Students will compare magazine language and representation on a range of magazine covers and discuss	<ul style="list-style-type: none">- Students will apply knowledge and understanding of BBC Live Lounge and how it targets different audiences.- Students will discuss the impact of historical context on 1960s newspapers.
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	<p>and misrepresentation of specific groups.</p> <p>- Students will know and recognise stereotypes and anti-stereotypes.</p> <p>all students will know and understand the core terminology and concepts related to TV and radio industry and audience, linking BBC1 Live Lounge to each aspect of core knowledge, before applying some of this knowledge to the set product, Cuffs.</p> <p><u>Industry:</u></p> <p>- Students will know and understand who owns British and global media and how these institutions operate.</p> <p>- Students will know the difference between Public Service Broadcasting and commercial broadcasting.</p> <p>- Students will know how TV and radio media is funded and the license fee.</p> <p>- Students will know about the BBC and its history (TV and radio).</p> <p>- Students will know and understand how media regulation works including OFCOM.</p> <p>- Students will discuss advancements in technology and the impact on the industry including convergence</p> <p>-Students will discuss radio scheduling and its impact.</p> <p><u>Audience:</u></p> <p>- Students will know and understand the difference</p>	<p>- Students will enhance their knowledge of Uses and Gratifications by applying this to the Lego Movie Video Game.</p> <p>- Students will enhance their knowledge of active and passive audiences by applying this to the Lego Movie Video Game.</p> <p><u>Language and Representation:</u></p> <p>- Students will apply existing knowledge of language and representation to the set products: the Lego Movie promotional posters, TV spot and trailer.</p> <p>- Students will enhance their knowledge, understanding and applying: genre hybridity in the Lego Movie; knowledge and application of Propp's character types; knowledge and application of Todorov's narrative theory; film poster codes and conventions; and film trailer codes and conventions</p> <p><u>Context:</u></p> <p>- Students will apply knowledge of contemporary contexts to set products including feminism, multiculturalism, celebrity culture, retro culture / nostalgia and increase in consumerism.</p>	<p><u>Context:</u></p> <p>- Students will be able to discuss the impact of the internet and the classic rock music era of the 60s/70s and 80s</p>	<p>- Most students will begin to compare these with Cuffs and discuss their reasoning.</p> <p>- Some students will be challenged to build on their knowledge and apply Levi-Strauss theory of structuralism (binary opposites)</p> <p><u>News</u></p> <p>Students will then move on to study the three set 1960s newspaper front covers from The Observer.</p> <p>- All students will apply contextual knowledge to analyse representations in the main stories on the front pages.</p> <p>- Most students will be able to discuss comparisons between historical and contemporary newspapers using media language.</p>	<p>how codes and conventions vary depending on the audience</p>	
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		<p>between active and passive audiences.</p> <p>- Students will know and understand Blumler and Katz' Uses and Gratification theory</p> <p>-Students will know and understand the format of Live Lounge and how it appeals to its target audience.</p>					
	Links to the national curriculum (if applicable)						
	Previous content that this topic builds upon	<p>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.</p> <p>Students will build on their TV industry knowledge taught last year, including PSBs and apply this to the new context of radio.</p>	<p>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.</p> <p>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 motion animation.</p>	<p>Students will build on their knowledge of media ownership; regulation and funding; and Uses and Gratifications, applying this to magazines.</p> <p>This topic is taught specifically before the production of the NEA, where students will produce their own magazines.</p>	<p>Students will apply their acquired knowledge of media language and representation to analyse The Avengers and the News.</p> <p>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.</p>	<p>Students will use their knowledge of magazine layout, typography, images, etc, acquired from the previous unit and apply this to the set brief. There are cross-curricular links with IT including Photoshop skills.</p> <p>Content for mock revision will be interleaved 1 hour per week to enable students to build and enhance existing knowledge of topic areas studied so far and demonstrate understanding through exam style questions.</p>	<p>As before.</p>
	Key vocabulary	<p>Codes; conventions; denotation; connotation; genre; intertextuality; narrative; performance montage; linear narrative</p> <p>Mise-en-scene; props; costume; setting; realism; lighting; composition; monochrome; saturated colour</p> <p>Sound; diegetic and non-diegetic; dialogue; voiceover</p> <p>Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot</p> <p>Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls</p> <p>Representation; stereotype; archetype; social groups; underrepresentation;</p>	<p>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</p> <p>Codes; conventions; denotation; connotation; genre hybridity; iconography; intertextuality; narrative; tagline; release date; title;</p> <p>Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour</p> <p>Sound; diegetic and non-diegetic; dialogue;</p>	<p>Convergence; Diversification; Revenue; IPSO; Bauer Media; Sponsored content</p> <p>Typography; Serif and sans serif; Masthead; Anchor; Standfirst; House style; Depth of field; Digital manipulation; filters; cropping</p> <p>Language; direct address; formal/informal register</p> <p>puns; colloquialism</p> <p>Intertextuality</p>	<p>Male-gaze; Pastiche; Permissive; Marginalisation; Espionage; Contexts; Political; Cultural; Social; Economic; Racism; Homophobia; Patriarchy; Controversial; Sexism</p>	<p>All previous learnt vocabulary linked to media language in print and image media.</p>	<p>As before.</p>



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		<div>misrepresentation; gender; male gaze; objectification; sexuality; heterosexuality; ethnicity; culture; race</div> <div>Institution; Public Service Broadcasting;</div> <div>Commercial; Watershed; License fee; Regulation; OFCOM;</div> <div>Ownership; Funding; Marketing; Convergence; Scheduling;</div> <div>Streaming;Peak-viewing time</div> <div>Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption;</div> <div>Uses and Gratifications;</div> <div>personal identity; surveillance; social interaction;</div> <div>entertainment/ diversion</div>	<div>voiceover</div> <div>Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot</div> <div>Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls</div> <div>Representation; stereotype; archetype; social groups; underrepresentation;</div> <div>misrepresentation; gender; sexuality; ethnicity; culture; race</div> <div>Audience; ensemble cast; categories; target; mass vs niche; active vs passive; interpretation; consumption;</div> <div>Uses and Gratifications;</div> <div>personal identity; surveillance; social interaction;</div> <div>entertainment/ diversion;</div> <div>Feminism; Multiculturalism; Celebrity culture; Nostalgia;</div> <div>Retro</div> <div>Lego; construction;</div>				
Development of cultural capital	<p>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://db5indfzfrfo.cloudfront.net/eyerevolution.co.uk/bbc/newbroadcastin</p>	<p>Students will develop their cultural capital by exploring and challenging ideas linked to gender, age, sexuality, race and ethnicity in the promotional material.</p> <p>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.wbstudiotour.com/</p> <p>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</p>	<p>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/showsandtours/tours/bbc-birmingham</p>	<p>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.</p>	<p>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.</p>	As before.	



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		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: Laura Mulvey's Male Gaze theory The BBC Annual Report The History of BBC Radio: https://radiofidelity.com/history-of-bbc-radio/ Guardian article: https://www.theguardian.com/tv-and-radio/2020/may/14/zoe-balls-bbc-radio-2-show-loses-a-million-listeners	Students complete What's New in the News. Students will complete guided reading questions on the following online articles: https://www.theguardian.com/lefeandstyle/2017/jun/04/how-le-go-clicked-the-super-brand-that-reinvented-itself https://www.fastcompany.com/3026121/why-the-lego-movie-is-much-more-than-a-90-minute-toy-commercial	Students continue with What's New in the News. Students will complete guided reading and analysis of example covers from a range of magazine genres as well as MOJO magazine.	Students continue with What's New in the News. Students will complete DART tasks related to 1960s adverts and the three set historical Observer front pages.	Students continue with What's New in the News. Students will complete a variety of reading tasks to support the research into the specific magazine genre.	As before.
	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. 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 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 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.	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 questions which will be assessed in the mock exam.



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Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Students will continue to develop analytical writing skills to answer exam-style questions.	
Year 11	Topic	NEA CATCH-UP MOCK PREP	NEWS: THE OBSERVER	KNOWLEDGE APPLICATION	NEA CATCH-UP & KNOWLEDGE APPLICATION	INTERLEAVED PROGRAMME OF STUDY	
MEDIA LANGUAGE REPRESENTATION INDUSTRY AUDIENCE CONTEXT	Core knowledge from this topic	<p>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.</p> <p><u>NEA</u></p> <p>- 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.</p> <p>- Students will learn how to use a range of software such as PagePlus and Photoshop to produce their work.</p> <p>- Independent study skills are also taught and practised throughout the unit.</p> <p><u>Mock exam preparation:</u> Paper 1 exam question Application of TV and Promoting Media knowledge.</p>	<p>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.</p> <p><u>Industry</u></p> <p>- Students will know and understand newspaper ownership, including examples such as Murdoch and the Scott Trust,</p> <p>- Students will know and understand the problems with newspaper ownership and control, including regulation, IPSO and the Leveson enquiry</p> <p>- Students will know and understand the concept of the free press.</p> <p>- Students will know and understand the ways in which newspapers are funded.</p> <p>- Students will know and understand the impact of technology on the newspaper industry and enhance their knowledge of convergence.</p> <p><u>Audience</u></p> <p>- Students will enhance their knowledge of Uses and Gratifications by applying this to newspapers, specifically The Observer</p> <p>- Students will enhance their knowledge of active and passive audiences by applying this to newspapers, specifically The Observer</p>	<p>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.</p> <p>- Students will enhance their knowledge and understanding of the radio industry.</p> <p>- 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.</p> <p>- Students will enhance their knowledge and understanding of the magazine industry.</p> <p>- 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.</p> <p>- Students will know and understand audience identity and interpretation in the set music videos and be able to compare language and representation.</p> <p>-Students will enhance their knowledge and understanding of media language and representation to the three set 1960s Observer front covers.</p>	<p>Throughout this unit, students will enhance and apply their knowledge of each relevant area of the media framework to <u>TV and Promoting Media</u> products.</p> <p>- Students will enhance their knowledge and understanding of the TV industry.</p> <p>- Students will know how to apply Uses and Gratification theory to the TV industry and set products, Cuffs and The Avengers.</p> <p>- Students will know how to apply the narrative theories of Propp and Todorov to Cuffs and The Avengers.</p> <p>- Students will enhance their knowledge and understanding of language and representation through close analysis of key scenes from set products.</p> <p>- Students will enhance their knowledge and understanding of the film industry, applying this to The Lego Movie Video Game.</p> <p>- Students will enhance their knowledge and understanding of media language, representation and context in The Lego Movie marketing set products.</p> <p>- Students will revisit their final production pieces ready for submission in May.</p>	<p>Students will follow an interleaved programme of study, guided by the advanced information published by the exam board. This is on a separate document.</p> <p>Lessons will be targeted depending on areas of weakness and exam skill development.</p> <p>Students will be exposed to a range of exam questions with a strong focus on core knowledge and assessment criteria.</p>	



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			<p>- 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.</p> <p><u>Language</u></p> <p>- Students will apply existing knowledge of language and representation to a range of newspaper covers, including The Observer front pages, and online news.</p> <p>- 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.</p> <p><u>Representation</u></p> <p>- Students will apply existing knowledge of representation including examples of counter-stereotypes in the news.</p> <p>- Some students will be challenged to build on their knowledge and apply Stuart Hall’s representation theory.</p> <p><u>Context</u></p> <p>- Students will apply and build on their knowledge of contemporary contexts including feminism, multiculturalism, celebrity culture and increase in consumerism.</p> <p>- Students will be challenged to discuss the political spectrum and its impact on the news and audience interpretation.</p>				
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	Links to the national curriculum (if applicable)	NON-EXAMINATION ASSESSMENT MOCK PREP	NA	NA	NA	NA	NA
	Previous content that this topic builds upon	<p>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.</p> <p><u>NEA</u></p> <p>- 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.</p> <p>- Students will learn how to use a range of software such as PagePlus and Photoshop to produce their work.</p> <p>- Independent study skills are also taught and practised throughout the unit.</p> <p><u>Mock exam preparation:</u></p> <p>- Students will apply their knowledge and understanding of Cuffs and The Avengers and their contextual influences in an exam style response</p> <p>- Students will analyse key scenes in both crime dramas and discuss the constructed meaning in the media language</p>	<p>Throughout Year 10 and Autumn 1, students have become familiar with a range of news content knowledge from reading and discussing a range of newspaper and online articles during What’s New in the News. There are cross-curricular links with English (Journalism scheme).</p> <p>This unit builds on the 1960s Observer front covers they studied in Year 10, and students will be encouraged to discuss points of comparison. Also, this unit builds on print media ownership and regulation from the magazine unit, stretching and enhancing knowledge by looking deeper at the issues and politics involved. In addition, it builds on core knowledge of contemporary contexts during Promoting Media unit such as feminism, multiculturalism, celebrity culture, applying this to the news.</p>	All previously taught units.	All previously taught units.		



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		<div>- Students will compare representation in the two set music videos representation, specifically discussing representation.</div> <div>- Students will explain why diversification is important for media producers.</div>					
	Key vocabulary	NON-EXAMINATION ASSESSMENT MOCK PREP	<div>The Scott Trust; IPSO; Impress; 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</div> <div>Layout; home page; navigation bar; tabs; house style</div> <div>Functionality; roll-overs/pop ups; scrolling marquee; llinks/hyperlinks; embedded video/animations;</div> <div>Interactivity</div> <div>Social media; Twitter; Instagram; likes; comments; shares</div>	<div>Internationalism; Consumerism; Multiculturalism; Patriarchy; Sexism; Controversial</div> <div>Institution; Public Service Broadcasting; Commercial; License fee; Regulation; OFCOM; Ownership; Funding; Marketing; Convergence; Scheduling; Streaming;</div> <div>Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion</div> <div>personal identity; surveillance; social interaction; entertainment/ diversion</div> <div>Male-gaze; Permissive; Marginalisation;; Contexts; Political; Cultural; Social; Economic; Racism; Patriarchy; Controversial; Sexism</div> <div>Diversification; Revenue; IPSO; Bauer Media</div> <div>Typography; Serif and sans serif; Masthead; Anchor; Standfirst; House style; Depth of field; Digital manipulation; filters; cropping</div> <div>Language; direct address; formal/informal register</div> <div>puns; colloquialism</div> <div>Intertextuality</div>	<div>Institution; Public Service Broadcasting; Commercial; Watershed; License fee; Regulation; OFCOM; Ownership; Funding; Marketing; Convergence; Scheduling; Streaming;Peak-viewing time</div> <div>Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion</div> <div>Montage; Verisimilitude; Social-realism; Multi-stranded narrative; Genre hybridity</div> <div>Male-gaze; Pastiche; Permissive; Marginalisation; Espionage; Contexts; Political; Cultural; Social; Economic; Racism; Homophobia; Patriarchy; Controversial; Sexism</div> <div>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;</div> <div>conventions; denotation; connotation; genre hybridity; intertextuality; narrative; tagline; release date; title; Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour</div> <div>Sound; diegetic and non-diegetic; dialogue; voiceover</div> <div>Editing; continuity and non-continuity editing; cross</div>		



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					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	<p>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.</p> <p><u>NEA</u></p> <p>- 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.</p> <p>- Students will learn how to use a range of software such as PagePlus and Photoshop to produce their work.</p> <p>- Independent study skills are also taught and practised throughout the unit.</p>	<p>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.</p> <p>Students will discuss both national and global politics and consider the impact of these issues on them.</p> <p>Students will be exposed to careers linked to news including journalism, presenting and broadcasting.</p>	<p>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.</p>	<p>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.</p>		



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		<p><u>Mock exam preparation:</u></p> <ul style="list-style-type: none">- 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.					
	Development of reading	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 continue to develop their reading skills through guided and independent reading tasks including model essay responses and interleaved content.	Students will continue to develop their reading skills through guided and independent reading tasks including model essay responses and interleaved content.		
	Concepts –what will students be able to do at the end of the topic	<p>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.</p> <p><u>NEA</u></p> <p>- All students will select the magazine brief, unless in exceptional circumstances. Through their own production</p>	<p>Students will learn the knowledge and skills required to complete a topic assessment from Paper 2, Section B: News.</p> <p>Students will be able to answer a range of industry related and language/ representation analysis questions with increasingly sophisticated craft and accuracy.</p>	<p>Students will be able to confidently plan and complete a range of exam style questions, selecting relevant knowledge and understanding to support their responses.</p> <p>Students will develop and refine their ability to write about similarities and differences in media products.</p>	<p>Students will be able to confidently plan and complete a range of exam style questions, selecting relevant knowledge and understanding to support their responses.</p> <p>Students will develop and refine their ability to make relevant notes during a clip, in order to later support their exam responses.</p>		



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