

Curriculum Rationale and Overview (Scheme level)



Subject: Media Studies

Year group: 11

	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.					
Scheme of Learning Title:	Music		News		Revision	
Content <i>What will students know?</i>	The theoretical framework in relation to: • Music magazines - specifically Mojo • BBC Radio One Live Lounge • Two chosen music videos		The theoretical framework in relation to: • The Observer print newspaper • The Observer/Guardian online newspaper • The Observer/Guardian online social and participatory news.		Revision of all four modules covered: • Television: Vigil and The Avengers • The Lego Movie marketing campaign • Music: Mojo magazine, BBC Radio One Live Lounge, music videos • News: The Observer – newspaper	
<i>What will students understand?</i>	Music Magazines: • How magazine audiences are categorised, including how readership and consumption are measured and how audiences are identified. • How audiences may interpret the same magazines very differently and how these differences may reflect both social and individual differences. • How magazines are funded commercially and may use different funding models to generate income.		• The impact of production processes and technologies on online newspapers and their social and participatory feeds. • How The Observer is owned and funded as a media institution and how funding issues have affected the drive to online media. • How online content can be aimed at a range of audiences and more specifically targeted by media organisations.			

Curriculum Rationale and Overview (Scheme level)



	• The effect of ownership on magazines. • • The impact of production processes and technologies on the magazine industry. • • The function and types of regulation in the magazine industry. Music Videos: • The different media language elements specific to music videos such as locations, costumes, choice of camera shot, framing, angle, lighting, lip-synching, performance and editing, including montage. • The ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences. • The ways in which people's media practices are connected to their identity, including their sense of actual and desired self. BBC Radio One Live Lounge: • How Live Lounge reflects the role of Radio 1 within the BBC – to develop public service broadcasting distinctiveness, in part as a response to the political context of criticisms of the BBCs more 'commercial' wings. • How the format of Live Lounge reflects the regulatory need for the BBC to foster creativity and innovation. Radio 1 addresses a distinct segment of the BBC's audience and this is reflected in a distinct mode of address.	• The challenges for media regulation presented by online newspapers and social and participatory feeds. • How online audiences are categorised, including how readership and consumption is measured and how audiences are identified. • How audiences may interpret the same content very differently on different platforms (e.g. online webpage, Twitter quote or Instagram feed) and how these differences may reflect both social and individual differences. • How the various forms of media language are used to create and communicate meaning across online, social and participatory news media. • How selection, combination and exclusion of elements of media language can influence meaning in online, social and participatory news media. • How the social, cultural and political significance of particular representations featured on online, impact social and participatory media in terms of the themes or issues they address. • How newspapers in the 1960s targeted their audiences and communicated contexts.		
<i>What will students be able to do?</i>	• Analyse and compare how media products construct and communicate meaning and generate intended interpretations and responses.	• Analyse the various forms of media language used to create and communicate meaning on newspaper front covers.		

Curriculum Rationale and Overview (Scheme level)



	- Analyse how the media portrays individuals and social groups. - Analyse how the media communicates meaning through their forms, codes and conventions - Explore how media products target, reach and address audiences and how audiences interpret and respond to them. - Explore the social and cultural contexts of media products - Use specialist subject terminology appropriately.	- Explore the relationship between technology and media language of newspaper front covers, including layout, typography and post-production editing of photos. - Analyse the ways in which newspaper producers re-present the world and construct versions of reality. - Explore the social, cultural and political significance of particular representations featured on newspaper covers in terms of the themes or issues they address. - Analyse how representations reflect the contexts in which newspapers were produced: historical and contemporary. - Use specialist subject terminology appropriately.		
How will they be formally assessed?	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. AO2: Analyse media products using the theoretical framework of media to make judgements and draw conclusions.	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. 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		
Literacy/Numeracy/Personal Development	Literacy: Effective essay structures, 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,		

Curriculum Rationale and Overview (Scheme level)



	• PD: Discussion and debate exploring representation of media texts (class, age, gender, sexuality, ethnicity).	sexuality, ethnicity). Historical contexts of the 1960s (feminism, Vietnam War, Cold War, Colonisation, Trade Unions and the Job Crisis).		
Links to Prior learning	• The opportunity to re-visit the theoretical framework of media language, representation, industry and audience.	• The opportunity to re-visit the theoretical framework of media language, representation, industry and audience.		