

Curriculum Map - GCSE Media Studies

Year 9 1 lesson per week in a computer room to complete Photoshop training

Overview for TERM ONE (approximately 15 weeks)

Music. Introduction to all four areas of the **theoretical framework**, through analysis and short-term practical projects, followed by a longer term project on music album artwork, focusing on **media language** and **media representations**.

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
1 - 4	Media language and representation	
	<ul style="list-style-type: none"> Basic media language terminology in use in a music video – camera angles, edits. Representation as ‘re-presentation or reality’: How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. <p><u>Assessment task:</u> Storyboard a 20-second video advert for the launch of a new album.</p>	<p>Media representations: Re-presentation Stereotypes</p> <p>Media language: Forms of media language Audience interpretation</p>
5 - 8	Introduction to industries and audiences	
	<ul style="list-style-type: none"> How different audiences might interpret the music video analysed previously. The music industry as a commercial industry, with independent and major companies, targeting niche and mass audiences; looking at finance involved in the music industry (potential budgets and incomes). Could mention piracy and threats to the profitability of the music industry. <p><u>Assessment task:</u> Design a home page of a website re-positioning a current artist for a new audience.</p>	<p>Media audiences: Interpretations</p> <p>Media industries: The nature of media production Commercial industries</p>
9 - 15	Music album artwork – analysis and production	
	<ul style="list-style-type: none"> Range of album artwork, look at the whole set to establish conventions. Analyse album artwork together as a class, students to extend the analysis individually. <p><u>Assessment task:</u> Create the new album artwork for an already established artist (should be different to previous artists analysed). Can use found images for this task, but must consider the potential representations within the chosen image.</p>	<p>Media audiences: Range of audiences</p> <p>Media representations: Choice of media producers</p> <p>Media language: Codes and conventions Forms of media language</p>

Overview for Term Two (approximately 12 weeks)

Television. Analysis and practical project, focusing on **media language, representation** and **institutions**.

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
1 - 2	Media language	
	<ul style="list-style-type: none"> Recap previous media language terminology Additional media language terminology – lighting, diegetic and non-diegetic sound. Codes and conventions – introduction to genre 	Media language: Codes and conventions Sound Lighting
3 - 5	Media Representations	
	<ul style="list-style-type: none"> The media as an influence and how is it influenced How contemporary issues are represented through fictional narratives. <p><u>Assessment task:</u> Design a poster for a new TV drama with a narrative that explores a contemporary issue targeting a specific audience.</p>	Media representations: Re-presentation Representations of reality Stereotypes Media audiences: Audience appeals
6	Case study and media institutions	
	<ul style="list-style-type: none"> Most recent series of Dr Who, including job roles, the nature of the BBC, finance, marketing and global sales. 	Media industries: The nature of media production
7 - 12	TV trailer	
	<ul style="list-style-type: none"> Analysis of two trailers. <p><u>Assessment task:</u> Students create an animatic – ‘a filmed storyboard’ – to learn to plan for different camera shots, use the editing software, and add sound.</p>	Media language: Codes and conventions Media forms

Overview for Term Three (approximately 12 weeks)

Advertising and marketing. Analysis and practical project, focusing on **media language**, **representation** and **audience**. From 1 June, when updated list of CSPs (Close study products) is confirmed, study the advertising and marketing CSPs.

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
1 - 6	<p>Introduction to the advertising industry</p> <ul style="list-style-type: none"> • Division of audiences, using demographics and psychographics – VALS, Young and Rubicam’s 4Cs. • Targeting products at an audience. • Conventions of adverts, Z-pattern reading of print adverts. • Analysis of a campaign that targets multiple audiences (eg video games adverts, where the same game is advertised towards different psychographic groups). • Audience research to find out how to best advertise a specific product to a specific audience. <p><u>Assessment task:</u></p> <ul style="list-style-type: none"> • Creation of a print advert for that product and audience, using found images and ICT to add relevant text. 	<p>Media audiences: Range of audiences Targeting Categorisation Audience research</p>
7–12	<p>CSPs advertising and marketing</p> <p>Analysis of:</p> <ul style="list-style-type: none"> • television advertisement for Galaxy • NHS Blood and Transplant online campaign video • OMO print advert from <i>Woman’s Own</i> magazine. <ul style="list-style-type: none"> • Introduce terms; anchorage, sign, icon and symbol. • Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to how developments in technology impact on content. • Analyse representation and use of stereotypes. • Set each CSP within its context. • Use notes in CSP booklet. <p><u>Assessment task:</u> Written exam (PPE)</p>	<p>Media language: Forms of media language Theories of narrative Technology and media products</p> <p>Media representations: Choice of media producers Representations of reality Stereotypes Reflection of contexts</p>

Year 10 1 lesson per week in a computer room to complete video editing training

Overview for TERM ONE (approximately 15 weeks)

Advertising and marketing. Start mock **NEA** project, using previous years' brief but adapted to develop filming and editing skills: video adverts for watches, to develop students' technical skills and to introduce the overall approach to **NEA**. Consolidate learning about advertising and marketing by engaging through practical work.

- CSPs advertising and marketing (targeted, **media language** and **media representations**)

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
1 - 3	<p>Revision/recap of Year 9</p> <ul style="list-style-type: none"> • Revise/recap all previous terminology and learning of: <ul style="list-style-type: none"> • Media language • Media representations • Media audiences • Media industries • Revise/recap advertising and marketing CSPs <p><u>Assessment task:</u> Create a print advert for a product using the product's existing video advert.</p>	<p>Theoretical framework</p> <p>Media language: Forms of media language</p>
4 - 5	<p>Mock NEA pre-production</p> <ul style="list-style-type: none"> • Plan video adverts by analysing existing products and conducting audience research • Write script for each advert • Create production log • Sessions on how to write statement of intent <p><u>Assessment task:</u> Write statement of intent</p>	<p>Media language: Forms of media language</p> <p>Media audiences: Targeting</p>

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
6	Mock NEA production	Media language: Forms of media language Technology and media products
	<ul style="list-style-type: none"> • Take footage for adverts • Obtain graphics, sounds etc 	
7 - 8	Mock NEA post-production	Media language: Forms of media language Technology and media products
	<ul style="list-style-type: none"> • Edit footage of first advert. • Add graphics and sound. 	
9 - 10	Mock NEA post-production	Media language: Forms of media language Technology and media products
	<ul style="list-style-type: none"> • Edit footage of second advert. • Add graphics and sound. 	
12 - 13	Mock NEA post-production	Theoretical framework Non-exam assessment
	<ul style="list-style-type: none"> • Students peer review adverts • Identify areas for improvements • Make improvements to both adverts 	
14 -15	January PPE preparation	Theoretical framework
	<ul style="list-style-type: none"> • Revise Year 9 content • Revise Year 10 content covered • Use past papers and exemplar responses <p><u>Assessment task:</u> Create a mind map for each area of the theoretical framework</p>	

Overview for TERM TWO (approximately 12 weeks)

Study **CSPs** in pairs and threes with other relevant media products, ensuring that those related to the **NEA** to be undertaken at the start of year 11 are covered at the appropriate time. For each group of products, cover analysis, knowledge and practical skills, plus using other related products. Ensure that students are gaining practice in unseen analysis, including analysing video and audio clips.

- CSPs film industry (targeted, focusing on **media industries**).
- CSPs music videos (targeted, focusing on **media audiences** and **media industries**).
- CSPs radio (targeted, focusing on **media audiences** and **media industries**).

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
1 - 4	<p>The film industry</p> <ul style="list-style-type: none"> • CSPs film industry (targeted, focusing on Media industries): <ul style="list-style-type: none"> • <i>Doctor Strange</i> • <i>I, Daniel Blake</i>. • Set each CSP within its context. Focus on the industry, not on the content of the films themselves. • Use notes in CSP booklet to help devise specific learning activities. <p><u>Assessment tasks:</u> Create a timeline of marketing activities for the re-launch of <i>I, Daniel Blake</i> to maximise its audience in the UK. There is no limit to the budget this time round.</p>	<p>Media industries: Ownership Commercial industries Regulation</p>
5 - 7	<p>Music videos</p> <ul style="list-style-type: none"> • CSPs music videos (targeted, focusing on Media audiences and Media industries): <ul style="list-style-type: none"> • Arctic Monkeys – <i>I bet you look good on the dancefloor</i> • One Direction – <i>History</i>. • Set each CSP within its context. Focus on the industry and audiences. • Use notes in CSP booklet to help devise specific learning activities. • Devise the marketing plan for the single launch for one of these videos. (How would you use each of the available media platforms to reach your target audience?) 	<p>Media language: Codes and conventions</p> <p>Media industries: The nature of media production Production processes Regulation</p>

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
	Music videos cont'd	
	<u>Assessment tasks:</u> <ul style="list-style-type: none"> Plan the website home page for the day before the launch Write the posts that would be put out on the band's official social media channels in the five days prior to the release of the single.	Media audiences: Range of audiences Targeting Interpretations Media practices Audience responses
8 - 12	Radio <ul style="list-style-type: none"> CSPs Radio (targeted, focusing on Media industries and Media audiences): <ul style="list-style-type: none"> Radio 1 launch day, Tony Blackburn Beats 1 radio, Julie Adenuga. Set each CSP within its context. Use notes in CSP booklet to help devise specific learning activities. <u>Assessment tasks:</u> <ul style="list-style-type: none"> Decide on a gap in the radio market (eg jazz music for a youth audience) and devise the launch for an online station that would plug that gap. 	Media industries: Production processes Funding models Regulation Digital technologies Media audiences: Theoretical perspectives on audiences Range of audiences Targeting Categorisation Media technologies

Overview for TERM THREE (approximately 12 weeks)

Study **CSPs** in pairs and threes, with other relevant media products, ensuring that those related to the **NEA** to be undertaken at the start of year 11 are covered. For each group of products, cover analysis, knowledge and practical skills, plus using other related products. Students should be gaining practice in unseen analysis, including analysing video and audio clips.

- CSPs Online, social and participatory media (in-depth, all four areas of the **theoretical framework**)
- CSPs Television (in-depth, all four areas of the **theoretical framework**)
- CSPs Video games (in-depth, all four areas of the **theoretical framework**)

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
1 - 4	<p>Online, social and participatory media</p> <p>CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> • Zoella – online vlogger and blogger • Kim Kardashian; Hollywood • Lara Croft Go. <ul style="list-style-type: none"> • Set each CSP within its context. • Use notes in CSP booklet to help devise specific learning activities <p><u>Assessment tasks:</u></p> <ul style="list-style-type: none"> • Plan your own vlogging persona: What would you vlog about? What would your USP be? How could you create a brand that would make money? • Devise your representation – where would you film? What would you wear? How would you present yourself to camera? • Design your brand logo. 	<p>Media language: Technology and media products Codes and conventions</p> <p>Media representations: Re-presentation Theoretical perspectives on gender Viewpoints Social, cultural and political significance</p> <p>Media industries: Convergence Commercial industries Digital technologies</p> <p>Media audiences: Targeting Media practices</p>

Week (WHEN?)	Topic (WHAT?)	Specification reference (Why?)
5 - 8	<p>Television</p> <p>CSPs Television (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> • <i>Class</i>, Episode 4 – <i>Co-owner of a lonely heart</i> • <i>Dr Who</i>, Episode 1 – <i>An unearthly child</i>. <ul style="list-style-type: none"> • Set each CSP within its context. • Use notes in CSP booklet to help devise specific learning activities. <p><u>Assessment tasks:</u></p> <ul style="list-style-type: none"> • Devise a plot line for a new episode of each. Show how they use narrative devices and fit with narrative theories. <p>Devise a human-seeming character that defies stereotypes relating to gender, sexuality, ethnicity and/or age</p>	<p>Media language: Theories of narrative Technology and media products Codes and conventions</p> <p>Media representations: Reflection of contexts Stereotypes</p> <p>Media industries: Convergence Funding models Regulation</p> <p>Media audiences: Audience responses (WHY?)</p>
9 - 12	<p>Video games</p> <p>CSPs Video game (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> • <i>Lara Croft Go</i> (2015) • <i>Call of Duty: Black Ops 3</i> (2015) <ul style="list-style-type: none"> • Set each CSP within its context. • Use notes in CSP booklet to help devise specific learning activities. <p><u>Assessment tasks:</u></p> <ul style="list-style-type: none"> • Devise a new video game that challenges traditional stereotypes – school to set brief. Students to: <ul style="list-style-type: none"> • Design game cover on Photoshop – front and back, including synopsis • Create animatic 30 second TV advert 	<p>Media language: Theories of narrative Semiotics Codes and conventions</p> <p>Media representations: Reflection of contexts Stereotypes</p> <p>Media industries: Franchise Commercial and critical success Regulation</p> <p>Media audiences: Audience appeals Targeting Theories of audience</p>

Year 11

Overview for TERM ONE (approximately 15 weeks)

NEA project, eg Brief One: Television from the sample briefs – briefs change annually but will be related to the **CSPs**. The physical creation of the products should take approximately **30 hours**. Planning does not have to be submitted, beyond the statement of intent, but time obviously has to be given for planning so that students can make the best product possible. Refreshing the relevant **CSPs**, planning, the **NEA** itself, and allowing time for ‘catch-up’ for students missing lessons (due to mocks etc) will take most of this term. Practical work done here will help to consolidate learning about the relevant **CSPs**.

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
1 - 3	CSPs	
	<ul style="list-style-type: none"> Revise all CSPs covered. Set each CSP within its context. Use notes in CSP booklet to help devise specific learning activities. 	<p>Media language:</p> <p>Students will be rewarded for the degree of expertise they demonstrate in using media language within the chosen media form.</p>
4 - 5	NEA pre-production	
	<ul style="list-style-type: none"> Plan NEA by analysing existing products and conducting audience research. Write script/s. Create mock ups. Create production log. Sessions on how to write statement of intent. 	<p>The application of knowledge of media language will be demonstrated by the appropriate selection of elements to communicate meanings throughout the product. Students will need to construct narratives, show control of connotations and construct points of view.</p>
	<p>Assessment task:</p> <ul style="list-style-type: none"> Write statement of intent. 	<p>Media representations:</p> <p>Students will be rewarded for their ability to understand and create representations in the chosen media form.</p>
		<p>The application of knowledge of media representations will be demonstrated by the use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre. Students will need to use media representations to communicate appropriate meanings throughout.</p>
6 - 7	NEA production	
	<ul style="list-style-type: none"> Film footage/take photos. Obtain graphics, sounds etc. 	

Week (WHEN?)	Topic (WHAT?)	Specification reference (WHY?)
8 - 10	NEA post-production	
	<ul style="list-style-type: none"> Edit footage. Students review. Identify areas for improvements. Make improvements. 	
11 - 12	NEA post-production	
	<ul style="list-style-type: none"> Add sound. Students review. Identify areas for improvements. Make improvements. 	
13 - 14	NEA post-production	
	<ul style="list-style-type: none"> Add graphics. Students review. Identify areas for improvements. Make improvements. 	
15	roduction	
	<ul style="list-style-type: none"> Students review. Identify areas for improvements. Make improvements. 	

Overview for TERM TWO (approximately 12 weeks)

Students need to study the remaining **CSPs**, and continue to develop their analytical skills, including of unseen video clips. They should also study other related products. They will need time before the exam to revisit learning from previous years – Year 10 in particular.

- CSPs Newspapers (in-depth, all four areas of the **theoretical framework**)
- CSPs Magazines (targeted, focusing on **Media Language and Representations**)

Week (When?)	Topic (What?)	Specification reference
1 - 5	<p>Newspapers</p> <p>CSPs Newspapers (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> • <i>The Daily Mirror</i>, Weds 15 March 2017 • <i>The Times</i>, Weds 15 March 2017. <ul style="list-style-type: none"> • Set each CSP within its context. • Use notes in CSP booklet to help devise specific learning activities. <p><u>Assessment tasks:</u></p> <ul style="list-style-type: none"> • Look at today's news on BBC, and layout the front pages for the <i>Daily Mirror</i> and <i>The Times</i> – will need to engage with news values as well as layout and other conventions • Choose a story from today's news about a minority group, or an individual from a minority group, and prepare coverage of the story for the <i>Daily Mirror</i> and <i>The Times</i> – take suitable photographs (using stand-ins) and write copy. 	<p>Media language: Forms of media language Choice of media language Codes and conventions</p> <p>Media representations: Re-presentation Choice of media producers Representations of reality Misrepresentation Viewpoints Social, cultural and political significance</p> <p>Media industries: Ownership Convergence Regulation</p> <p>Media audiences: Theoretical perspectives Social, cultural and political significance</p>

Week (When?)	Topic (Why?)	Specification reference
6 - 10	Magazines	
	<p>CSPs Magazines (targeted, focusing on Media Language and Representations):</p> <ul style="list-style-type: none"> • <i>Tatler</i>, April 2017 • <i>Reveal</i>, 18-24 March 2017. <ul style="list-style-type: none"> • Set each CSP within its context. • Use notes in CSP booklet to help devise specific learning activities. <p><u>Assessment tasks:</u></p> <ul style="list-style-type: none"> • Using the stories and people indicated on the front page of one magazine; re-design it for the audience of the other magazine. 	<p>Media languages: Codes and conventions</p> <p>Media representations: Re-presentation Reflection of contexts</p>
11	Revise CSPs	
	<ul style="list-style-type: none"> • Revision of advertising and marketing • Revision of television. 	
12	Revise CSPs	
	<ul style="list-style-type: none"> • Revision of film industry. • Revision of radio. 	

Overview for TERM THREE (revision until exam/s)

Revision of the four areas of the **theoretical framework**, plus each of the CSPs.

- Revision of music industry.
- Revision of online, social and participatory media.
- Revision of newspapers and magazines.