

YEAR 12 MEDIA STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Review fundamental aspects of how audiences understand media texts and the relationships they have with the media they consume.
Evaluate how ideology, context and audience drive the design of media texts.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	LIAR+C framework	Music videos	News	Ads & Mags	NEA – Creating media (Research & Planning)	NEA – Creating media (Production)
Core Knowledge/ Threshold Concept	<p>Language (how conventions influence design and meaning)</p> <p>Representations (how media offers both reflections and constructions of society)</p> <p>Institution (how ownership influence meaning and create ideology)</p> <p>Audiences (why audiences use media and how consumption is changing)</p> <p>Contexts (how context influences design and reception)</p> <p>Threshold concept: Be able to write deconstructions of a range of texts using all aspects of the LIAR+C framework.</p>	<p>Analyse meaning and representations in the set music products.</p> <p>Identify the conventions of music video.</p> <p>Draw links between these and the ideologies of both the artist and audience.</p> <p>Evaluate the contexts influencing the design of music videos.</p> <p>Threshold concept: Be able to evaluate how far representations are used to promote the artist and reach the audience.</p>	<p>Undertake a broad exploration of the British press industry to identify the ideologies and biases on offer.</p> <p>Identify the impact of ownership on news content.</p> <p>Explore how news values and the news cycle shape content and coverage.</p> <p>Discuss the changing ways audiences access news content.</p> <p>Discuss the academic arguments relevant to newspapers.</p> <p>Threshold concept: Be able to identify biases within news content and demonstrate the political beliefs offered.</p>	<p>Discuss the contexts behind media language and representations used in adverts and magazines.</p> <p>Understand how products can create multiple meaning which is to be decoded by audiences.</p> <p>Discuss how audiences can be positioned to receive a given message by media language and representations.</p> <p>Threshold concept: Evaluate the effectiveness of media language to create clear messages.</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 design a set of brand values to appeal to a target demographic</p>	<p>Create media productions using a range of software to respond effectively to the client brief and create a clear brand using convergence across different platforms.</p> <p>Threshold concept: Use photography to create images accurately portraying a clear representation using a range of media language.</p>

Why this learning now?	A focus on building key skills of deconstruction using media language to identify meaning in a range of products. This introduces students to terminology and to a broader range of texts, genres and platforms beyond their own experiences.	Allows students to explore the link between media language and representations (the fundamentals of the subject) and the institution and audiences.	Explores how the media can act as an arm for shaping the views and understandings within society, to create political and social discourse.	To consolidate their understanding of media language and representations in a range of media texts in preparation for mock exams.	To consolidate all prior learning of media texts' construction and motivations through synthesis of their own production (NEA brief released in March)	To demonstrate all prior learning of media texts' construction and motivations through synthesis of their own production (NEA brief released in March)
Assessment Opportunities:	Recall opportunities for students of GCSE Short answer questions to explore understanding of key terms Textual analysis of a range of products	Fortnightly written exam style questions	Fortnightly written exam style questions	Recall of key aspects underpinning media deconstructions Fortnightly exam style assessment in class Mock exam next term	NEA marked in line with OCR mark scheme	NEA marked in line with OCR mark scheme
Learning at Home	Independent study booklets encourage students to engage in wider reading of the media	Independent study booklets encourage students to engage in wider reading of the media	Independent study booklets encourage students to engage in wider reading of the media	Independent study booklets encourage students to engage in wider reading of the media	Students will plan and conduct their own photoshoots outside of lessons	Students will plan and conduct their own photoshoots outside of lessons
Key Vocabulary	Representation Construction Selection Omission Reflection Dominant Minority	Conventions Ideology Representation Mise en scene Fandom Semiotics	Tabloid Broadsheet Genre Conventions Discourse Ideology Regulation Consumption	Conventions Masthead Colour Typography Connotation Intertextuality Representation	Brief Target audience Demographic Conventions Representations Institution	-

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Understanding how newspapers serve as an arm to present the views of their ownership • 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)

YEAR 13 MEDIA STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Engage in case studies of long form television drama, computer games, radio and film to explore how the changing media landscape is driven by audience consumption and economic, technological and cultural contexts.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	LFTVD	LFTVD	Minecraft	Film (Jungle Book)	Radio	-
Core Knowledge/ Threshold Concept	<p>An investigation of two television dramas (one from the US and one from Denmark) exploring the different uses of language and representations on offers.</p> <p>Threshold concept: Evaluate how far the country in which they are produced influences the content.</p>	<p>Continuing to explore how LFTVD is influenced by a range of contextual aspects including social, political, cultural and economic factors. Explore the academic arguments related to television.</p> <p>Threshold concept: Compare and contrast the contexts behind each television program.</p>	<p>Evaluate the changing landscape of the gaming industry and how this has shaped Minecraft creation. Discuss the impact of conglomeration in gaming. Evaluate the audiences' impact on the production and consumption of gaming.</p> <p>Threshold concept: How is Minecraft indicative of change in the gaming industry through analysis of the institutions and audience?</p>	<p>Comparison of the film production processes between 1967 and 2015 using The Jungle Book as a case study. The impact of conglomeration in film. The changing tastes of audiences. The contexts behind film production, including economic, social and cultural.</p> <p>Threshold concept: Evaluate the motivations for remaking movies.</p>	<p>In institutional exploration of the BBC and its values and constraints as a PSB. Linking values to the content using BBC Radio 1 Breakfast Show as a case study. An understanding of the audiences' involvement in the production and consumption of radio.</p> <p>Threshold concept: How does the Breakfast Show deliver on the BBCs remit as a public service broadcaster?</p>	-
Why this learning now?	The study starts with familiar territory as a welcome back to students having spent	The study covers all aspects of the media studies framework and allows students to use all the knowledge from	This case study allows students to explore the industry and how it changes with new technology.	The case study builds on the idea of changing technology and audience demands.	This case study brings in the often difficult concept of regulation and allows students to explore how a range of	-

	the end of Y12 completing NEA.	Y12 to present their own arguments.			contexts are involved in media production.	
Assessment Opportunities:	Fortnightly written exam style questions	Fortnightly written exam style questions	Fortnightly written exam style questions	Fortnightly written exam style questions	Fortnightly written exam style questions	-
Learning at Home	Continue to complete NEA at home	Revision activities from student revision guide	Revision activities from student revision guide	Revision activities from student revision guide	Revision activities from student revision guide	-
Key Vocabulary	Representation Language Stereotype Culture Genre	Context Conglomeration Globalisation	Prosumer Conglomeration Modding	Exhibition Consumption Distribution Production	Public service broadcaster License fee Public purposes Ideology	-
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> Understanding how newspapers serve as an arm to present the views of their ownership 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) 					