


Media Studies Department - Year 11

 Shirley High Curriculum Map	The proficient media studies scholar will compound their learning of both knowledge and skills, will be exam-ready for their GCSE and ready for the next step in their journey					
	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:
	Key Concepts R.A.I.L., Magazine front cover production research and planning and Newspapers	Key Concepts R.A.I.L., Magazine front cover production	Key Concepts R.A.I.L., Magazine feature article production, Newspapers and Online News	Key Concepts R.A.I.L and Synoptic Topics	Key Concepts R.A.I.L., Examination Preparation and Assessment	Learners would have left Shirley High School
Why Now?	<p>This builds on learners' study of music magazines in Year 10. They now have enough knowledge of all four key concepts and how they are applied to magazines to begin to apply this to their own production work. Learners will start by conducting research into existing texts and as this reflects industry practice. They will then plan their front cover, as this will support them to consider the whole concept of the magazine, rather than just one element of it.</p> <p>In addition, they will also study newspapers as both magazines and newspapers are classified as print (formats).</p>	<p>Now that learners have completed the necessary research and planning, they will be well positioned to begin to create their own magazine front covers.</p>	<p>Learners are now in a position to explore the most challenging media industries: newspapers and online news</p> <p>As learners have now given consideration to the whole concept of their magazine by producing their front cover, it is appropriate for them to choose one element to develop in more detail by researching and producing a feature article for their magazine.</p>	<p>Learners will be engaging in synoptic work in preparation for their OCR Media Studies Papers one and two</p>	<p>Learners will partake in final Pre-Public Examination (PPE) practice and feedback</p>	
Fundamental Concepts	<ul style="list-style-type: none"> (1) Representations (2) Audiences (3) Industries (4) Media Language 	<ul style="list-style-type: none"> (1) Representations (2) Audiences (3) Industries (4) Media Language 	<ul style="list-style-type: none"> (1) Representations (2) Audiences (3) Industries (4) Media Language 	<ul style="list-style-type: none"> (1) Textual Analysis (2) Contextual Analysis 	<ul style="list-style-type: none"> (1) Textual Analysis (2) Contextual Analysis 	
Students will...	<p>Magazine production</p> <p>Complete their magazine front cover research and planning, which is likely to involve:</p> <ul style="list-style-type: none"> - conducting research into existing texts - conducting audience research and producing an audience profile -undertaking a pitch/presentation of their ideas and production concept(s) to their peers and/or teacher - creating a mock-up of their own front cover <p>-Learners will undertake synoptic work: consolidating learning.</p> <p>Newspapers</p> <ul style="list-style-type: none"> -An introduction to newspapers and an introduction to the set product/case study -Deconstructing newspapers 	<p>Non-Examined Assessment</p> <ul style="list-style-type: none"> -Continue working on their NEA research and planning and statements of intent -Continue working on either their magazine front pages and double page spreads or on their online websites <p>-Learners will undertake synoptic work: consolidating learning.</p> <p>Newspapers</p> <ul style="list-style-type: none"> -Deconstructing newspaper front covers -Analysing contextual issues such as ideology -Analysing historic 1960s <i>Observer</i> newspaper front covers 	<p>Non-Examined Assessment</p> <ul style="list-style-type: none"> -Finish working on their NEA audio-visual and online productions which are linked to an OCR Media Studies Brief <p>The Observer (newspapers and online)</p> <ul style="list-style-type: none"> -Analyse media language elements, audience address and contextual perspectives which appears in <i>The Observer</i> newspapers, online websites and social media pages -Analyse, make judgements and explore <i>The Observer</i> from different contextual perspectives <p>Newspapers</p> <p>Learners will analyse the set product's website and social media pages.</p> <ul style="list-style-type: none"> -Applying theories to both print and online 'newspapers' -Learners will undertake synoptic work: consolidating learning. 	<p>Synoptic lessons: <i>The Lego Movie</i> (Film), <i>The Lego Movie</i> (Advertising and Marketing), <i>BBC Radio 1 Live Lounge</i> (Radio), <i>MOJO</i> (Magazines), <i>The Lego Movie Videogame</i> (Video Games), <i>Tinie Tempah and Paloma Faith</i> (Music Videos), <i>Vigil</i> and <i>The Avengers</i> (television), <i>The Observer</i> (Newspapers and Online)</p> <ul style="list-style-type: none"> -Analyse the set products and 'unseen' products from the above media industries in order to consolidate and expand learning in preparation for mock and real exams. -Learners will undertake synoptic work: consolidating learning. 	<p>Assessments:</p> <ul style="list-style-type: none"> -Undertake unseen exam practice for GCSE Media Studies Papers one and two and practice exam techniques -Undertake revision -Undertake OCR GCSE Media Studies Papers one and two 	
Language for Life (Key terms / Vocabulary)	Research, audio-visual, print, mass, niche	Footage, editing, post-production, diegesis, ident, diegetic, non-diegetic, synchronous and asynchronous	Broadsheet, tabloid, left-wing, right-wing, centralism, regulation, ideology	Actor, model, publishing, uploading, schedule, vendors, mass, niche, episodic, enigma codes, narrative-led, performative and 'likes'	Primary, secondary, mass, circulation, proliferation, ownership, preferred, oppositional and genres	
Extended writing Opportunities	NEA analysis, evaluations, reports and the Statement of Intent	NEA analysis, evaluations and reports	Essays, evaluations and reports	Assessments and PPE examinations	PPE examinations and final OCR Media Studies examinations: Papers one and two	
Maths Across the Curriculum	Research statistical data	Research statistical data and risk assessment figures	Research statistical data and risk assessment figures	Statistic, data, audience viewing numbers, budgets and box office figures	Statistic, data, audience viewing numbers, budgets and box office figures	
Links to careers / aspirations	Researcher, producer, network broadcaster, online content developer and web developer	Researcher, producer, network broadcaster, online content developer and chief marketing officer	Journalists, editors, content uploaders, spin-doctors, printers and writers	Student, apprentice, entrepreneur, teacher, assistant	Students: post-16 A Level or BTEC Level Three courses, apprenticeship or part-time employment	
Cultural Capital	Media production and distribution	Media production, distribution and exhibition	Production, distribution, circulation and online forums	The proliferation of digital technology	Synoptic learning	
Practical Application of Skills	NEA audio visual production	NEA audio visual and online productions	NEA audio visual and online productions	PPE examinations	Final examinations	