

Curriculum Rationale and Overview



Subject: Media Studies

Year group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	The A level specification in media studies must require students to study contrasting media products which together will: possess cultural, social and historical significance; reflect and illuminate the theoretical framework underlying the study of media together with the theoretical perspectives associated with them; illustrate a full range of media products in terms of perceived quality, form and structure; provide rich and challenging opportunities for interpretation and in-depth critical analysis, enabling students to develop a detailed understanding of how the media communicate meanings and how audiences respond; cover different historical periods and different global settings; be intended for different audiences; demonstrate emerging, future developments of the media; and cover examples of media students would not normally engage with.					
Scheme of Learning Title:	Introduction Unit	Newspapers	Advertising	Music Videos and Magazines	Film	NEA
Content <i>What will students know?</i>	Introduction to key elements of the course and the main theorists. - Semiotics - Technical codes - Genre - Narrative Theory - Representation and Mediation - Representation of gender - Audience and Industry - Intertextuality - Postmodernism	The theoretical framework in relation to: - The Guardian and The Daily Mail Newspaper. - The Mail Online and The Guardian Websites. - The Twitter, Facebook and Instagram feeds linked to the Mail Online and The Guardian websites.	The media Language and Representation of: - Dove's 'Beautiful Real Moms' advertising campaign from 2018. - River Island's 'Labels are for Clothes' advertising campaign from 2018. - Shelter's advertising campaign from 2011.	The Media Language and Representation of a pair of music videos: - Corrine Bailey Rae and Sufjan Stevens or - Lil Nas X and Radiohead or - Emeli Sande and David Guetta. The Media Language and Representation of two front covers of The Big Issue.	Media Industries and Audiences of the following two films: - Shang-Chi and the Legend of the Ten Rings (2021) and - Snow White and the Seven Dwarfs (1937)	The students have the opportunity to work independently to research, plan and produce one individual media production from any of the following four media forms: - Television - Radio - Magazine - Music Video
<i>What will students understand?</i>	- Understand that all media images are highly constructed and that the codes in a media text can be interpreted in different ways. - Understand Roland Barthes'	- The relationship between technological change and newspaper production. - The impact of digital convergence on the production, distribution and circulation of news.	How and why media language is used by media producers to create meaning and construct various representations of events, issues, individuals and social groups.	- How consideration of the social, cultural and political contexts that influence how media language is used to construct representations. - How elements of the theoretical framework for media	- How and why media products are constructed across different media forms to reach and address a number of audiences. - To understand how the film industry has changed from 1937	- How genre conventions are employed. - How and why intertextuality is employed. - How combinations of media language elements are used to

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	theory of semiotics. - Understand the impact of technical codes in a media text. - Understand Steve Neale's theory of genre. - Understand the theories of Claude Levi-Strauss and Todorov regarding narrative. - Understand how reality and mediation work together to create representation. - Understand Stuart Hall's theory of representation. - Understand the feminist theories with regards to representation of gender. - Understand the different types and categorisation of audiences.	- Ownership and economic factors of newspapers. - How audiences are targeted. - How audiences use and interpret the same media in different ways. - How newspapers are regulated. - How events, issues, individuals and social groups are represented and the choices made by news producers to form these. - The impact of industry contexts. - How media language address content to the audience. - How the use of media language incorporates viewpoints and ideologies.	- How consideration is given to media language elements specific to advertising and marketing, such as locations, costumes, props, make-up, lighting, choice of camera shot, angle, typography, layout and address of written content to the audience. - How Dove's advertising campaign grew Dove's share of the baby care market by challenging media images of picture-perfect mothers. - How River Island's campaign celebrates people who reject stereotypes and champions self-expression. How it was hailed as a milestone in diversity in fashion advertising. - How Shelter's advertising campaign was produced for those at risk of homelessness to point them to Shelter's free services and guide them to seek advice on issues around	language can be used to construct alternative representations that appeal to particular audiences. How consideration is given to media language elements, such as locations, costumes, props, make-up, lighting, choice of camera shot, angle, typography, layout and address of written content to the audience.	to present day in relation to how both set films were produced, distributed and circulated, including considerations of technological change, regulation, ownership and economic patterns. Understand Disney's success through the importance of patterns of media ownership and its success as a global media conglomerate.	create meaning and construct representations that address an intended audience. The need for research, planning and production skills in order to create their own media product which is clearly aimed at a specific audience.
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	Understand Jean Baudrillard's theory of postmodernism.		homelessness earlier.			
<i>What will students be able to do?</i>	- Use CLIFT to analyse a print text. - Analyse the media language and representation of a media text. - Apply the concepts of a theorist to a media text.	Analyse print newspapers, online newspapers and social and participatory media with regards to: - Media language - Representation - Industries - Contexts - Academic ideas and arguments - Theorists	Analyse the chosen adverts with relation to: - Media language - Representation - Contexts Analyse an unseen advertisement. Compare the set advertising and marketing products they have studied with unseen products.	Analyse the chosen adverts with relation to: - Media language - Representation - Contexts Analyse an unseen advertisement. Compare the set advertising and marketing products they have studied with unseen products.	Analyse and compare the two chosen films with regards to: - Industries - Contexts	Apply the knowledge and understanding of media to research, plan and produce a practical production piece.
How will they be formally assessed?	A knowledge quiz and practice of analysing media language and representation of a media text.	AO1 and AO2 AO1 (15 marks): Demonstrate knowledge and understanding of: - The theoretical framework of media - Contexts of media and their influence on media products and processes. AO2 (30 marks): Apply knowledge and understanding of the theoretical framework of media to:	AO1 and AO2 AO1 (10 marks): Demonstrate knowledge and understanding of: - The theoretical framework of media - Contexts of media and their influence on media products and processes. AO2 (15 marks): Apply knowledge and understanding of the theoretical framework of media to:	AO1 and AO2 AO1 (10 marks): Demonstrate knowledge and understanding of: - The theoretical framework of media - Contexts of media and their influence on media products and processes. AO2 (15 marks): Apply knowledge and understanding of the theoretical framework of media to:	AO1: 30 marks Demonstrate knowledge and understanding of: - The theoretical framework of media - Contexts of media and their influence on media products and processes.	- Application of knowledge and understanding of the media theoretical framework to create a media product. - Application of knowledge and understanding of the digitally convergent nature of contemporary media to create meaning.

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		- Analyse media products, including in relation to their contexts and use of academic theories. - Evaluate academic theories - Make judgements and draw conclusions.	- Analyse media products, including in relation to their contexts and use of academic theories. - Evaluate academic theories - Make judgements and draw conclusions.	- Analyse media products, including in relation to their contexts and use of academic theories. - Evaluate academic theories - Make judgements and draw conclusions.		
Blended Learning Opportunities (yr 7 & 8)	N/A	N/A	N/A	N/A	N/A	N/A
Literacy/Numeracy/Personal Development	PD: Discussion and debate exploring representation of media texts (class, age, gender, sexuality, ethnicity).	Literacy: Effective essay structures, topic sentences, discourse markers and high-level vocabulary choices. PD: Discussion and debate exploring representation of media texts (class, age, gender, sexuality, ethnicity).	Literacy: Effective essay structures, topic sentences, high-level vocabulary choices, including discourse markers for comparison. PD: Discussion and debate exploring representation of media texts (class, age, gender, sexuality, ethnicity).	Literacy: Effective essay structures, topic sentences, high-level vocabulary choices, including discourse markers for comparison. PD: Discussion and debate exploring representation of media texts (class, age, gender, sexuality, ethnicity).	Literacy: Effective essay structures, topic sentences, high-level vocabulary choices, including discourse markers for comparison. PD: Discussion and debate exploring historical contexts of the film industry.	PD: Researching and using elements of representation of class, age, gender, sexuality, ethnicity for their media product.
Links to Prior learning	This first unit gives the students an opportunity to revisit elements already studied at KS4.	Opportunity to build on analytical skills developed through the study of the news, although this time students will be looking at two news products.	Opportunity to build on analytical skills of advertising studied at KS4 but this time the focus is on adverts rather than film posters.	Opportunity to build on analytical skills developed through the study of the music and magazines at KS4, but this time the magazine is The Big Issue instead of a music magazine.	Opportunity to build on analytical skills developed through the study of film, but this time they will be comparing two films rather than focusing on one.	Opportunity to build on all knowledge and skills developed through KS4 and KS5 in order to create a specific media product.