Curriculum Journey

At the end of their time at Ridgeway, a Media Studies student will have a deeper understanding of media that are encountered on a daily basis and be able to engage with the academic ideas and arguments that surround the modern world of media.		

	At the end of KS4, a Media Studies student will:	**At the end of KS5 a Media Studies student will:**
	Engage confidently with critical and theoretical approaches from the perspectives of both analytical consumers and producers of media products.	Develop their critical and reflective thinking to encourage engagement in the critical debates surrounding contemporary media.
	Develop a wider understanding and appreciation of the media in both a historical and contemporary context.	Engage confidently with critical and theoretical approaches from the perspectives of both analytical consumers and producers of media products.
	Have studied media in an academic context and apply the knowledge and understanding gained in the process of creating their own media production.	Have studied media in an academic context and apply the knowledge and understanding gained in the process of creating their own media production.

		Knowledge	**Skills**	**Knowledge**	**Skills**
		Acquire a robust knowledge and understanding of the media and their role both historically and currently in society, culture and politics. Acquire knowledge and understanding of a range of important media issues. Appreciate how theoretical understanding supports practice and practice supports theoretical understanding. Acquire a knowledge of theorists and how they support media products.	Demonstrate skills of enquiry, critical thinking, decision-making and analysis. 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. Practical skills developed by providing opportunities for creative media production.	An understanding of the dynamic and changing relationships between media forms, products, media industries and audiences. A robust knowledge and understanding of the global nature of the media. Appreciation and understanding of the media and their role both historically and currently in society, culture, politics and the economy. Appreciate how theoretical understanding supports practice and practice supports theoretical understanding. Acquire a knowledge of theorists and how they support media products.	Demonstrate skills of enquiry, critical thinking, decision-making and analysis. Demonstrate a critical approach to media issues. Apply theoretical knowledge and 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 judgements and draw conclusions about media issues. Engage in critical debates about academic theories used in media studies. Demonstrate sophisticated practical skills by providing opportunities for creative media production.

			At the end of the Television Crime Drama scheme, a KS4 student will:	At the end of the The Lego Movie scheme, a KS4 student will:	At the end of the Music scheme, a KS4 student will:	At the end of the News scheme, a KS5 student will:	At the end of the Advertising and Marketing scheme, a KS5 student will:	At the end of the Music Video scheme, a KS5 student will:
			Demonstrate knowledge and understanding of the theoretical framework in relation to the products Be able to analyse an unknown extract from one of the two media products, using the theoretical framework of media, including in relation to its contexts, making judgements and drawing conclusions, as required Demonstrate knowledge and understanding of media contexts in relation to the products. Understand the dominance of the police drama genre in contemporary television schedules and the industrial importance of the serial narrative form; the role of BBC1 in the contemporary television industry; how representations seek to reflect contemporary contexts; and the offering of uses and gratifications to attract a mass audience in an increasingly segmented market. Understand 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 2020s, to develop an understanding of how they appear in mainstream drama	Understand 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, including considerations such as conglomerate ownership and how media companies operate on a global scale. Understand the ways in which media organisations target audiences through marketing, including an understanding about the assumptions organisations make about their target audience. 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.	Understand how magazines are funded commercially and may use different funding models to generate income. Understand the impact of production processes and technologies on the magazine industry. Understand the function and types of regulation in the magazine industry. Understand how magazines can be aimed at a range of audiences, and how magazine audiences are categorised, including how readership and consumption is measured and how audiences are identified. Understand the choices that magazine producers make when constructing representations, including stereotypical and counter stereotypical representations on magazine covers.	Have a comprehensive understanding of how and why newspapers and their online counterparts are evolving as media products and the relationship between both online and offline news with a focus on ownership, economic factors and the impact regulatory framework. Understand the way events, issues, individuals and social groups are represented through processes of selection and combination. Understand the positive and negative use of stereotypes by news media and how representations invoke discourses and ideologies and position audiences.	Understand the way events, issues, individuals and social groups are represented through processes of selection and combination, including a consideration of how the social, cultural and political contexts influence media language is used to construct representations. Understand why advertising campaigns are successful. Understand the 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 for the audience.	Have a robust understanding of how the elements of the theoretical framework for media language are used to construct representations that appeal to particular audiences, including a consideration of the influence of historical, social and cultural contexts, including a consideration of media language elements specific to music videos, such as camera angles, shots, lighting, settings. Locations, costumes, props, make-up, editing and sound.

			At the end of the News scheme, a KS4 student will:	At the end of the NEA process, a KS4 student will:		At the end of the Film scheme, a KS5 student will:	At the end of the Radio scheme, a KS5 student will:	At the end of the Video Games scheme, a KS5 student will:
			Understand the impact of production processes and technologies on online newspapers and their social and participatory feeds.

Understand how the Observer is owned and funded as a media institution and how funding issues have affected the drive to online media the convergent nature of media industries across different platforms.

Understand how online audiences are categorised, including how readership and consumption is measured and how audiences are identified

Understand 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.

Know the various forms of media language used to create and communicate meaning across online, social and participatory news media | Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

Demonstrate they can apply their knowledge and understanding of media language and representation to communicate meaning in a media production.

Demonstrate the ability to use media language to create their own independent media productions for an intended audience.

Demonstrate research, planning and production skills through the creation of their own independent media production which is clearly aimed at an intended audience. | | Understand the importance of patterns of media ownership and how they have contributed to Disney's success as a global media conglomerate.

Understand patterns of distribution and exhibition and the significance of the development of home entertainment media.

Understand how the film industry has changed from 1937 to present day in relation to how both set films were produced, distributed and circulated, including considerations of technological change, regulation and the significance of patterns of ownership and economic factors. | Understand the significance of public service broadcasting and how The BBC Radio One Breakfast Show fits into the overarching ethos of 'Informing, educating and entertaining'.

Understand the distinctiveness of the content of the programme compared to commercial breakfast shows and which audiences are being targeted and why.

Understand the influence of funding in relation to content, production, marketing, distribution and technology. | Understand the elements of the theoretical framework for media industries and audiences and examine how the producers of 'Animal Crossing: New Horizons' have engaged with and constructed their audience.

Understand issues of ownership and the influence of technology on production and distribution. |
| | | | | | | At the end of the Long Form Television Drama unit, a KS5 student will:

Understand the influence of technological | At the end of the NEA process, a KS5 student will:

Create a cross-media product in response to a brief set by OCR. | |

| | | | | | | | change, including digital convergent media platforms on the production, marketing, distribution and exhibition of long form television drama in a global context.

Understand how audiences consume and interpret long form television dramas in different ways, including a consideration of demographic and technological factors relating to consumption.

Understand how medial language can be used to subvert or challenge genre conventions and a consideration of other factors such as genre hybridity, intertextuality, multiple narrative strands and fandom. | Demonstrate that they can apply knowledge and understanding of the theoretical framework to construct their media product by applying knowledge and understanding of media language to express and communicate meaning to an intended audience,

Construct representations that portray events, issues, individuals and social groups as appropriate.

Apply knowledge and understanding of media industries requirements to create a product that is appropriate to the media industry context of their chosen brief.

Use media language to create meaning for the intended audience. | |
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