

# Curriculum Summary

## Year 9

The year 9 curriculum is designed to introduce and build skills, develop an understanding of knowledge and critical evaluative skills that will guide you through the course in Year 10 and 11. You will be taught how to *read* media texts and engage with current events and coverage thereof on several media platforms. Your curriculum is sequenced to introduce and induct you to the Media concepts via practical tasks, where you can learn practical skills which will prepare you for your course work component (NEA in Year 11).

**Autumn Term – initial introduction to the theoretical framework, music videos (Texts – TBC-chosen by teacher), magazines.**

Week	Content
1.1	Induction and Introduction to media forms and the theoretical framework
1.2	<b>Introduction to Media Language</b> for <i>print and online</i> products – newspapers, magazines and online
1.3	<b>Introduction to Media Language</b> for <i>audio-visual</i> products – television and music videos
1.4	<b>Introduction to Media Representations</b> – music videos and advertising and marketing
1.5	<b>Introduction to Media Audiences</b> - TV, radio, music videos, video games, online
1.6	Practical Production: Creation of music videos



Autumn Term – initial introduction to the theoretical framework, music videos and magazines	
Week	Content
1.7	Analyse the similarities and differences in <b>media language</b> in the set music videos
1.8	Analyse <b>media representations</b> in the set music videos
1.9	Introduction to music magazines: explore magazine <b>media language</b> and generic conventions
1.10	Magazine: analyse the use of <b>media language</b> in magazines to address its target <b>audience</b> <b>Media language</b> comparison of music magazines
1.11	Analyse <b>representations</b> in magazines and discuss how they address its target <b>audience</b> <b>Representation and media language</b> comparison of music magazines
1.12	<b>Introduction to Photoshop</b>
1.13	<b>Practical Production using Photoshop</b>
1.14	<b>Practical Production using Photoshop</b>
Spring term : Radio and News and the practical production	
Week	Content
1.15	Analyse the <b>media language</b> elements for News – print and online
1.16	Analyse the <b>representations</b> in the news and radio
1.17	Analyse the <b>media language</b> elements and <b>audience</b> address in the <i>Observer</i> website
1.18	Analyse the <b>media language</b> elements and <b>audience</b> address in the <i>Observer Instagram</i> and <i>Twitter</i> feeds
	<b>Practical Production – based on 18-19 brief – music magazine</b>
	<b>Practical Production – based on 18-19 brief – music magazine</b>

Summer Term – advertising <i>The Lego Movie</i> , and the practical production continued	
Week	Content
1.19	Preliminary production: research <b>representations, media language</b> and target <b>audience</b> in existing media products and write short statement of intent
1.20	Preliminary production: complete short practice product and discuss what has been learned about creating productions Final production, research and planning phase: <ul style="list-style-type: none"> <li>Analyse how existing media products use elements of media language to create meaning and decide whether to use similar or different strategies</li> <li>Write the Statement of Intent</li> </ul> Productions created.
1.21	The Lego Movie – Industry and audience
1.22 – 1.27	The Lego Movie – Representation – marketing campaign
1.28 – 1.39	The Lego Movie – Media Language





## Curriculum Summary/ Plan

### Year 10

Your Media Studies curriculum is sequenced to give you coverage of media language, representation and audiences for media forms, covering print, online and audio-visual products. It also reviews and revises the work you did in Year 9. This will also form a basis for further learning of the media forms in Year 11 as well as prepare you for your practical coursework – NEA.

Autumn HT1 –Introduction and review of learning: the theoretical framework, music videos (including the chosen set products), magazines (including <i>MOJO</i> ), and Radio	
Week	Content
1	<b>Induction and Introduction</b> to media forms and the theoretical framework
2	<b>Introduction to Media Language</b> for <i>print and online</i> products – newspapers, magazines and online
3	<b>Introduction to Media Language</b> for <i>audio-visual</i> products – television and music videos
4	<b>Introduction to Media Representations</b> – music videos and advertising and marketing
5	<b>Introduction to Media Audiences</b> - TV, radio, music videos, video games, online
6	Introduction to music videos: to explore how different videos from different musical genres use <b>media language</b> and <b>representations</b> to differentiate the musical artist
7	Introduction to music magazines: explore magazine <b>media language</b> and generic conventions
8	Analyse <b>representations</b> in <i>MOJO</i> and discuss how they address its target <b>audience</b> <b>Representation and media language</b> comparison of <i>MOJO</i> to another music magazine
Autumn HT2 –in depth studies of set products to the theoretical framework, music videos (including the chosen set products), magazines (including <i>MOJO</i> ), and Radio	
Week	Content
1	Viewing and first impressions of both music videos Revise media language for audio visuals
2	Analyse <b>media representations</b> in the set music videos
3	Analyse audiences of the set music videos
4	Analyse audiences of the set music videos
5	Evaluate contexts and theory of music videos relating to representation.
6	Analyse the similarities and differences in <b>media language</b> in the set music videos
7 -8	Revision and assessment
Spring Term – Radio, The Lego Movie ( revision of industry and audience and now analysing the advertising campaign: Posters, trailers and video game)	
Week	Content
<b>Spring HT1</b>	To explore and understand Media <b>Industries</b> and <b>Audience</b> for Radio with close analysis of Radio 1 Live Lounge Analyse the <b>audience</b> address of <i>The Radio 1 Live Lounge</i> in terms of its content and style



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2	To explore and understand Media <b>Industries</b> and <b>Audience</b> for Radio with close analysis of Radio 1 Live Lounge Analyse the <b>audience</b> address of <i>The Radio 1 Live Lounge</i> in terms of its content and style
3	To analyse Radio 1, Live Lounge with Clara Amfo
4	Practical production skills development
5 and 6	To review and revise Radio and practice exam style questions. Review learning – knowledge organisers
<b>Spring HT 2</b>	<b><i>The Lego Movie</i></b>
1	Revise <b>media industries</b> in relation to the advertising and marketing of <i>The Lego Movie</i>
2	Review <b>media language</b> and <b>representations</b> in <i>The Lego Movie</i> posters in relation to social and cultural <b>contexts</b> , targeting <b>audiences</b> , and different audience interpretations
3	Review <b>media language</b> , <b>representations</b> and <b>audience</b> address in <i>The Lego Movie</i> TV trailer and all-Lego ad break Explore <b>media industries</b> in relation to the advertising and marketing of The Lego Movie
4	Explore video games in relation to <b>media industries</b> and <b>audience</b>
5	Revise and prepare for Mock Exams
<b>Summer HT1</b>	Investigate <b>media industries</b> issues for newspapers, including the <i>Observer</i>
1	Investigate the <i>Observer's</i> target <b>audience</b> and media <b>industry's</b> values and beliefs
2	Analyse <b>representations</b> and <b>media language</b> in the <i>Observer</i> print edition
3	Analyse differences in <b>representations</b> and <b>media language</b> in the historical <i>Observer</i> front pages compared to contemporary front pages
4	Compare contemporary and historical editions of the print newspaper in terms of how these reflect historical changes in social, cultural and political <b>contexts</b>
5	Analyse the <b>media language</b> and <b>representations</b> in terms of the <b>audience</b> address and the ethos of the online <i>Observer</i>
6	To compare the <b>media language</b> and <b>representations</b> in the <i>Observer</i> Twitter feed and Instagram feed with the Newspaper website To analyse and exemplify <b>audience</b> participation in the social media feeds and <i>Comment is Free</i> page Review learning – knowledge organisers
<b>Summer HT2</b>	Preliminary production: research <b>representations</b> , <b>media language</b> and target <b>audience</b> in existing media products and write short statement of intent – introduction to the set brief. <b>NEA – coursework</b>
1 and 2	NEA planning and research
3	NEA planning and research
4,5,6	Final production, research and planning phase: <ul style="list-style-type: none"> <li>• Analyse how existing media products use elements of media language to create meaning and decide whether to use similar or different strategies</li> <li>• Write the Statement of Intent</li> <li>• Plan the productions</li> </ul>
7	Final planning phase – research, drafts and flat plans completed

# Curriculum Summary

## Year 11

Your Media Studies curriculum is sequenced to give you coverage of media language, representation and audiences for media forms, covering print, online and audio-visual products. It also reviews and revises the work you did in Year 10. This will also form a basis for further learning of the media forms in Year 11 as well as prepare you for your practical coursework – NEA.

This is the content for your course and you are encouraged to read ahead of lessons:

Autumn Term – NEA and Television	
Content	
1	NEA research, planning and production – coursework worth 30% of your final grade
2	NEA research, planning and production
3	NEA research, planning and production
4	NEA research, planning and production
5	NEA research, planning and production
6	Review the analysis of <i>Cuffs</i> Analyse how <i>Cuffs</i> is influenced by contemporary social and cultural <b>contexts</b>
7	Explore television <b>media industries</b> , especially regulation, and how <i>Cuffs</i> fits the BBC
8	Screen <i>The Avengers</i> episode. Analyse <b>representation</b> in <i>The Avengers</i>
9	Analyse key differences in <b>representations</b> between <i>The Avengers</i> and <i>Cuffs</i> Analyse how these reflect historical social and cultural <b>contexts</b> Sample other mid-60s TV products
10	Analyse <b>media language</b> in <i>The Avengers</i> – analysing key sequences in terms of ML elements
11	Analyse <i>The Avengers</i> episode in terms of ‘macro’ <b>media language</b> (genre and narrative) Apply narrative theory to <i>The Avengers</i> and <i>Cuffs</i>
12	Compare and contrast <i>The Avengers</i> and <i>Cuffs</i> in terms of <b>audience</b> Explore <b>media industries</b> and <i>The Avengers</i>
13	Explore radio in terms of <b>media industries</b> , <b>audience</b> , and <b>contexts</b>

Spring Term – Music videos, radio, print and online newspapers – Revision and reteach	
Week	Content
<b>Spring 1</b>	To explore and understand Media <b>Industries</b> and <b>Audience</b> for Radio with close analysis of Radio 1 Live Lounge  Analyse the <b>audience</b> address of <i>The Radio 1 Live Lounge</i> in terms of its content and style
2	To explore and understand Media <b>Industries</b> and <b>Audience</b> for Radio with close analysis of Radio 1 Live Lounge  Analyse the <b>audience</b> address of <i>The Radio 1 Live Lounge</i> in terms of its content and style
3	Analyse the <b>media language</b> and <b>representations</b> in the chosen set music videos in terms of social/cultural <b>contexts</b>  Explore possible differences in <b>audience</b> interpretations  Explore how audiences use fandom and music videos to construct their identity
4	Analyse the <b>media language</b> and <b>representations</b> in the chosen set music videos in terms of social/cultural <b>contexts</b>  Explore possible differences in <b>audience</b> interpretations  Explore how audiences use fandom and music videos to construct their identity
5	Explore <b>media language</b> and genre conventions on newspapers – the ‘quality’ and ‘tabloid’ press  Explore political <b>contexts</b> for newspapers
<b>Spring 2</b>	Investigate <b>media industries</b> issues for newspapers, including the <i>Observer</i>
1	Investigate the <i>Observer’s</i> target <b>audience</b> and media <b>industry’s</b> values and beliefs
2	Analyse <b>representations</b> and <b>media language</b> in the <i>Observer</i> print edition
3	Analyse differences in <b>representations</b> and <b>media language</b> in the historical <i>Observer</i> front pages compared to contemporary front pages
4	Compare contemporary and historical editions of the print newspaper in terms of how these reflect historical changes in social, cultural and political <b>contexts</b>
5	Analyse the <b>media language</b> and <b>representations</b> in terms of the <b>audience</b> address and the ethos of the online <i>Observer</i>
6	To compare the <b>media language</b> and <b>representations</b> in the <i>Observer</i> Twitter feed and Instagram feed with the Newspaper website  To analyse and exemplify <b>audience</b> participation in the social media feeds and <i>Comment is Free</i> pages

**Summer Term – revision and exam practice**

Week	Content
1	Revision and exam practice, including: <ul style="list-style-type: none"> <li>• Denotation and connotation.</li> <li>• Uses and gratifications (Blumler and Katz).</li> <li>• Textual analysis comparison of <i>MOJO</i> magazine and other unseen music magazines.</li> </ul>
2	Revision and exam practice, including: <ul style="list-style-type: none"> <li>• Textual analysis of <i>Cuffs</i> and <i>The Avengers</i> extracts.</li> <li>• Perspectives on representation (selection, construction and mediation) including feminist theory (patriarchy, objectification, gender stereotyping).</li> <li>• Genre (repetition/variation, change, hybridity, intertextuality) and narrative theory (Propp).</li> </ul>
3	Revision and exam practice, including: <ul style="list-style-type: none"> <li>• Media industries terminology (conglomerate, vertical integration, diversification, convergence, PSB, names of regulators).</li> <li>• Textual analysis of <i>The Lego Movie</i> advertising.</li> </ul>
4	Revision and exam practice, including: <ul style="list-style-type: none"> <li>• Active and passive audiences.</li> <li>• Textual analysis of the print and online <i>Observer</i>.</li> </ul>
5	Revision and exam practice, including media contexts: <ul style="list-style-type: none"> <li>• Comparison of <i>Cuffs</i> and <i>The Avengers</i> in relation to contexts.</li> <li>• Comparison of contemporary and historical editions of the <i>Observer</i> in relation to contexts.</li> </ul>



