

YEAR 10 MEDIA STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Develop the fundamental skills to decode media products using media language to identify meaning. Develop knowledge of different institutions, their aims and values and how these influence the texts they create. To explore the students' own production skills.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Media language	Music and media	Television Drama	LEGO Movie & Marketing	NEA – Creating media (Research & Planning)	NEA – Creating media (Production)
Core Knowledge/ Threshold Concept	<p>Develop an understanding of a range of media language terminology</p> <p>Discuss how media language creates meaning for audiences</p> <p>Threshold concept: be able to identify media language used in media texts</p>	<p>Identify how media language is used in a number of music related texts to create meaning and representations.</p> <p>Evaluate the links between language and ideology of the producers.</p> <p>Threshold concept: Construct arguments for how different people, places or themes are represented in media texts</p>	<p>Analyse the language and representations used in television drama.</p> <p>Contrast the differences between historic and contemporary representations.</p> <p>Threshold concept: Evaluate the impact of contexts on the use of media language and representations.</p>	<p>Discuss the film production process and identify the roles of different stages.</p> <p>Explore the funding models behind film production. Discuss how audiences are reached through film marketing.</p> <p>Threshold concept: Evaluate the effective use of convergence and synergy in film marketing</p>	<p>Consolidate the students' understanding of media language and representations to plan productions in response to a client brief.</p> <p>Threshold concept: Be able to discuss the design of a representation of the target audience using media language</p>	<p>Create media productions using a range of software to respond effectively to the client brief.</p> <p>Threshold concept: Use photography to create images accurately portraying a clear representation.</p>
Why this learning now?	Media language underpins all aspects of media literacy and future study	Students have some familiarity with music products and brands and can apply the media language skills to a range of products	Continuing understanding of literacy whilst drawing on other influences such as context and ideology to explore textual meaning	To develop an understanding of the business behind the media and the functions and processes of film production	To consolidate all prior learning of media texts' construction and motivations through synthesis of their own production (NEA brief released in March)	To consolidate all prior learning of media texts' construction and motivations through synthesis of their own production (NEA brief released in March)

Assessment Opportunities:	Keyword understanding and textual analysis of both unseen and explored material	Exam style questions focussing on exploring music related products	Exam style questions focussing on exploring the set television texts	Exam style questions focussing on exploring film production processes and media language of marketing materials	Research & Planning Materials assessed against the brief Statement of intentions marked within mark scheme	Production worked marked against NEA mark scheme
Learning at Home	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content
Key Vocabulary	Mise en scene Denotation Connotation Representation Stereotype Archetype Conventions	Representation Ideology Audience Masthead Narrative	Institution Context <ul style="list-style-type: none"> • Historic • Economic • Cultural • Political • Social 	Synergy Convergence Conglomerate Vertical Integration Horizontal Integration Studio	Brief Conventions Mise en scene Representation Ideology Audience	Brief Conventions Mise en scene Representation Ideology
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Linking the society audiences exist in and how this influence the cultural products we consume • Understanding the impact of stereotypes in the media and their influence on audiences • Understanding the students' own personal relationship with the media and its influence on their understanding of the world 					
Links to careers and the world of work	<ul style="list-style-type: none"> • Students develop a broader understanding of roles within media industries beyond those of design and creatives arts • Students will have the opportunity to attend at least one session with media professionals (ITN in 2022) 					

YEAR 11 MEDIA STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Explore contemporary and historic media texts to evaluate the impact of the context of the producer and the audience on the use of media language and representations. To evaluate the impact of media representations and messages on the audience and wider society.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	News	Advertising	Media theories	NEA completion	Revision	-
Core Knowledge/ Threshold Concept	<p>Explore the processes involved in news production, including news values, genre and editorial ideology. Evaluate changes in news production over the years and the impact on audiences.</p> <p>Threshold concept: be able to discuss the news value of different headlines and make links between media language and ideology in news texts</p>	<p>Analyse the media language and representations constructed in a range of marketing materials. Evaluate the changes in representations over a generation and their relationships to contextual arguments.</p> <p>Threshold concept: Discuss how representations have changed for different social groups between historic and contemporary texts</p>	<p>Understand the different arguments from a range of academics exploring each of the four areas:</p> <ol style="list-style-type: none"> 1. Language 2. Institutions 3. Audiences 4. Representations <p>Threshold concept: Be able to discuss uses and gratifications theory, cultivation and cultural industries and make links to media texts.</p>	<p>A final opportunity to make improvements to their NEA projects prior to submission</p> <p>Threshold concept: Students' portfolios are complete including:</p> <ol style="list-style-type: none"> 1. Research 2. Planning 3. Statement of intentions 4. Production materials 	<p>Students will complete a range of guided and independent activities to review the full course in preparation for the final exam:</p> <ol style="list-style-type: none"> 1. Music 2. News 3. Television 4. Film & Marketing <p>Threshold concept: Students understand the structure of each exam and are fully prepared</p>	-
Why this learning now?	News allows students to go beyond simply discussing meaning but make explicit links to political and economic expression in the media	Continuing the exploration of the comparison of historic and contemporary representations and the contexts involved in shaping them	This allows students to explore how their own understanding of media studies is reinforced by academic study from a range of commentators	Students must complete the NEA in time for Easter submission	Students will be effectively prepared for the final exams	-

Assessment Opportunities:	Exam style questions focussing on exploring news products A chance to review recall of language, representations and contexts	Exam style questions focussing on exploring advertising products A chance to review the marketing texts with The LEGO Movie study	Exam style questions focussing on exploring the relationship between theory and textual analysis	NEA marked in line with mark scheme.	Former exam papers and revision guide activities	-
Learning at Home	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	Homework booklet including fortnightly short and medium length questions, linked to lesson content	-
Key Vocabulary	News Values Ideology Patriarchy Intersectionality Tabloid Broadsheet	Platform Audience Contemporary Representation	Cultivation Gratification Regulation Participatory Post modernism Identity	Convention Representation Mise en scene Ideology Brand	-	-
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> Understanding the link between media, the audience and political viewpoints Having a critical eye on media representations to explore potentially harmful or negative representations of social groups or themes Exploring the changing media landscape and the diverse ways audiences engage with the media 					
Links to careers and the world of work	<ul style="list-style-type: none"> Students develop a broader understanding of roles within media industries beyond those of design and creatives arts Students will have the opportunity to attend at least one session with media professionals (YouTube) 					