

## Media Studies Curriculum Intent

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework. Through studying both established and evolving media forms, students will gain a real awareness of the role of the media in society and culture - this enables real opportunity for vocation and potential career paths such as advertising management, web development, broadcasting, journalism and digital marketing - to name but a few. Media Studies offers a specification that is detailed, flexible and full of variety. Students are engaged by the interesting and diverse set products on which their assessment is based, and the stimulating array of texts that they will have the opportunity to study leads them to develop a wide range of deeply embedded skills.

### Year 9

Students study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Some appropriate GCSE content will be covered from the spring term of Year 9. Students are introduced to the key concepts but with specific applications to set products found in the GCSE component 1 paper.. They will explore ideas , techniques and analyse and evaluate their work and others. This year will strengthen their resolve and understanding of the GCSE Media Studies course. In year 9, students undertake a 'practice' NEA project in which they learn how to manage a project, revise relevant applicable content and concepts and learn basic photoshop skills.

### Years 10 and 11

Our GCSE syllabus follows the Eduqas specification and fully prepares students for A Level study in Media Studies. At GCSE, students will work on one Non-Examined Assessment production. Categories of texts studied on the Eduqas syllabus include Film Marketing, Video Games, Newspapers, Magazines, Advertising, Industry, Radio, Music Videos, Online Media, and Crime Drama. In the first year of the course, students will be introduced to key Media critical writing techniques. Students will be expected to explore how Media language informs meaning and learn the technical denotations relevant to each medium and text. Students will be expected to explore macro elements to complement their understanding. The more ambitious students should be able to identify the ideological agenda and explore how factors of production, such as ownership and marketing strategy, can inform the text's meaning. In Year 10, students will study three areas in greater depth: Radio, Video Games, and Crime Drama. For students to achieve a successful outcome, they should now be able to synthesise micro and macro elements into their analysis and should have journeyed with the subject beyond passive spectatorship, and into active, mindful critique. This knowledge is then applied to the Non-Examined Assessment, where students are required to choose a brief that relates to their production based on Film Marketing / Magazines. This coursework is completed in the Summer Term of Year 10.

<b>Year 12 and 13</b>	<p>Our A Level syllabus follows the Eduqas specification and prepares students for undergraduate study in a Media related industry specialism, such as Television, Radio, Film, Marketing, Journalism and/or Publishing. Categories of texts studied on the Eduqas syllabus include: Advertising, Radio, Video Games, TV, Magazines and Online Media. In the first year of the course, students look at how to develop a textual analysis for Component 1 texts of advertising. Students learn how to apply theoretical approaches to the text, and consider how ideological agendas underpin various representations. They will be introduced to Newspaper texts that require a deconstruction of language and representation features with terminology. Whilst a similar writing approach may apply, each form of Media requires an appreciation of specific technical denotations and in-depth research of production contexts, as well as theoretical application. The magazine industry is explored within historical contexts: from Vogue in the Swinging Sixties to The Big Issue in a post-recession Britain.</p> <p>In Year 13, students will then build on their knowledge of institutional factors by studying the context of Video Game production, and gain an understanding of the participatory role of the audience in how gamer development complements critique. Students are expected to synthesise micro analysis with macro features for higher band responses. In addition, students will engage with Film Marketing and Radio broadcasting for more Industry/Audience related study. Students will study three media forms for Component 2. The first episodes of Life on Mars and The Bridge are given close study. Finally, students explore gender theory in Zoella vlogs and Attitude webpages. This knowledge is then applied to the Non-Examined Assessment for a production based on their chosen brief. This coursework will be completed in the Summer Term of Year 12.</p>
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### Media Studies Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	X	X	X	X	X	X
<b>Year 8</b>	X	X	X	X	X	X
<b>Year 9</b>	Introduction to Key Media Concepts: <ul style="list-style-type: none"> <li>• Media language</li> <li>• Genre</li> <li>• Industry</li> <li>• Representation</li> <li>• Audience</li> </ul>	Technical devices and media forms: <ul style="list-style-type: none"> <li>• Camera &amp; movement</li> <li>• Sound &amp; editing</li> <li>• Mise en scene</li> <li>• Into into Advertising</li> </ul>	Component 1 Section A - Advertising & Marketing: <ul style="list-style-type: none"> <li>• Quality Street</li> <li>• This Girl Can</li> <li>• Are you beach body ready?</li> </ul>	Component 1 Section A & B - The Bond Brand: <ul style="list-style-type: none"> <li>• Man with the golden gun</li> <li>• Spectre/No Time to Die</li> <li>• Industry</li> </ul>	Component 1 Section A - Magazines: <ul style="list-style-type: none"> <li>• Pride</li> <li>• GQ</li> </ul>	Summer Project - Photoshop & Practical – Practice for NEA: <ul style="list-style-type: none"> <li>• Project development</li> <li>• Research and planning</li> <li>• Photoshop practice</li> </ul>

		<ul style="list-style-type: none"> <li>• Music video</li> </ul>				<ul style="list-style-type: none"> <li>• Editing</li> </ul>
<b>Year 10</b>	<p>Component 2 Paper (Section A) - Television – Set Product Luther:</p> <ul style="list-style-type: none"> <li>• Introduction to crime drama</li> <li>• Narrative conventions &amp; theory</li> <li>• Episode analysis</li> <li>• Representation (gender/crime/ethnicity etc.)</li> <li>• Exam practice</li> </ul>	<p>Component 2 Paper (Section A) - Television – Set Products Luther &amp; The Sweeney:</p> <ul style="list-style-type: none"> <li>• BBC – PSB analysis</li> <li>• Netflix and streaming sites</li> <li>• Socio-economic context</li> <li>• The Sweeney analysis (language, representation &amp; audience)</li> <li>• Contextual comparison Luther vs. The Sweeney</li> </ul>	<p>Component 1 Paper (Section B) – Video Games – Set product - Fortnite 2021:</p> <ul style="list-style-type: none"> <li>• Introduction to video games</li> <li>• Video games conventions</li> <li>• Overview of Fortnite</li> <li>• Industry issues</li> <li>• Audience issues / theory</li> <li>• Exam practice</li> </ul>	<p>Component 1 Paper (Section B) – Radio – Set Product - The Archers:</p> <ul style="list-style-type: none"> <li>• Introduction to radio</li> <li>• History of radio</li> <li>• Introduction to The Archers</li> <li>• Industry issues</li> <li>• Audience issues / theory</li> <li>• Exam practice</li> </ul>	<p>Introduction to NEA – Coursework:</p> <ul style="list-style-type: none"> <li>• Responding to the brief</li> <li>• Developing initial ideas</li> <li>• Research &amp; planning</li> <li>• Photoshop creation</li> </ul>	<p>Completion of NEA – Coursework:</p> <ul style="list-style-type: none"> <li>• Creation &amp; editing</li> </ul>
<b>Year 11</b>	<p>Component 1 Paper (Section A) – Newspapers – language &amp; representation:</p>	<p>Component 1 Paper (Section B) – Newspapers - industry:</p> <ul style="list-style-type: none"> <li>• Newspaper industry – overview</li> </ul>	<p>Component 2 Paper (Section B) - Music Video - Taylor Swift:</p> <ul style="list-style-type: none"> <li>• Introduction to music videos</li> <li>• Conventions of music videos</li> </ul>	<p>Component 2 Paper (Section B) - Music Video - Bruno Mars:</p> <ul style="list-style-type: none"> <li>• Analysis of contemporary video 2 – Bruno Mars – Uptown</li> </ul>	<p>Revision &amp; exam practice</p>	

	<ul style="list-style-type: none"> <li>• Introduction to newspapers</li> <li>• Overview of British newspapers</li> <li>• Conventions of British newspapers</li> <li>• Political bias and British newspapers</li> <li>• The Guardian – Media Language</li> <li>• The Guardian – Representation – age/ethnicity</li> <li>• The Guardian - Representation – issues</li> <li>• The Guardian – Exam focus</li> <li>• The Sun – introduction and overview</li> <li>• The Sun – Media Language</li> <li>• The Sun – Representation (issues)</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper industry – issues</li> <li>• Newspaper industry - ownership</li> <li>• The Sun – industry overview</li> <li>• The Sun – ownership &amp; context</li> <li>• The Sun – political leaning &amp; historical context</li> <li>• Audience and The Sun – Target Audience</li> <li>• Audience and The Sun – Readership</li> <li>• Exam Question – Newspapers – set product and comparison with unseen</li> <li>• Revision &amp; exam practice</li> </ul>	<ul style="list-style-type: none"> <li>• Music video and genre</li> <li>• Music video and technical devices</li> <li>• Music video and synergy</li> <li>• Analysis of contemporary video 1- Taylor Swift Bad Blood – Media Language</li> <li>• Analysis of contemporary video 1 – Taylor Swift Bad Blood - Representation</li> <li>• Taylor Swift website</li> <li>• Taylor Swift audience focus</li> <li>• Exam practice</li> </ul>	<p>Funk – Media Language</p> <ul style="list-style-type: none"> <li>• Analysis of contemporary video 2 – Bruno Mars – Uptown Funk Representation</li> <li>• Bruno Mars website</li> <li>• Audience focus</li> <li>• Exam focus</li> <li>• Old music video – '/TLC 'Waterfalls'- analysis</li> <li>• Exam focus – comparison of old vs. new music videos</li> <li>• Exam practice</li> </ul>		
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	<ul style="list-style-type: none"> <li>• The Sun – Representation – Social Class</li> <li>• The Sun – Comparative Analysis</li> </ul>					
<b>Year 12</b>	<p>Introduction to A Level</p> <ul style="list-style-type: none"> <li>• Induction to course</li> <li>• Introduction to theoretical framework</li> <li>• Induction – practical skills</li> </ul> <p>Component 1: Section A:</p> <ul style="list-style-type: none"> <li>• Advertising and Marketing</li> <li>• Media Language and Representation – Tide, Wateraid/Super human &amp; KOTV</li> <li>• Advertising and Marketing</li> <li>• Audience &amp; Industry – Tide and Wateraid/Super human</li> </ul>	<p>Component 1: Section A:</p> <ul style="list-style-type: none"> <li>• Introduction to Newspapers</li> <li>• Media Language &amp; Representation</li> <li>• Daily Mirror (March 13, 2019) front page and article on ‘Brexit’ vote</li> <li>• The Times, March 13, 2019 front page</li> <li>• Component 1: Section B Newspapers: Industry and Audience</li> <li>• The Daily Mirror</li> <li>• The Times</li> <li>• Exam practice</li> </ul>	<p>Component Two Section A: TV Introduction and Industry overview:</p> <ul style="list-style-type: none"> <li>• Television Set Product 1</li> <li>• Life on Mars/Peaky Blinders – English Speaking</li> <li>• Media Language</li> <li>• Representation</li> <li>• Industry</li> <li>• Audience</li> <li>• The Bridge – Foreign Speaking</li> <li>• Media Language</li> <li>• Representation</li> <li>• Industry</li> <li>• Audience</li> <li>• Exam practice</li> </ul>	<p>Component Two Section B: Magazines Introduction and Industry overview:</p> <ul style="list-style-type: none"> <li>• Historical product – Vogue (language, representation, audience, industry)</li> <li>• Non-Mainstream product – Big Issue (language, representation, audience, industry)</li> <li>• Theoretical approaches</li> <li>• Exam practice</li> </ul>	<p>Revision and mock exam</p> <p>Component 3 – Cross-Media Practical Production (Coursework)</p> <ul style="list-style-type: none"> <li>• Introduction to briefs, initial research/ideas/choose genre</li> <li>• Research - analysis of similar cross-media products (ML, reps, audience and industry, convergence)</li> </ul> <p>Audience – target/positioning</p> <p>Secondary research:</p>	<p>Component 3 – Cross-Media Practical Production (Coursework)</p> <ul style="list-style-type: none"> <li>• Detailed planning – both cross-media products. Plan for time/resources</li> <li>• Submit statement of Aims and Intentions</li> <li>• Production tasks for main product</li> <li>• Filming/ copywriting/ design</li> </ul> <p>Construction/editing</p> <p>Full draft/rough cut of product 1</p> <p>Teacher review</p>

					industry/theory	
<b>Year 13</b>	<p>Component 3: NEA - coursework:</p> <ul style="list-style-type: none"> <li>• Re-shooting/ re-drafting</li> <li>• Completion of production</li> <li>• Submission of practical production</li> <li>• Component 1: Section A – Music Video Introduction to Music Video</li> <li>• Media Language and Representation</li> <li>• Set Product 1 – Formation – Beyoncé</li> </ul> <p>Analysis of ideologies and issues represented in music video</p> <p>Theoretical approaches</p> <ul style="list-style-type: none"> <li>• Set Product 2 – Riptide – Vance Joy</li> </ul> <p>Analysis of ideologies and issues represented in music video</p> <p>Theoretical approaches</p> <ul style="list-style-type: none"> <li>• Exam practice</li> </ul>	<p>Component 1: Section B</p> <p>Industry &amp; audience Set Product 1 – Black Panther</p> <ul style="list-style-type: none"> <li>• Academic theories attached</li> <li>• Marketing and promotion materials</li> <li>• Theory</li> <li>• Cultural Industries</li> </ul> <p>Set Product 2 – I, Daniel Blake</p> <ul style="list-style-type: none"> <li>• Academic theories attached</li> <li>• Marketing and promotion materials</li> <li>• Theory</li> <li>• Cultural Industries</li> </ul> <p>Academic Theories attached to audience &amp; Industry - refresher</p> <p>Comparison of products – exam focus</p>	<p>Component 1: Section B</p> <p>Introduction to Radio Set Product – BBC Radio 4 – Late Night Woman's Hour &amp; Video Games - set product - Assassin's Creed Franchise</p> <ul style="list-style-type: none"> <li>• Audience effects</li> <li>• Industry issues</li> <li>• Marketing &amp; promotion of products</li> <li>• Cross-media convergence &amp; synergy</li> <li>• Theoretical approaches</li> <li>• Exam practice</li> </ul>	<p>Component 2 Section C: Online Media</p> <p>Introduction and Industry overview</p> <p>Blog – Media Language – Zoella</p> <p>Blog – Representation – Zoella</p> <p>Blog – Industry – Zoella</p> <p>Blog – Audience – Zoella</p> <p>Online Magazine – Media Language – Attitude</p> <p>Online Magazine – Representation – Attitude</p> <p>Online Magazine – Industry – Attitude</p> <p>Online Magazine – Audience – Attitude</p> <p>Theoretical Approaches</p> <p>Exam practice</p>	<p>Revision &amp; exam practice</p>	

