Media Department: Curriculum Overview 2024-25

Curriculum Intent:

Media Studies is a subject of diverse interests and debates that revolve around the world of mass communication and the 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 our society. Our intent with these 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 contemporary world. 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)	AO1 Demonstrate knowledge and understanding of: - the theoretical framework of media - contexts of media and their influence on media products and processes.
Prior Knowledge Required	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	AO2 Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning. The table below shows the weighting of each assessment objective for each component and for the qualification as a whole
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	
Key Questions	- How do advertisements / film posters use media language to communicate meaning? - How do advertisements / film posters conform/subvert to stereotypes?	- 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?	
Direct Vocab Instruction	- Semiotics - Narrative - Mise-en-scene - Cinematography - Intertextuality - Male Gaze - Stereotype - Objectify	- 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	

Standardised Homework	- 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	

Year 11	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 + Content Recap	Music Videos + Newspaper	Revision	Revision			**End Points**
Skill	Production Revisiting previous content Returning to exam practise.	- Media Language - Representation - Industry Discourse - Audience Discourse	Recall of old content.	Recall of old content.	**REVISION & EXAMS**		
Content	Product creation (Poster + DVD case)	- Bad Blood, Taylor Swift - Uptown Funk, Bruno Mars - Waterfalls, TLC - The Sun - The Guardian	Past content.	Past content.			AO1 Demonstrate knowledge and understanding of: - the theoretical framework of media - contexts of media and their influence on media products and processes.
Prior Knowledge Required	Coursework Planning and Production	Textual Analysis, technologies, regulation, ownership behaviours, production, pleasures, audience behaviours, audience targeting	All.	All.			
Feedback Points	Component 3 Mini-mock assessments	Component 1 Section B question + Component 1 Section B	Continuous practise of exam questions, regular feedback delivered as per formative assessment.	Continuous practise of exam questions, regular feedback delivered as per formative assessment.			AO2 Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.
Key Questions	- See previous entries for this criteria as all are applicable.	- 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 do Newspaper front pages use media language to create meaning? - How do Newspapers present the world? - How does the Newspaper industry behave? - How do audiences respond to Newspapers?	- 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?	- 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?			AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning. The table below shows the weighting of each assessment objective for each component and for the qualification as a whole
Direct Vocab Instruction	X	- Star Persona	- x	- 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			

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)	- KSI - Black Panther (2018) - Woman's Hour	Research + Planning Practical Development (photography + photoshop + premier)	Product creation (magazine [front page and double page spread] + music video)	AO1 Demonstrate knowledge and understanding of: - the theoretical framework of media - contexts of media and their influence on media products and processes AO2 Apply knowledge and understanding of the theoretical framework of media to: - analyse media products, including in relation to their contexts and through the use of academic theories - evaluate academic theories - make judgements and draw conclusions. AO3 Create media products for an intended audience, by applying knowledge and understanding of the
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 First draft of NEA completed	
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 does the videogame 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 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 do audiences respond to online media?	- 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 do audiences respond to videogame media?	How do audiences respond to magazines?			theoretical framework of media to communicate meaning.
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	
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 - Editing in free periods	

Year 13	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** **+ Online**	**Music Video + Newspapers + Film**	**Television + Magazines**	**Revision**	**REVISION & EXAMS**		**End Points**
Skill	Production - Media Language - Representation - Audience Discourse - Industry discourse	- Media Language - Representation - Industries - Audiences	- Media Language - Representation - Audience Discourse - Industry discourse	- Recall of old content.			
Content	Product creation (magazine [front page and double page spread] + music video) - Attitude	- Woman's Hour - I, Daniel Blake - Riptide - The Times	- Les Revenants - The big Issue	- Past content.			AO1 Demonstrate knowledge and understanding of: - the theoretical framework of media - contexts of media and their influence on media products and processes AO2 Apply knowledge and understanding of the theoretical framework of media to:
Prior Knowledge Required	Coursework Planning and Production Zoella comparisons, textual analysis and unseen texts, pleasures, audience behaviours, audience targeting, technologies, regulation, ownership behaviours, production	Formation comparisons, The Mirror comparisons, Black Panther 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	- all past content.			
Feedback Points	Component 1 + Adapted Component 2	Component 1	Adapted Component 2 (Sections A and B only)	Complete Component 1 Complete Component 2			- analyse media products, including in relation to their contexts and through the use of academic theories - evaluate academic theories - make judgements and draw conclusions. AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning..
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 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 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 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 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?	- As previous			

Direct Vocab Instruction	X	- Independent Film	- Globalisation		
Standardised Homework	- Editing after school or in free periods. - 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	