


Media Studies Department - Year 12

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|  <p>Shirley High Curriculum Map</p> | The advanced media studies scholar will develop their Key Concepts understanding, creativity and analytical skills. Learners will explore and interpret both mainstream and alternative media texts from different perspectives. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: |
| | Introduction to (A Level) Key Concepts known as R.A.I.L, Textual Analysis and Production | Key Concepts R.A.I.L, Textual Analysis, Contextual Analysis and Production | Key Concepts R.A.I.L, Academic Ideas and Arguments, Music Videos, Film and Production | Key Concepts R.A.I.L, Academic Ideas and Arguments, Videogames and Radio | Key Concepts R.A.I.L, Academic Ideas and Arguments and Advertising and Magazines | Key Concepts and Non Examined Assessment |
| Why Now? | Learners must understand the key concepts which underpin the taught course from the outset. Doing this allows us to check learners who studied GCSE Media prior knowledge and provide non GCSE Media Studies learners with a foundation. | This unit is very closely aligned with the key concepts and introductory knowledge which was taught in the previous half-term, and supports learning of media texts. | This unit reinforces knowledge of the key concepts and introduces learners to media theories. This unit helps learners to improve their textual and contextual analysis skills. | Learners will have a secure grasp of the key concepts and will therefore be in a position to evaluate media theories. Learners will be able to meld, apply and challenge media theories to media texts. | Learners will further develop their ability to apply theory and will then be in a position to evaluate the usefulness/relevance of media theories. | This unit will enable learners to consolidate and expand their knowledge and understanding of key concepts, textual analysis, contextual analysis and prepare for their first summative assessment. |
| Fundamental Concepts | (1) Media Language (2) Representations (3) Audiences | (1) Industries (2) Textual Analysis (3) Contextual Analysis | (1) Media Theories (2) Textual Analysis (3) Contextual Analysis | (1) Media Theories (2) Industries (3) Audiences (4) Media Language | (1) Media Theories (2) Textual Analysis (3) Contextual Analysis | (1) Textual Analysis (2) Contextual Analysis (3) Production |
| Students will... | Media Language: -Understand aspects of mise-en-scene in ‘mainstream’ media texts -Understand aspects of sound in ‘mainstream’ media texts -Understand aspects of camerawork in ‘mainstream’ media texts -Understand aspects of editing in ‘mainstream’ media texts Representations: -Identify stereotypes and stereotypical representations in ‘mainstream’ media texts. -Identify countertypes and counter typical representations in ‘mainstream’ texts. -Identify archetypical, positive and negative representations in ‘mainstream’ and ‘alternative’ media texts Audiences: -Explore and discuss primary, secondary, mass, niche and diverse audiences Assessment: -Undertake an assessment consolidating their textual analysis and representations knowledge and understanding Production: -Plan, film and edit a ‘short’ audio-visual production | Industries: -Explore production in media industries. -Explore distribution in media industries -Explore exhibition/circulation in media industries The Killing (Long Form Television Dramas) -Analyse the OCR set episode and an additional episode from the series; textually analyse and apply the Key Concepts: R.A.I.L -Analyse micro elements (textual analysis): and representations -Analyse macro elements: plots, narratives, genres and enigma codes Homeland (Long Form Television Dramas) -Analyse the OCR set episode and an additional episode from the series; textually analyse and apply the Key Concepts: R.A.I.L -Analyse micro elements (textual analysis): and representations -Analyse macro elements: plots, narratives, genres and enigma codes Production: -Plan, film and edit an audio-visual production inspired by one of the LFTDs studied | Academic Ideas and Arguments: -Apply the nineteen Academic Ideas and Arguments (media theories) in relation to Long Form Television Dramas Music Videos: -Explore music video codes and conventions -Analyse the similarities and differences between media language and the representations that appear in the set OCR music videos -Identify and discuss differences between ‘mainstream’ and ‘alternative’ music videos -Explore, Identify and discuss differences between narrative-led and performative music videos. -Apply and challenge the concept of ‘street life’ The Jungle Book (1967) and The Jungle Book (2016) Film -Explore film poster and film trailer codes and conventions -Analyse the representations and media language which appear in <i>The Jungle Book</i> film posters, film trailers and films - Analyse both films from an industrial perspective -Explore the similarities, differences and the concept of authorship between both films -Analyse the OCR set texts <i>The Jungle Book</i> (1967 and 2016) -Explore vertical and horizontal integration in the film industry Production: Create a film poster and devise a marketing campaign for a new product. | Academic Ideas and Arguments: -Apply and evaluate the nineteen Academic Ideas and Arguments in relation to Long Form Television Dramas Minecraft (Video Games): -Analyse the OCR set product <i>Minecraft</i> in terms of industries and audience -Explore the influence of sociological and cultural contexts -Research the institutions which produced and distributed <i>The Lego Movie Videogame</i> The BBC Radio 1 Breakfast Show (Radio) -Identify differences between public service (radio) broadcasting, commercial radio and local radio -Explore contextual factors which impact British radio broadcasting Production -Begin research and planning activities for creating a television opening sequence | Academic Ideas and Arguments: -Apply and evaluate the nineteen Academic Ideas and Arguments in relation to Long Form Television Dramas Old Spice, Lucozade and Shelter (Advertising and Marketing) -Analyse media texts and decipher their ‘hidden’ ideological meanings -Analyse ‘unseen’ (print) media texts Production: -Create media texts from an advertising and marketing brief The Big Issue (Magazines): -Present and justify why <i>The Big Issue</i> is considered ‘alternative’ amongst mass audiences -Analysis capitalism and contextual issues which are illustrated through <i>The Big Issue</i> Assessment: -Undertake an assessment(s) to consolidate their A Level Media Studies knowledge and understanding Production -Continue research and planning activities for creating a television opening sequence | Non-Examined Assessment: -Select an OCR Media Studies NEA Brief and undertake research and planning -Complete a short production(s) -Continue working on a pitch over the summer in preparation for Y13 Autumn 1 -Learners will undertake synoptic work: consolidating learning. |
| Language for Life (Key terms/ Vocabulary) | Settings, costumes, props, kinesics, proxemics, long shot, medium shot, close up, canted angle, eye-level angle, continuity editing and montage editing | Vertical integration, horizontal integration, conglomerates, subsidiaries, globalisation, genres, genre hybridity, sub-genres and ideology | Patriarchy, misogyny, xenophobia, homophobia, globalisation, equilibrium, disruption, resolution, performativity and regulation | Production, distribution, circulation, Public Service Broadcasting (PSB), commercial, diversification and convergence | Hegemony, regulation, postmodernism, identities, feminism, post-colonial, mainstream and alternative | Production, online, title-mapping, storyboarding, scriptwriting and research |
| Extended writing Opportunities | Media language, representations and Census assessment | Textual analysis, contextual analysis and evaluations | Textual analysis, contextual analysis and evaluations | Analysis, data analysis, reports | Analysis, reports, evaluations and Pre-Public Examinations (PPEs) | Analysis, evaluations, title-mapping analysis, blogging and risk assessments |
| Maths Across the Curriculum | The 2.5x formula | Budgets, box office figures and the 2.5x formula | Todorov's Narratology: three-part structure and the 2.5x formula | Sales figures, interpretation and data analysis | Homeless figures and the analysis of sales revenue | Interpreting qualitative and quantitative analysis |
| Links to careers/aspirations | Film/TV producer, director, cinematographer, marketer and costume designer | Executive producer, producer, casting, floor manager, editor and actor | Scholar/academic, researcher, location scouter and public relations | Radio production/broadcasting, journalism, games developer and games publisher | Public relations (PR), media relations, journalism, publisher, media commentator and graphic designer | Runner, researcher, regulator, web-designer, animator, sound editor and voiceover-artist |
| Cultural Capital | Creating and manipulating images/media texts | Public Service Broadcasting, commercial television and inequalities | The Hollywood and independent film models, xenophobia, politics and equality | Community cohesion, capitalism, online gaming (escapism) | Homelessness, inequality and production | Digital and online media production |
| Practical Application of Skills | Analysing representations, misrepresentations and under-presentations | Creating audio-visual productions | Creating print productions | Researching, debating and justifying the importance of public service, commercial and local radio | Creating print productions | Globalisation, convergence and diversification |