

SUBJECT: Media

Key Stage 4: Curriculum Intent (BRIEF):

2020-21	Year 10	Year 11
Autumn 1	<p>Topic: MAGAZINES</p> <p>Content covered, including knowledge and skills. Component 1 section A: Magazines Set Text: Pride and GQ Framework: Media language/Representation/Context Theorist link: Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p>Links to prior learning. Y9 Magazines SOL Theatrical framework</p> <p>Links to British Values, SMSC and work-related learning Students recap on the theatrical framework learning they have completed through KS3. Analysing and comparing magazines and evaluating. Literacy: Key words and terminology</p>	<p>Topic: TELEVISION</p> <p>Content covered, including knowledge and skills. Component 2 section A: Television Set Text: Luther, The Sweeney Framework: Media language/Representation/Industry/ Audience /Context Theorist link: : Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p>Links to prior learning. Y8 Television SOL Theatrical framework</p> <p>Links to British Values, SMSC and work-related learning Comparison between Luther (2010) and The Sweeney (1975) is made which draws of previous knowledge between This Girl can and Quality Street. Media Language, representation, audience and industry is analysed here with comparisons made between ITV and BBC. Within this unit, students learn about the TV licencing fee which will help them understand money and real life finances.</p> <p>Literacy: Key words and terminology</p>
Autumn 2	<p>Topic: ADVERTISING</p> <p>Content covered, including knowledge and skills. Component 1 section A: Advertising Set Text: This Girl Can and Quality Street Framework: Media language/Representation/Context Theorist link: : Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p>	

	<p>Links to prior learning. Y9 Advertising and Marketing SOL Theatrical framework</p> <p>Links to British Values, SMSC and work-related learning Students examine commercial print advertising with reference to the history and changes made over time. We analyse the 1950's Quality Street print advert focusing on media language and representation and in particular, gender. This gives students an insight into wider social and cultural contexts concerning identity and fluidity.</p> <p>A direct comparison is then made to modern day and non-commercial print advertisement; This Girl Can print with attention paid to stereotypical gender subversion. These two texts give the students a broadened awareness of our changing world and taps into LGBT, gender performativity and postmodernism. Careers: Journalist/Graphic designer/ photographer/editor</p> <p>Literacy: Key words and terminology</p>	
Spring 1	<p>Topic: FILM MARKETING</p> <p>Content covered, including knowledge and skills. Component 1 section A: Film Marketing Set Text: Man with the golden gun and Spectre Framework: Media language/Representation/Context Theorist link: : Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p>Component 1 section B: Film Marketing Set Text: Spectre Framework: Industry Theorist link: Propp</p>	<p>Topic: NEWSPAPERS</p> <p>Content covered, including knowledge and skills. Component 1 section A: Newspapers Set Text: The Sun and The Guardian Framework: Media language/Representation/Context</p> <p>Component 1 section B: Newspapers Set Text: The Sun webpage Framework: Industry/ Audience Theorist Link: : Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p>

	<p>Links to prior learning. Y8 TV and Film SOL Theatrical framework</p> <p>Links to British Values, SMSC and work-related learning The representation of men is then analysed with the Bond posters; Man with the Golden Gun and Spectre. Students learn to analyse film poster conventions and understand the idea of commodities which links to real life and industry. They recognise real media issues such as regulation and the need for the BBFC and age ratings along with the watershed. Ownership is also discussed which helps students to recognise the importance of money – funding, budget and profit which is relevant in real life and real products. Careers: production, editing, distribution,</p> <p>Literacy: Key words and terminology</p>	<p>Links to prior learning. Y7 Media and Me, Influencers, Theatrical framework</p> <p>Links to British Values, SMSC and work-related learning Students analyse both tabloid and broadsheet newspapers and recognise the differences in mode of address, representation, bias and presentation. The Guardian and The Sun are analysed in relation to media language and representation and terms such as sexism and xenophobia are discussed. Political contexts are taught as students learn about left and right wing parties and the alliance such papers form. This is relevant to real life in terms of voting, parliament and understanding Brexit. Audience and industry are investigated to support case studies and an investigation into online technology is undertaken looking at these newspaper websites in particular. Students understand the digital world in which they live by seeing how online presence and platforms can increase profitability. Careers: journalist, editors, production</p> <p>Literacy: Key words and terminology</p>
Spring 2	<p>Topic: MUSIC VIDEO AND ONLINE</p> <p>Content covered, including knowledge and skills. Component 2 section B: Music Video and Online Set Text: Katy Perry, Bruno Mars and TLC Framework: Media language/Representation/Industry/ Audience /Context</p> <p>Theorist link: : Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p>Links to prior learning.</p>	<p>Topic: Radio and Video Games/ Making Judgements and conclusions (unseen products)</p> <p>Content covered, including knowledge and skills. Component 1 section B: Radio and Video Games Set Text: Fortnite and Archers Framework: Industry/ Audience /Context/ Media language/Representation</p> <p>Theorist link: : Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall/Dyers</p>

	<p>Y7 websites and Y8 Tv Theatrical framework</p> <p>Links to British Values, SMSC and work-related learning</p> <p>Students decode Katy Perry’s Roar, Bruno Mars and TLC looking at media language and representation. Male Gaze is closely analysed and linked back to the society in which we live.</p> <p>Literacy: Key words and terminology</p>	<p>Links to prior learning. Theatrical framework</p> <p>Links to British Values, SMSC and work-related learning Focusing on industry, students investigate ownership; funding, advertising and regulatory issues surrounding the game Fortnite. Modern day concepts such as hyper reality and the advancements of online media is learned; apt for their generation with the evolution of online lessons and online banking leading to instantaneous expectations and false gratifications. Students understand how audiences too are evolving and quash stereotypical assumptions about the types of people who are usually gamers.</p> <p>Students then apply this knowledge learned to the radio industry to understand podcasts and DAB. Students learn about The Archers and how this maximises audience through digitalisation.</p> <p>Literacy: Key words and terminology</p>
<p>Summer 1</p>	<p>Topic: COMPONENT 3 - NEA</p> <p>Content covered, including knowledge and skills. Research, planning and producing a media product to a brief set by Eduqas showing knowledge and understanding of the theatrical framework and skills learnt.</p> <p>Links to prior learning. All year SOL</p> <p>Links to British Values, SMSC and work-related learning Spiritual: Cultural: Social: Moral:</p>	<p>Topic: Revision/ Practice questions</p> <p>Content covered, including knowledge and skills. Component 1 Sec A&B Component 2 Sec A&B Set Text: All Framework: Media language/ Representation/ Industry/ Audience /Context</p> <p>Theorists: : Propp/Genre/ Levis- Straus/Enigma/Mulvey/Buckingham/Blumler and Katz/Stuart Hall</p> <p>Links to prior learning. All Years SOL</p>

	<p>BV: Careers:</p> <p>Literacy: Key words and terminology</p>	<p>Links to British Values, SMSC and work-related learning</p> <p>Spiritual: Cultural: Social: Moral: BV: Careers:</p> <p>Literacy: Key words and terminology</p>
Summer 2		<p>COMPONENT 1 EXAM:</p> <p>COMPONENT 2 EXAM:</p>