Curriculum Intent:

Media Studies is a subject of diverse interests and debates that revolve around the world of mass communication and intellectual study of the most common form of language spoken today – that of the media itself. Within this subject, students are exposed to discussions befitting those held in English, Sociology, Psychology, Economics, History, and more – all analysed through a lens which is both relatable and ubiquitous in today's society. Our intent with this criteria is for our students to excel in these discussions, building their strengths in this subject as well as subjects of similar discourse across the school.

Throughout this course of study students build their analytical capabilities and understanding of the wider world and how it functions with the exam content, and are further given an opportunity to build their own practise as well through the coursework component, which will challenge students to create a media product in the same professional manner that they themselves have studied. We aim to inspire our students to build a conscious awareness of how media shapes our ideologies and how these practises can be adapted or challenged, thus fostering an observant and critical mindset that is essential in the world today. Our ultimate goal is for our students to thrive in their ambitions for the future, with full knowledge of how vital media is to multiple aspirations and career fields today, and how we as a society are moving further and further towards it.

Year 10	Term 1		Term 2		Term 3		End Points
	Half Term 1 **[12 lessons]**	**Half Term 2** **[14 lessons]**	**Half Term 3** **[10 lessons]**	**Half Term 4** **[14 lessons]**	**Half Term 5** **[12 lessons]**	**Half Term 6** **[14 lessons]**	
Topic	Advertising + Film Posters	Film Industry + Magazines	Radio + Television	Videogames + Television	NEA	NEA	**End Points**
Skill	- Media Language (textual analysis) - Representation	- Media Language - Representation (including unseen texts) - Industry discourse (technologies, regulation, ownership behaviours, production)	- Media Language - Representation - Industry Discourse - Audience Discourse (pleasures, audience behaviours, audience targeting)	- Media Language - Representation - Industry Discourse - Audience Discourse	Coursework Planning and Production	Production	

Content	Media Language skill set
	
	Starter theories (Propp, Levi-Strauss, Todorov, Mulvey)
	
	Quality Street (1956) This Girl Can (2015)
	
	The Man with the Golden Gun (1974) No Time to Die (2021)
		Unseen Text Responses
		
		No Time to Die (2021)
		
		Vogue (July 2021) GQ (August 2019)
			Audience theory (uses & gratifications)
			
			The Archers
			
			Sound + Editing analysis
			
			Luther, Series 1, Episode 1 The Sweeney, Series 1, Episode 1
				Industry theories (Curran & Seaton, Hesmondhalgh)
				
				Fortnite (2017)
				
				Luther, Series 1, Episode 1 The Sweeney, Series 1, Episode 1
					Research + Planning
					
					Practical Development (photography + photoshop)
						Product creation (Poster + DVD case)	Students will be able to:
							
							- Apply analytical skills to decode the messages shared by
							  o Advertisements
							  o Film posters
							  o Magazines
							  o Television

adiofffff	Connotative properties of a text (English curriculum)	Textual Analysis	Textual Analysis, technologies, regulation, ownership behaviours, production	Textual Analysis, technologies, regulation, ownership behaviours, production, pleasures, audience behaviours, audience targeting	Textual Analysis, regulation, ownership behaviours, production, pleasures, audience behaviours, audience targeting	Coursework Planning and Production	- Analyse media representation with regards to:
							  o Gender
							  o Ethnicity
							  o Age

Feedback Points	X2 Media Language questions as per component 1 Section A. (one 5, 5, 5 – one 5, 10)	Representation question for magazines as per component 1 Section A + Industry question for film industries as per component 1 section B	Audience question for Radio as per component 1 section B, and TV extract questions as per component 2 section A.	Complete component 1 section B and complete component 2 Section A.	Aims + Intentions	Component 3	- Analyse media through the following contexts:
							  o Historical
							  o Social/Cultural
							  o Political

Key Questions	- How do advertisements use media language to communicate meaning?
	- How do advertisements conform/subvert to stereotypes?
	- How do film posters use media language to communicate meaning?
		- How do magazines use media language to communicate meaning?
		- How do magazines conform/subvert to stereotypes?
		- How does the film industry behave?
			- How do TV shows use media language to communicate meaning?
			- How do TV shows conform/subvert to stereotypes?
			- How does the radio industry behave?
			- How do audiences respond to Radio media?
				- How does the videogame industry behave?
				- How do audiences respond to videogame media?
				- How do TV shows use media language to communicate meaning?
				- How do TV shows conform/subvert to stereotypes?
				- How does the TV industry behave?
				- How do audiences respond to TV media?
					- How can 'I' use Media Language to communicate meaning in my own media product?
					- How can 'I' respond to stereotypes in my own media product?
					- How can 'I' meet regulatory expectations in my own media product?
					- How can 'I' effectively target a provided audience in my own media product?
						- How can 'I' use Media Language to communicate meaning in my own media product?
						- How can 'I' respond to stereotypes in my own media product?
						- How can 'I' meet regulatory expectations in my own media product?
						- How can 'I' effectively target a provided audience in my own media product?
							- Show understanding of the following media industries and their respective audiences:
							  o Film
							  o Radio
							  o Videogames
							  o Television
							
							- Create coursework: a film poster and DVD case to fit a brief.

Direct Vocab Instruction	- Semiotics
	- Narrative
	- Mise-en-scene
	- Cinematography
	- Intertextuality
	- Male Gaze
	- Stereotype
		- Feminism
		- Patriarchy
			- Diegetic Sound
			- Non-Diegetic Sound
			- Synchronous Sound
			- Asynchronous Sound
			- Convergence
			- Synergy
			- Regulation
				- Enigma Code
				- Action Code
				- Semantic Code
				- Symbolic Code
				- Referential Code
					x	x	- Show understanding of theoretical beliefs, including
							  o Propp
							  o Todorov

Standardised Homework	- Objectify - Practise Analysis - Revision Materials - One creative task	- Practise Unseen Texts - Revision Materials - One creative task	- Practise Exam Questions - Research Tasks - Revision Materials - One creative task	- Practise Exam Questions - Research Tasks - Revision Materials - One creative task	- Continuous Research / Planning Tasks - Drafts of Aims & Intentions	- Photography - Additional editing time in after-school sessions. - Revision Materials	o Levi-Strauss o Mulvey o Curran & Seaton o Hesmondhalgh

Year 11 (Update after 2024)	Term 1		Term 2		Term 3		End Points
	Half Term 1 [9 lessons]	**Half Term 2 [10 lessons]**	**Half Term 3 [8 lessons]**	**Half Term 4 [10 lessons]**	**Half Term 5 [6 lessons]**	**Half Term 6 [x lessons]**	
Topic	NEA	Music Videos + Videogames	Television	Newspapers	Revision	EXAMS	
Skill	Production	- Media Language - Representation - Industry Discourse - Audience Discourse	- Media Language - Representation - Industry Discourse - Audience Discourse	- Media Language - Representation - Industry Discourse - Audience Discourse	Recall of old content.		

Content	Product creation (Poster + DVD case)	- Bad Blood, Taylor Swift
		- Uptown Funk, Bruno Mars
		- Waterfalls, TLC
		- Fortnite
			Luther, Series 1, Episode 1
			The Sweeney, Series 1, Episode 1
				- The Guardian (18 January 2022)
				- The Sun (01 January 2021)
					Past content.		Students will be able to:
							
							- Apply analytical skills to decode the messages shared by:
							  o Music Videos
							  o Newspapers

Prior Knowledge Required	Coursework Planning and Production	Textual Analysis, technologies, regulation, ownership behaviours, production, pleasures, audience behaviours, audience targeting	Textual Analysis, technologies, regulation, ownership behaviours, production, pleasures, audience behaviours, audience targeting	Textual Analysis, technologies, regulation, ownership behaviours, production, pleasures, audience behaviours, audience targeting	All.		- Analyse media representation with regards to:
							  o Gender
							  o Ethnicity
							  o Age
							  o Political Ideologies

Feedback Points	Component 3	Component 1 Section B question + Component 1 Section B	Complete Component 2 paper	Complete Component 1 Paper	Continuous practise of exam questions, regular feedback delivered as per formative assessment.		- Analyse media through the following contexts:
							  o Historical
							  o Social/Cultural
							  o Political

Key Questions	- How can 'I' use Media Language to communicate meaning in my own media product?
	- How can 'I' respond to stereotypes in my own media product?
	- How can 'I' meet regulatory expectations in my own media product?
	How can 'I' effectively target a provided audience in my own media product?
		- How do Music Videos use media language to communicate meaning?
		- How do music videos conform/subvert to stereotypes?
		- How does the music industry behave?
		- How do audiences respond to musicians via their videos or online media?
		- How does the videogame industry behave?
		- How do audiences respond to videogame media?
			- How do TV shows use media language to communicate meaning?
			- How do TV shows conform/subvert to stereotypes?
			- How does the TV industry behave?
			- How do audiences respond to TV media?
				- How do newspapers use media language to communicate meaning?
				- How do newspapers conform/subvert to stereotypes?
				- How do audiences respond to newspapers?
				- How does the newspaper industry behave?
					- How is media language used to create meaning?
					- How does the media conform/subvert to stereotypes?
					- How do media industries behaves?
					- How do audiences respond to the media?
							- Show understanding of the following media industries and their respective audiences:
							  o Music Videos/online media
							  o Newspapers
							
							- Show understanding of theoretical beliefs, including
							  o Hall's Reception theory

Direct Vocab Instruction	X	- Star Persona	- Enigma Code - Action Code - Semantic Code - Symbolic Code - Referential Code	- Citizen journalism	x		
Standardised Homework	- Photography - Additional editing time in after-school sessions. Revision Materials	- Practise Exam Questions - Research Tasks - Revision Materials	- Practise Exam Questions - Research Tasks - Revision Materials	- Practise Exam Questions - Research Tasks - Revision Materials	- Practise Exam Questions - Research Tasks - Revision Materials		

Year 12	Term 1		Term 2		Term 3		End Points
	Half Term 1 **[18 lessons]**	**Half Term 2** **[21 lessons]**	**Half Term 3** **[15 lessons]**	**Half Term 4** **[21 lessons]**	**Half Term 5** **[18 lessons]**	**Half Term 6** **[21 lessons]**	
Topic	**Advertising + Videogames**	**Videogames + Newspapers + Music Video**	**Television + Magazines**	**Film + Radio + Online**	**NEA**	**NEA**	**End Points**
Skill	- Media Language (including textual analysis and unseen texts) - Representation (including textual analysis and unseen texts) - Audience Discourse (pleasures, audience behaviours, audience targeting) - Industry discourse (technologies, regulation, ownership behaviours, production)	- Media Language - Representation - Audience Discourse - Industry discourse	- Media Language - Representation - Audience Discourse - Industry discourse	- Media Language - Representation - Audience Discourse - Industry discourse	Coursework Planning and Production	Production	

Content	- Tide print advertisement (1950s)
	- Super. Human. Tokyo 2020 Paralympic Games audio-visual advertisement (2020)
	- Kiss of the Vampire film poster (1963)
		- Formation, Beyoncé (2016)
		- Daily Mirror, February 01, 2022 front page and article on 'Partygate'
		- Assassin's Creed franchise
			- Black Mirror: San Junipero
			- Vogue (July 1965) (Conde Nast)
				- Zoe Sugg
				- Black Panther (2018)
				- Woman's Hour
					Research + Planning
					
					Practical Development (photography + photoshop + premier)
						Product creation (magazine [front page and double page spread] + music video)	Students will be able to:
							
							- Apply analytical skills to decode the messages shared by
							   o Advertisements
							   o Newspapers
							   o Music Videos
							   o Magazines
							   o Online media
							   o Television
							
							- Analyse media representation with regards to:
							   o Age
							   o Gender
							   o Race
							   o Sexuality
							   o Ability
							   o Ideological beliefs
							
							- Analyse media through the following contexts:
							   o Historical
							   o Social/cultural
							   o Economic
							   o Political
							
							- Show understanding of the following media industries and their respective audiences:

Prior Knowledge Required	Connotative properties of a text (English curriculum)	- textual analysis and unseen texts, pleasures, audience behaviours, audience targeting, technologies, regulation, ownership behaviours, production	textual analysis and unseen texts, pleasures, audience behaviours, audience targeting, technologies, regulation, ownership behaviours, production	textual analysis and unseen texts, pleasures, audience behaviours, audience targeting, technologies, regulation, ownership behaviours, production	Textual Analysis, regulation, ownership behaviours, production, pleasures, audience behaviours, audience targeting	Coursework Planning and Production	
Feedback Points	Reduced Component 1 Section A and Reduced Component 1 Section B	Component 1	Reduced Component 2 Section A and Section B	Adapted Component 2	Aims and Intentions	Component 1 + Adapted Component 2	
Key Questions	- How do advertisements use media language to communicate meaning? - How do advertisements conform/subvert to stereotypes? - How do audiences respond to advertisements? - How does the videogame industry behave? - How do audiences respond to videogame media?	- How do music videos use media language to communicate meaning? - How do music videos conform/subvert to stereotypes? - How do newspapers use media language to communicate meaning? - How do newspapers conform/subvert to stereotypes? - How do audiences respond to newspapers? - How does the newspaper industry behave?	- How do TV shows use media language to communicate meaning? - How do TV shows conform/subvert to stereotypes? - How does the TV industry behave? - How do audiences respond to TV media? - How do magazines use media language to communicate meaning? - How do magazines conform/subvert to stereotypes?	- How does the film industry behave? - How does the Radio industry behave? - How do audiences respond to Radio media? - How does online media use media language to communicate meaning? - How does online media conform/subvert to stereotypes? - How does the online world behave as an industry?	- How can 'I' use Media Language to communicate meaning in my own media products? - How can 'I' respond to stereotypes in my own media products? - How can 'I' meet industry expectations in my own media products? - How can 'I' effectively target a provided audience in my own media products?	- How can 'I' use Media Language to communicate meaning in my own media products? - How can 'I' respond to stereotypes in my own media products? - How can 'I' meet industry expectations in my own media products? - How can 'I' effectively target a provided audience in my own media products?	

		How does the videogame industry behave? How do audiences respond to videogame media?	How does the magazines industry behave? How do audiences respond to magazines?	How do audiences respond to online media?			o Advertisements o Newspapers o Magazines o Online media o Videogames o Television o Film Industry o Radio
Direct Vocab Instruction	- Semiotics - Codes and Conventions - Demographic - Psychographic - Reception	- Convergence - Synergy - Fandom - Citizen Journalism	- Intertextuality	- Cultural Industry - Horizontal Integration - Vertical Integration - Prosumer - Conglomerate	X	X	- Complete planning for coursework: A music video and magazine.
Standardised Homework	- Practise Questions - Research Tasks - One Creative Task	- Practise Questions - Research Tasks - One Creative Task	- Practise Questions - Research Tasks - One Creative Task	- Practise Questions - Research Tasks - One Creative Task	- Research and Planning	- Filming and Photography Tasks	- Show understanding of theoretical beliefs, including o Blumler & Katz o Hall (2) o Gerbner o Curran & Seaton o Hesmondhalgh o Jenkins o Neale o Livingstone & Lunt o Barthes o Mulvey o Gilroy o Van Zoonen o hooks o Butler o Gauntlet o Shirky

Year 13 (Update after 2024)	Term 1		Term 2		Term 3		End Points
	Half Term 1 [18 lessons]	**Half Term 2 [21 lessons]**	**Half Term 3 [15 lessons]**	**Half Term 4 [21 lessons]**	**Half Term 5 [12 lessons]**	**Half Term 6 [x lessons]**	
Topic	NEA	Radio + Music Video + Newspapers	Television + Magazines	Online + Film	Revision	EXAMS	
Skill	Production	- Media Language - Representation - Industries - Audiences	- Media Language - Representation - Audience Discourse - Industry discourse	- Media Language - Representation - Audience Discourse - Industry discourse	Recall of old content.		Students will be able to: - Apply analytical skills to decode the messages shared by
Content	Product creation (magazine [front page and double page spread] + music video)	- Woman's Hour - Riptide - The Times	- Les Revenants - The big Issue	- Attitude - I, Daniel Blake	Past content.		o Newspapers (2nd case study) o Music Videos (2nd case study)
Prior Knowledge Required	Coursework Planning and Production	Formation comparisons, The Mirror comparisons, textual analysis and unseen texts, pleasures, audience behaviours, audience targeting, technologies, regulation, ownership behaviours, production	Black Mirror comparisons, Vogue Comparisons, textual analysis and unseen texts, pleasures, audience behaviours, audience targeting, technologies, regulation, ownership behaviours, production	Zoella comparisons, Black Panther comparisons, textual analysis and unseen texts, pleasures, audience behaviours, audience targeting, technologies, regulation, ownership behaviours, production	All.		o Magazines (2nd case study) o Online media (2nd case study) o Television (2nd case study)
Feedback Points	Component 1 + Adapted Component 2	Component 1	Adapted Component 2 (Sections A and B only)	Complete Component 2	Continuous practise of exam questions, regular feedback delivered as per formative assessment.		
Key Questions	- How can 'I' use Media Language to communicate meaning in my own media products? - How can 'I' respond to stereotypes in my own media products? - How can 'I' meet industry expectations in my own media products? - How can 'I' effectively target a provided audience in my own media products?	- How do newspapers use media language to communicate meaning? - How do newspapers conform/subvert to stereotypes? - How do audiences respond to newspapers? - How does the newspaper industry behave?	- How do TV shows use media language to communicate meaning? - How do TV shows conform/subvert to stereotypes? - How does the TV industry behave? - How do audiences respond to TV media? - How do magazines use media language to communicate meaning? - How do magazines conform/subvert to stereotypes? - How does the magazines industry behave? - How do audiences respond to magazines?	- How does online media use media language to communicate meaning? - How does online media conform/subvert to stereotypes? - How does the online world behave as an industry? - How do audiences respond to online media? - How does the film industry behave?	- How is media language used to create meaning? - How does the media conform/subvert to stereotypes? - How do media industries behave? - How do audiences respond to the media?		- Analyse media representation with regards to: o Age o Gender o Race o Sexuality o Ability o Ideological beliefs - Analyse media through the following contexts: o Historical o Social/cultural o Economic o Political
Direct Vocab Instruction	X		- Globalisation	- Independent Film	x		
Standardised Homework	- Editing after school	- Practise Exam Questions - Research Tasks - Revision Materials	- Practise Exam Questions - Research Tasks - Revision Materials	- Practise Exam Questions - Research Tasks - Revision Materials	- Practise Exam Questions - Research Tasks - Revision Materials		- Show understanding of the following media industries and their respective audiences:

						- Newspapers (2nd case study) - Magazines (2nd case study) - Online media (2nd case study) - Television(2nd case study) - Film Industry (2nd case study)
	- Finish coursework: A music video and magazine. - Show understanding of theoretical beliefs, including o Baudrillard					