



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>Introduction and Key Skills:</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</p>	<p>Paper 1, Section A Television: Vigil</p> <p>What defines a police drama? Who are the stock characters of a crime drama? What is an ensemble cast? How has multiculturalism been developed in Vigil? How has Propp’s Theory been applied in Vigil? How has context influenced Vigil?</p> <p>What is the BBC? What is the remit of the BBC? What are the PSB requirements of the BBC? What is the role of Ofcom? Why does the BBC have a licence fee?</p> <p>Key Terminology: Crime Drama Genre Context Representation Audience Broadcasting Scheduling Uses and Gratifications Convergence Niche programmes Ofcom Licence fee</p>	<p>Paper 1, Section A Television: The Avengers</p> <p>Why was The Avengers seen as ‘daring’ in the 1960s? How did context influence the programme? How did The Avengers push social and artistic boundaries in the 1960s? How did The Avengers play on the fears of the British public? How does a modern audience view The Avengers?</p> <p>How did television evolve during the 1960s? What is ITV? What is the remit of ITV? What are the PSB requirements of a commercial channel? What was the impact of television advertising in the 1960s? What was the impact of The Avengers being sold to America?</p> <p>Key Terminology: Spy Thriller Context Scheduling Public Service Broadcasting Watershed Monochrome</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 change 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 go 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>Analyse the way that camera angles, editing, sound and mise-en-scene create meaning in a text.</p> <p>Demonstrate a thorough knowledge of representation and its influence on media products.</p> <p>Understand Propp’s Theory and how this is applied to media texts.</p> <p>Understand Todorov’s Theory and how this is applied to media texts.</p> <p>Demonstrate a thorough knowledge of audience and the Uses and Gratifications Theory.</p>	<p>Demonstrate a thorough knowledge of a contemporary television police dramas: Vigil 2021.</p> <p>Demonstrate a thorough knowledge of media institutions in relation to British television and the BBC.</p> <p>Explore the contexts associated with the media products and develop an understanding of the differences between how a media product illuminates the changing social, cultural, historical and political contexts of 2015.</p> <p>Understand the impact of representation in contemporary television police dramas.</p> <p>Explore how and why audiences watch certain channels and certain television programmes.</p> <p>Use effective essay structures which include a range of subject terminology, developed analytical response and accurate SPAG.</p>	<p>Demonstrate a thorough knowledge of a historic police dramas: The Avengers 1965</p> <p>Demonstrate a thorough knowledge of media institutions in relation to British television and ITV.</p> <p>Explore the contexts associated with the media products and develop an understanding of the differences between how a media product illuminates the changing social, cultural, historical and political contexts of the mid-1960s.</p> <p>Understand the impact of representation in historical television police dramas.</p> <p>Explore how and why audiences watch certain channels and certain television programmes</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>Assessment 1: A knowledge based assessment on all key elements of media.</p>	<p>Assessment 1: Questions 1, 2 and 3 from an exam paper using an extract from Vigil.</p>	<p>Assessment 1: Questions 1, 2 and 3 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>Assessment 1: Question 9 from an exam paper regarding The Lego Movie poster or trailer marketing campaign.</p>	<p>Assessment 1: Questions 6 and 7 from an exam paper.</p>
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	Assessment 2: Exam question 1 on an extract from a crime drama.	Assessment 2: Questions 4 and 5 from an exam paper.	Assessment 2: Questions 4 and 5 from an exam paper.		Assessment 2: Question 8 from an exam paper regarding The Lego Movie video game.	Assessment 2: A full exam paper from The Lego Movie..
Literacy/Numeracy/SMSC/Character	<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>Literacy: Effective essay structures, topic sentences, discourse markers and a wide range of subject terminology.</p> <p>SMSC/Character How does issues regarding gender, ethnicity and sexuality influence media products? How and why are particular social groups represented or misrepresented?</p>	<p>Literacy: Effective essay structures, topic sentences, discourse markers and a wide range of subject terminology.</p> <p>SMSC/Character 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>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? How and why are particular social groups underrepresented or misrepresented? 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>	
Rationale & Links to learning	<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>Applying the key concepts of the theoretical framework (media language, representation, audience and media institutes) to a contemporary police drama.</p> <p>Writing concisely in timed conditions.</p>	<p>Applying the key concepts of the theoretical framework (media language, representation, audience and media institutes) to a historical police drama.</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>	