



Curriculum Map



Subject: Media Studies

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Paper 1, Section A: Television</p> <p>Why do we study media? What are the four key concepts of Media? What is the purpose of media language? What are camera angles, editing, editing transitions and mise-en-scene? How effective is sound in the media? How is representation presented in the media? How are audiences targeted? What is the role of media institutions? What theories are important in media studies?</p> <p>Key terminology: Media language Denotation Connotation Editing Mise-en-scene Sound Propp’s theory Todorov’s theory Iconography Representation Media Institutes Audience Stereotypes/counter-stereotypes Crime Drama</p>			<p>NEA</p> <p>The set production briefs are published on the OCR website on 1st March each year for certification the following academic year.</p> <p>The NEA briefs changes every year.</p> <p>The students have the opportunity to work independently to research, plan and produce one individual media production from any of the four media forms:</p> <ul style="list-style-type: none"> - Magazines - Television - Music video - Online 	<p>Paper 1, Section B: Promoting Media</p> <p>What is a marketing campaign? Why are posters a good example of marketing? How does a film trailer engage the public? What is the impact of a one-off TV Ad break? Why are video games relevant marketing tools and how do inter-relationships between different media products influence meaning? How successful are Warner Bros? What are the processes a conglomerate goes through to release a film?</p> <p>Key terminology: Conglomerate Vertical integration Tent Pole film Franchise Production Distribution Consumption Ensemble cast Computer Generated Imagery Synergy Media convergence Primary and secondary audiences Blumler and Katz Theory</p>		



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<p style="text-align: center;">Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Demonstrate a thorough knowledge of two television crime dramas: one contemporary (Cuffs 2015) and one historical (The Avengers 1965).</p> <p>Analyse the way that camera angles, editing, sound and mise-en-scene create meaning in a text.</p> <p>Demonstrate a thorough knowledge of media institutes in relation to British television, such as BBC1 and ITV.</p> <p>Understand the impact of representation in both set television crime dramas.</p> <p>Explore how and why audiences watch certain channels and certain television programmes.</p> <p>Explore the contexts associated with the media products and develop an understanding of the differences between how the two media products illuminate the changing social, cultural, historical and political contexts of the mid-1960s and mid-2010s, enabling learners to develop a detailed understanding of how they appear in mainstream drama.</p> <p>Use effective essay structures which include a range of subject terminology, developed analytical response and accurate SPAG.</p>			<p>To be able to work independently.</p> <p>Apply knowledge and understanding of media language and representation to communicate meaning in a media text.</p> <p>Have the ability to use media language to create their own independent media productions for an intended audience.</p> <p>Have research, planning and production skills through the creation of their own media production which is clearly aimed at an intended audience.</p>	<p>Demonstrate a thorough knowledge of the set advertising and marketing products of The Lego Movie marketing campaign.</p> <p>Understand the ways in which media organisations target audiences through marketing, including an understanding about the assumptions organisations make about their target audience.</p> <p>Understand the ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences</p> <p>Investigate how the elements of the theoretical framework for media industries can be considered in relation to how the set film was produced, distributed and circulated.</p> <p>Use effective essay structures which include a range of subject terminology, developed analytical response and accurate SPAG.</p>	
<p style="text-align: center;">Assessment</p>	<p>Big write 1: Questions 1 and 2 from an exam paper using an extract from Cuffs.</p> <p>Big Write 2: Questions 1 and 2 from an exam paper using an extract from The Avengers.</p>	<p>Big Write 1: Questions 3 and 4 from an exam paper using an extract from Cuffs.</p> <p>Big Write 2: Questions 3 and 4 from an exam paper using an extract from Cuffs.</p>	<p>Big Write 1: Question 5 from an exam paper using an extract from Cuffs.</p> <p>Big Write 2: Question 5 from an exam paper using an extract from The Avengers.</p>	<p>No formal assessments, but regular feedback on the students’ media productions.</p>	<p>Big write 1: Question 9 from an exam paper regarding The Lego Movie poster marketing campaign.</p> <p>Big Write 2: Question 9 from an exam paper regarding The Lego Movie trailer and video game marketing campaign.</p>	<p>Big write 1: Questions 6, 7 and 8 from an exam paper.</p> <p>Big Write 2: Questions 6, 7 and 8 from an exam paper.</p>



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<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy Focus: Effective essay structures, topic sentences, discourse markers and a wide range of subject terminology.</p> <p>SMSC/Character: What is representation? How do we see things and how is this affected by our own experiences, culture, gender and preconceived expectations?</p> <p>How did life in the 1960s change the world we live in today? How was life in the 1960s reflected in television at that time? How have issues in modern society impacted on television today?</p>	<p>Literacy focus:</p> <p>SMSC/Character: Opportunity to express own ideas freely and develop own distinct voice/style through the students' media products.</p>	<p>Literacy Focus: Effective essay structures, topic sentences, discourse markers and a wide range of subject terminology.</p> <p>SMSC/Character: How does the media re-present (rather than simply present) the world, and construct versions of reality? What are the choices media producers make about how to represent particular events, social groups and ideas?</p> <p>How and why are particular social groups underrepresented or misrepresented?</p> <p>What are the different functions and uses of stereotypes, including an understanding of how stereotypes become established, how they may vary over time, and how stereotypes enable audiences to interpret media quickly?</p>
<p>Rationale & Links to learning</p>	<p>Introduction to the theoretical framework of media studies: media language, representation, audience and media institutes.</p> <p>Learning the basics (camera angles, editing, sound and mise-en-scene) which will be a focus in all topics throughout the course of study.</p> <p>Introduction to the analytical and writing skills needed throughout the course.</p> <p>Writing concisely in timed conditions.</p>	<p>The NEA gives students the opportunity to apply their knowledge and understanding of media to research, planning and creation of a practical production piece.</p> <p>Allows students to create media products for an intended audience by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Building on prior knowledge from the first unit studied, still focusing on the theoretical framework of media studies, but this time with a bigger focus on media industry.</p> <p>Improving analytical and writing skills developed in the previous unit.</p> <p>Writing concisely in timed conditions.</p>