

Curriculum Rationale and Overview



Subject: Media Studies

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	GCSE specifications in media studies must enable students to demonstrate skills of enquiry, critical thinking, decision-making and analysis; develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics; understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues; appreciate how theoretical understanding supports practice and practice supports theoretical understanding.					GCSE specifications in media studies must require students to complete one individual media production in response to a brief set by the awarding organisation.
Scheme of Learning Title:	Key Skills	Television:		Promoting Media		NEA
<i>What will students know?</i>	In introduction to media language, looking at: • Camerawork • Editing • Sound • Mise-en-Scene	The first episode of the following two television series: Vigil (2021) The Avengers (1965) The Theoretical Framework • Media Language • Representation • Audience • Industry • Context		The following media forms of The Lego Movie: • Film industry • Advertising and marketing • Video games		• The students have the opportunity to work independently to research, plan and produce one individual media production from any of the four media forms: - Magazines - Television - Music video - Online
<i>What will students understand?</i>	• How media language creates meaning in a media text.	• The four areas of the theoretical framework in relation to the two episodes. • The media language and representation specific to television products, such as locations, costumes, choice of camera shot, angle, lighting, typography, layout, editing and sound. • The contexts associated with the two episodes and understand the differences between how the two episodes illuminate the changing social,		• The ways in which media organisations target audiences through marketing, including an understanding about the assumptions organisations make about their target audience. • The ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences • How the elements of the theoretical framework for media industries can be considered in relation		• How to apply knowledge and understanding of media language and representation to communicate meaning in a media text. • How to use media language to create their own

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		cultural, historical and political contexts of the mid-1960s and 2020s. - How audience responses and interpretations may change over time as popular television products develop cult status. - The role of BBC in the contemporary television industry and the brand image of ITV are more daring in the 1960s.	to how the set film was produced, distributed and circulated. - The media language and representation specific to posters and moving image trailers, such as locations, costumes, choice of camera shot, angle, lighting, typography, layout, editing and sound. - The relationship between technology and the video game and also how intertextual meanings relate to other Warner Bros franchises and to Lego as a product.	independent media productions for an intended audience. The need for research, planning and production skills in order to create their own media production which is clearly aimed at an intended audience.
<i>What will students be able to do?</i>	Analyse the media language of a media text.	- Analyse how the two television episodes construct and communicate meaning and generate intended interpretations and responses. - Analyse the influence of historical, social and cultural contexts on television programmes. - Analyse the representation in a television programme, such as gender, class, age, ethnicity and sexuality. - Explore the different ways in which audiences are targeted. - Use specialist subject specific language appropriately.	- Demonstrate skills of critical thinking and analysis. - Analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses. - Analyse the media language and representations found in the advertising campaign (posters, trailers and video games). - Explore how the set film was produced, distributed and circulated. - Explore how media companies operate on a global scale, including convergence, funding and regulation. - Use specialist subject specific terminology appropriately.	Apply their knowledge and understanding of media to research, plan and create a practical production piece.
How will they be formally assessed?	Analysis of media products through media language.	AO1 and AO2 AO1: Demonstrate knowledge and understanding of the theoretical framework and the contexts of media and their influence on media products and processes.	AO1 and AO2 AO1: Demonstrate knowledge and understanding of the theoretical framework and the contexts of media and their influence on media products and processes.	AO3: The creation of a media product for an intended audience by applying knowledge and understanding of the theoretical framework to media to communicate meaning.

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		AO2: Analyse media products using the theoretical framework of media to make judgements and draw conclusions.	AO2: Analyse media products using the theoretical framework of media to make judgements and draw conclusions.	
Blended Learning Opportunities (yr 7 & 8)	N/A	N/A	N/A	N/A
Literacy/Numeracy/Personal Development	Literacy: topic sentences, discourse markers, high-level vocabulary choices and subject terminology	Literacy: Effective essay structures, topic sentences, discourse markers, high-level vocabulary choices and subject terminology PD: Discussion and debate exploring representation of media texts (class, age, gender, sexuality, ethnicity).	Literacy: Effective essay structures, topic sentences, discourse markers, high-level vocabulary choices and subject terminology PD: Discussion and debate exploring representation of media texts (class, age, gender, sexuality, ethnicity).	
Links to Prior learning	Opportunity to revisit media elements from a prior unit in Year 9.	Opportunity to revisit media elements from a prior unit in Year 9 and media language from their introduction topic.	Opportunity to revisit the theoretical framework of media language, representation, audience and industry from the previous topic.	