


**Media Studies Department - Year 10**

 <b>Shirley High Curriculum Map</b>	<b>The aspiring media studies scholar will learn about the Key Concepts, media industries and different media studies perspectives. The predominant objectives are to give learners the knowledge, skills and cultural capital to access the course</b>					
	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 Key Concepts known as R.A.I.L, Textual Analysis and Media Practical Skills	Key Concepts R.A.I.L, Textual Analysis, Contextual Analysis and Television	Key Concepts R.A.I.L, Television, Advertising and Marketing and Film	Key Concepts R.A.I.L, Video Games, Music Video, Media Studies theories	Key Concepts, Music Magazines and PPE Preparation	Key Concepts, Paper One and NEA Preliminary Practice
<b>Why Now?</b>	Learners must understand the key concepts which underpin the course from the outset. Doing this now also allows us to check for prior learning/knowledge they may have acquired, either through cross-curricular links or their personal experiences.	This unit is taught now because it allows us to reinforce the key concepts taught in the previous unit, and support learners to begin to apply this knowledge to media texts.	This unit will further reinforce knowledge of R.A.I.L and introduce the connections to media industries. This unit will also allow learners to improve their ability to apply R.A.I.L to media texts	Learners will now have a secure grasp of the key concepts and will therefore be well positioned to manage the introduction of media theories. The application skills students developed in the last unit will enable them to begin to apply simple theories to texts.	Learners will further develop their ability to apply theory and will then be in a position to begin to evaluate the usefulness/relevance of media theories.	This unit will consolidate and expand learners' knowledge and understanding of R.A.I.L and media theories, and further develop their ability to apply this knowledge to media texts in preparation for their first summative assessment.
<b>Fundamental Concepts</b>	<ol style="list-style-type: none"> <li>Media Language</li> <li>Representations</li> <li>Audiences</li> <li>Industries</li> </ol>	<ol style="list-style-type: none"> <li>Identifying sociological, cultural, political, historical and ideological issues in media texts</li> <li>Industrial perspectives: production, distribution, exhibition and regulation in TV</li> <li>Genres, plots and narratives</li> <li>Using Adobe software packages</li> </ol>	<ol style="list-style-type: none"> <li>Exploring and applying contextual analysis to historical media texts</li> <li>Industrial perspectives: production, distribution, exhibition and regulation in film</li> </ol>	<ol style="list-style-type: none"> <li>Exploring how video games target, engage and maintain audiences</li> <li>Analysing and exploring how music videos use media language and representations to promote music artists</li> <li>Uses and Gratifications theory, Active Vs Passive Audience theories, Propp's Character Types theory</li> </ol>	<ol style="list-style-type: none"> <li>Applying and challenging media theories to media texts</li> <li>Textual and contextual analysis of contemporary and historical newspapers</li> </ol>	<ol style="list-style-type: none"> <li>Applying and challenging media theories to media texts</li> <li>Undertaking OCR GCSE Media Studies Paper 1 : Television and Promoting Media (PPE),</li> <li>Media Practice (Practical)</li> </ol>
<b>Students will...</b>	<p><b>Media Language:</b></p> <ul style="list-style-type: none"> <li>-Understand aspects of mise-en-scene in media texts</li> <li>-Understand aspects of sound in media texts</li> <li>-Understand aspects of camerawork in media texts</li> <li>-Understand aspects of editing in media texts</li> </ul> <p><b>Representations of gender, age, ethnicity and social class and status:</b></p> <ul style="list-style-type: none"> <li>-Identify stereotypes in media texts</li> <li>-Identify countertypes in media texts</li> <li>-Identify archetypes in media texts</li> <li>-Identify positive representations in media texts</li> <li>-Identify negative representations in media texts</li> </ul> <p><b>Audiences:</b></p> <ul style="list-style-type: none"> <li>-Explore and discuss primary audiences</li> <li>-Explore and discuss secondary audiences</li> <li>-Explore and discuss mass audiences</li> <li>-Explore and discuss niche audiences</li> <li>-Explore and discuss diverse audiences</li> </ul> <p><b>Industries:</b></p> <ul style="list-style-type: none"> <li>-Explore production in media industries</li> <li>-Explore distribution in media industries</li> <li>-Explore exhibition/circulation in media industries</li> </ul>	<p><b>Vigil (Television):</b></p> <ul style="list-style-type: none"> <li>-Analyse the OCR set episode and additional episodes from the series; textually analyse and apply Key Concepts: R.A.I.L</li> <li>-Analyse representations of characters and settings</li> <li>-Identify and discuss different audiences who would engage with the show</li> <li>-Explore industrial issues: The BBC (PSB) and regulation (OFCOM)</li> </ul> <p><b>Textual Analysis:</b></p> <ul style="list-style-type: none"> <li>-Identify genre codes and conventions and narrative structures/devices</li> </ul> <p><b>Contextual Analysis:</b></p> <ul style="list-style-type: none"> <li>-Explore, discuss and apply sociological, cultural, political, historical and ideological contexts to <i>Vigil</i></li> </ul> <p><b>Production:</b></p> <ul style="list-style-type: none"> <li>-Experiment and create media texts with Adobe Photoshop</li> </ul> <p><b>Media Theories:</b></p> <ul style="list-style-type: none"> <li>-Apply Todorov's Narratology theory to media texts</li> <li>-Apply Blumler and Katz' Uses and Gratifications theory to media texts</li> <li>-Apply Active Vs Passive Audience theory media texts</li> <li>-Apply Propp's Character Types theory to media texts</li> </ul>	<p><b>The Avengers (Television):</b></p> <ul style="list-style-type: none"> <li>-Analyse the OCR set episode and an additional episode from the series; textually analyse and apply Key Concepts: R.A.I.L</li> <li>-Analyse and identify 'historical' representations of gender, ethnicity and social class</li> <li>-Identify how contextual issues are reflected in <i>The Avengers</i>?</li> </ul> <p>-Explore textual analysis and contextual analysis in <i>Vigil</i> and <i>The Avengers</i></p> <p><b>Film (<i>The Lego Movie</i>) and Advertising and Marketing: (<i>The Lego Movie</i>):</b></p> <ul style="list-style-type: none"> <li>-Explore film poster and film trailer codes and conventions</li> <li>-Analyse the representations and media language which appear in <i>The Lego Movie</i> film posters, film trailers and TV advert break</li> <li>-Analyse contextual issues which appear in <i>The Lego Movie</i> film posters, film trailers and TV advert break</li> <li>-Analyse the OCR set text <i>The Lego Movie</i></li> <li>-Explore vertical and horizontal integration in the film industry</li> </ul> <p><b>Media Theories:</b></p> <ul style="list-style-type: none"> <li>-Apply Todorov's Narratology theory to media texts</li> <li>-Apply Blumler and Katz' Uses and Gratifications theory to media texts</li> <li>-Apply Active Vs Passive Audience theory media texts</li> <li>-Apply Propp's Character Types theory to media texts</li> </ul>	<p><b>The Lego Movie Video Game (Video Games):</b></p> <ul style="list-style-type: none"> <li>-Analyse the OCR set product <i>The Lego Movie Video Game</i> in terms of industries and audience</li> <li>-Explore the influence of sociological and cultural contexts</li> <li>-Research the institutions which produced and distributed <i>The Lego Movie Video Game</i></li> </ul> <p><b>Teachers have discretion to select from a choice of paired music videos (Music Videos):</b></p> <ul style="list-style-type: none"> <li>-Explore music video codes and conventions</li> <li>-Analyse the similarities and differences between media language and the representations that appear in the set OCR music videos</li> <li>-Identify and discuss differences between 'mainstream' and 'alternative' music videos</li> <li>-Explore, Identify and discuss differences between narrative-led and performative music videos</li> </ul> <p><b>Media Theories:</b></p> <ul style="list-style-type: none"> <li>-Apply Todorov's Narratology theory to media texts</li> <li>-Apply Blumler and Katz' Uses and Gratifications theory to media texts</li> <li>-Apply Active Vs Passive Audience theory media texts</li> <li>-Apply Propp's Character Types theory to media texts</li> </ul>	<p><b>Media Theories:</b></p> <ul style="list-style-type: none"> <li>-To review/recap their media studies theories</li> <li>-To evaluate the usefulness of media studies theories: Uses and Gratifications, Active Vs Passive Audience theory, Narratology, Propp's Character Types and Levi-Strauss' Binary Oppositions..</li> </ul> <p>-Learners will undertake synoptic work: consolidating learning.</p> <p><b>MOJO (Music magazines)</b></p> <ul style="list-style-type: none"> <li>-Explore (music) magazine conventions</li> <li>-Undertake textual analysis</li> <li>-Apply Key Concepts to <i>MOJO</i> magazine.</li> <li>-Compare and contrast different music magazines through textual analysis.</li> </ul>	<p><b>Media Theories:</b></p> <ul style="list-style-type: none"> <li>-To review/recap media studies theories</li> <li>-To apply and challenge media theories in relation to media texts</li> </ul> <p><b>Examination Preparation (PPEs)</b></p> <ul style="list-style-type: none"> <li>-Revise/prepare for a PPE</li> <li>-Undertake either a specimen, practice or 'past' paper to test knowledge, fact retrieval and consolidate knowledge</li> </ul> <p><b>Media Practice:</b></p> <ul style="list-style-type: none"> <li>-Learners to be issued with a sample or 'past' OCR NEA brief</li> <li>-To undertake research and planning</li> <li>-To create a short practice product and discuss/evaluate what has been learnt in relation to creating a media text/product</li> <li>-Evaluate the success of the short preliminary production</li> </ul>
<b>Language for Life (Key terms / Vocabulary)</b>	Costumes, settings, props, high-key lighting, low-key lighting, interesting and complex characters, long shot, medium/mid shot, close-up, high angle, low angle and continuity editing.	Reithian Values, Public Service Broadcasting (PSB), commercial broadcasting, protagonists, antagonists, patriarchy, genres, genre hybridity, plots, narratives, ideology	Caucasian, ethnic minorities, proletarian, conglomerates, subsidiaries,	Production, distribution, circulation, exhibition, intertextuality, narrative, performative, mainstream, alternative, conclusions, judgements	Equilibrium, disruption, resolution, active, passive, hero, villain, donor, helper, dispatcher, princess and the princess' father	Product creation, realism, stereotypical, counter typical, mainstream, alternative
<b>Extended writing Opportunities</b>	Media language and representations analysis	Textual analysis and contextual analysis	Textual analysis and contextual analysis, evaluations	Textual analysis and contextual analysis, evaluations and application of media theories	Newspaper analysis, newspaper evaluations,	Media theories, PPE practice and PPE(s)
<b>Maths Across the Curriculum</b>	The 2.5x formula	Todorov's (three part) Narratology theory	Film budget figures, film box office figures, the 2.5x formula	Propp's different character types, videogame circulation figures	Newspaper circulation figures, newspaper prices	Interpreting qualitative and quantitative data (research and planning)
<b>Links to careers/aspirations</b>	Film/TV producer, director, camera-operator/cinematographer/ marketer, designer	Researcher, marketer, designer	Producer, director, casting director,	'Professional' gamer, reviewer, filming, actor, extra, music artist	Journalist, professional blogger/vlogger, researcher, regulator, public relations	Media scholar/academic, campaign manager, creator, producer
<b>Cultural Capital</b>	Creating/manipulating images/media texts	Public Service Broadcasting (PSB) creating/manipulating images/media texts, homophobia, Islamophobia	The Hollywood film model, WWII, The Cold War, xenophobia, homosexuality and UK 1960s Government legislation	Evaluating the usefulness/ relevance of media theories, how are music videos constructed? How do music videos engage audiences?	The impact of digital technology (on the newspaper industry)	Digital media

<b>Practical Application of Skills</b>	<b>Analysing representations of misrepresented and underrepresented demographics</b>	<b>Using Adobe Photoshop</b>	<b>Researching globalisation and presentations</b>	<b>Analysing 'real' professional and amateur media texts</b>	<b>Creating a newspaper front cover</b>	<b>Short and final practical productions</b>
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