



Media

Year 9 - 11 Subject Learning Scheme 2017-2018



Year 9 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EDUQUAS GCSE Media Studies – 3 lessons a week.	<u>Introduction to Media Studies</u> with a focus on learning key media theory and terms.	<u>Embedding Media theory</u> and applying it to a range of Media texts.	<u>Magazines.</u>	<u>Music Videos and Websites</u>	<u>Film Posters:</u> 'Spectre' and 'Man with the Golden Gun.'	<u>Video Gaming and the Gaming Industry:</u> Pokemon Go <u>Crime Drama:</u> Luther
Prior Teaching and Learning	Pupils will not have covered this content in Key Stage 3	Pupils will build on their knowledge of media theory from term 1a	Pupils will have studied some aspects of magazines through KS3 English.	Pupils may have some knowledge of websites from KS3 IT lessons.	Pupils may have some knowledge of poster design from KS3 IT and Art	Pupils are likely to have some knowledge of gaming from their own personal experience. Knowledge of TV Dramas.
Key Learning <ul style="list-style-type: none"> • knowledge • skills • experiences 	Camera Angles Propp's theory Applying camera angles and Propp's theory to demonstrate an	Further development of the media theory started in term 1a through application to a	Studying magazines including: Colour, typography, key conventional features, codes, images and audience.	Studying music video and websites in preparation as a key exam aspects for the course including: Katy Perry 'Roar'	Historical, social and political context. Codes and conventions. Representation	Study of Pokemon website with a close focus on three pages including the home page. Understanding Pokemon go as a

	<p>ability to analyse media texts.</p> <p>Diegetic and non-diegetic sound.</p>	<p>range of media texts.</p> <p>Analysing media texts with theoretical knowledge.</p> <p>Todorov's narrative theory.</p> <p>Study of specific genre of media in line with GCSE Spec.</p>	<p>Making magazine covers.</p>	<p>Intertextuality, applying media theory, camera angles, technical and visual codes, conventions.</p> <p>Marketing through websites.</p> <p>Representation</p>	<p>Detailed study of the two set posters in preparation for the exam.</p> <p>Media Industries: Film Spectre and British Film.</p> <p>Designing film posters.</p>	<p>contemporary augmented reality game.</p> <p>The video game industry.</p> <p>Luther allows learners to study an example of a contemporary crime drama which incorporates ethnic diversity. It uses familiar crime conventions to raise contemporary issues whilst at the same time extending and varying them.</p>
<p>Key Activities promoting SMSC and British Values.</p>	<p><u>Moral Development:</u></p> <p>Considering the effects of camera angles in portraying power in the media.</p>	<p><u>Cultural Development:</u></p> <p>Study of the cultural values and representation in the narrative of Shrek e.g stereotyping</p>	<p><u>Social development:</u></p> <p>Considering the impact of images on the audience in different genres of magazines.</p>	<p><u>Cultural and Moral Development:</u></p> <p>Studying the representation of gender in the music industry</p>	<p><u>Cultural and Moral Development, British Values:</u></p> <p>Understanding the significance of age appropriate film ratings. (BFI)</p> <p>.</p>	<p><u>Social and Moral Development:</u></p> <p>Consideration of the social implications of video gaming.</p> <p>Also representation in the British culture linked to Luther.</p>

Key Homework	Camera Angle Identification and Effects	Apply Todorov's theory to a film of your own choice.	Bring in and study a magazine.	Revision for intertextuality and representation assessment.	Matching task on BFI age ratings.	Prepare a presentation on an age appropriate video game.
Key Assessment incl. dates		Week beginning 6 th November: Assessment to check application of media theory in relation to a specific genre.		Week beginning 26 th February: GCSE style question on music videos and representation.		Week beginning 18th June: Year 9 End of Year Exams. 1 hour exam.

Year 10 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EDUQUAS GCSE Media Studies – 3 lessons a week.	<u>Crime Drama:</u> <i>The Sweeney (1975)</i>	<u>Print Advertising:</u> <i>Quality Street (1956)</i> <i>This Girl Can (2015)</i>	<u>Radio:</u> <i>The Archers</i>	<u>Music Video 2:</u> <i>Black or White – Michael Jackson</i> (and website)	<u>Newspapers:</u> <i>The Sun and The Guardian</i>	<u>Creating Media Product:</u>
Prior Teaching and Learning	Using skills from year that were gained whilst studying <i>Luther</i> .	Using media language and knowledge of representation	Learners should have knowledge and understanding of The Archers as an	Learners will have some knowledge after studying Music video last year.	Understanding of front covers and	Using all the media knowledge to date linked to chosen project to complete.

			evolving media product in terms of the relevant radio industry and audience issues it illustrates	(Year 9 media studies)	article from English KS4 and KS4 non fiction writing.	
<p>Key Learning</p> <ul style="list-style-type: none"> • knowledge • skills • experiences 	<p>How the complete episode and the chosen extracts reflect the society and culture of the time in which they were made.</p> <p>What the complete episode and extract suggest about the representations of gender, ethnicity and age. Key aspects of the broadcasting industry. Key audience issues.</p>	<p>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>How and why particular social groups may be under-represented or misrepresented.</p> <p>The various forms of media language used to create and communicate meanings in media products.</p>	<p>To inform their understanding of The Archers as an example of the contemporary radio industry and contemporary radio audiences, learners should have an awareness of the historical significance of the programme in terms of its evolution within the radio soap opera genre and how it has changed in response to industry and audience demands.</p>	<p>Explore the codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time. Examine intertextuality, including how interrelationships between media products can</p>	<p>Demonstrate a knowledge and understanding of the various forms of media language used to create and communicate meanings in media products.</p> <p>Explore how choice (selection, combination and exclusion) of elements of media language influences meaning in media products, including to create narratives,</p>	<p>The learner must complete an individual media production.</p> <p>Choices to be made from the following:</p> <p>Television - Create a sequence from a new television programme or a website* to promote a new television programme.</p> <p>Advertising and Marketing:</p> <p>Music - Create a music video or a website* to promote a new artist/band</p>

				<p>influence meaning. Fundamental principles of semiotic analysis, including denotation and connotation. Learners are required to study the following elements of their chosen websites the design of the home page, including its use of images and topical material. Links to other content, including audio-visual material and music videos. Interactive links, including to social and participatory media.</p>	<p>to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values.</p>	<p>Advertising and Marketing: Film - Print-based marketing material for a new film.</p> <p>Magazines - Create a new print or online magazine.</p>
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Key Activities promoting SMSC and British Values	<u>British Values</u> Understanding and exploring changes in culture over the years.	<u>Cultural and Moral Development:</u> Studying the representation of gender in advertising industry	<u>British Values</u> Understanding and exploring changes in culture and adaptation to meet the modern audience.	<u>Cultural Development:</u> Study of the cultural values and representation in the narrative of the Music video.	<u>Social and Moral Development:</u> Consideration of the social implications of varying newspapers and headlines.	<u>Social development:</u> Considering the impact of different genres on varying audiences.
Key Homework	To create characters that you would include in a crime drama. Using media knowledge, codes and conventions.	To write and analysis on the advert by Quality Street.	To complete study <i>The Archers</i> website and submit a write up on findings.	Compare the <i>Black and White</i> video to <i>Roar</i> .	Explore the audience expectations of tabloid/broadsheet newspapers	Independent research and gathering images for the chosen product.
Key Assessments inc. dates	Week beginning: 2nd October GCSE style question comparing contemporary and past drama. (1 HOUR)		Week beginning: 5th February GCSE question based on evolution of the radio drama. (1 HOUR)		Week beginning 8th May: To create newspaper cover using all the correct codes and conventions expected from tabloid/broadshet. Completed over two lessons.	

Year 11 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Learning Focus	Pupils begin their Final Production Work. Completion of third analytical assignment.	Completion of Final Evaluations and preparation for mock exams.	Revision of key section A topics for final exams and review and selection of final analytical assessments.	Revision of Section B topics and application of media theory	Final Revision and Exam Practice	Exams Finish in the first week after the half term holidays.
Prior Teaching and Learning.	Pupils will build on their experience of producing texts in Y10 and their prior analytical assessments	Pupils will build on their experience of evaluating in Y10. Pupils will revisit their set exam topics of news for exam prep.	Pupils began to study media theory and news in Y10.	Pupils will build on their practical production skills but in relation their practical element of the exam paper.	Pupils will build on all their GCSE learning.	Final Exam on the first day back after half term.
Key Learning <ul style="list-style-type: none"> • knowledge • skills • experiences 	Identifying the generic conventions of comics, iconography, principles of repetition and variation of a repertoire of elements, hybridity, intertextuality, genres – relationship between organisational and audience/user needs. Investigating the audience for comics	Studying effective methods of evaluation. Drafting and redrafting evaluations. Revision and development of knowledge of TV News and Web-based news.	TV News – detailed study of a number of TV news programmes, both national and local. Revision of key media theory including studies of audience demographics, ways of categorising audiences/users and audience/user composition, organisational issues such as how audiences are targeted, appealed to, audience/user	Using practical production skills in an exam setting. Producing flat copies and annotated sections of web based news. Revision of conventional features of web-based news content and how this appeals to audiences.	A selection of exam based activities and revision to build up pupils' confidence prior to the final exam. Using extract from TV news, note taking, answer questions in the style of the exam for section A on TV news, Section B style practical questions – producing own web based news coverage.	FINAL EXAM DATES: Monday 4th June - afternoon exam

	Work to produce selected final production piece.		response issues such as everyday uses and pleasures together with the different ways audiences and users interpret and interact with a variety of media.			
Key Activities to promote SMSC and British Values.	<u>Moral development</u> Consideration of key issues in relation to the representation of social groups in a variety of media texts	<u>Spiritual and Cultural Awareness</u> Discussions regarding a number of different cultural and spiritual perspectives as presented in media texts	<u>Spiritual and Cultural Awareness</u> Discussions regarding a number of different cultural and spiritual perspectives as presented in the news	<u>Cultural Awareness and Moral Development.</u> Consideration of key cultural and moral issues represented in the news	<u>Moral development</u> Further consideration of key issues in relation to the set topics for the media exam.	
Key Homework:	A task specific to the production work being undertaken by specific pupils	Analysis of the presentation of one current news story on a specific news report on TV	GCSE Media Studies Section A Practice questions	GCSE Media Studies Section B Practice question.	Exam Revision and practice questions.	
Key Assessments Inc Dates	Final version of research and planning section of controlled assessment. (20 marks) 3 rd Analytical Assessment – Genre conventions in Comics	Mock Exams – GCSE Media Studies Paper Section A and B (80 marks)	Final Production and Evaluations for Practical Project. (60 marks)	Mock Exams – GCSE Media Studies – Section A only (40 Marks)		Final Media Studies GCSE

