


Media Studies Department - Year 12

 Shirley High Curriculum Map	<i>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.</i>					
	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...	<p>Media Language:</p> <ul style="list-style-type: none"> -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 <p>Representations:</p> <ul style="list-style-type: none"> -Identify stereotypes and stereotypical representations in 'mainstream' media texts. -Identify countertypes and counter typical representations in 'mainstream' texts. -Identify archetypal, positive and negative representations in 'mainstream' and 'alternative' media texts <p>Audiences:</p> <ul style="list-style-type: none"> -Explore and discuss primary, secondary, mass, niche and diverse audiences <p>Assessment:</p> <ul style="list-style-type: none"> -Undertake an assessment consolidating their textual analysis and representations knowledge and understanding <p>Production:</p> <ul style="list-style-type: none"> -Plan, film and edit a 'short' audio-visual production 	<p>Industries:</p> <ul style="list-style-type: none"> -Explore production in media industries. -Explore distribution in media industries -Explore exhibition/circulation in media industries <p>Lupin (Long Form Television Dramas)</p> <ul style="list-style-type: none"> -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 <p>Killing Eve (Long Form Television Dramas)</p> <ul style="list-style-type: none"> -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 <p>Production:</p> <ul style="list-style-type: none"> -Plan, film and edit an audio-visual production inspired by one of the LFTDs studied 	<p>Academic Ideas and Arguments:</p> <ul style="list-style-type: none"> -Apply the nineteen Academic Ideas and Arguments (media theories) in relation to Long Form Television Dramas <p>Teachers have discretion from a range of paired music videos (Music Videos):</p> <ul style="list-style-type: none"> -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' <p>Snow White (1937) and Shang-Chi and the Legend of the Ten Rings (2021) Film</p> <ul style="list-style-type: none"> -Explore film poster and film trailer codes and conventions -Analyse the representations and media language which appear in <i>Snow White</i> and <i>Shang-Chi and the Legend of the Ten Rings</i> 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 Snow White (1937)</i> and <i>Shang-Chi and the Legend of the Ten Rings</i> -Explore vertical and horizontal integration in the film industry <p>Production:</p> <ul style="list-style-type: none"> Create a film poster and devise a marketing campaign for a new product. 	<p>Academic Ideas and Arguments:</p> <ul style="list-style-type: none"> -Apply and evaluate the nineteen Academic Ideas and Arguments in relation to Long Form Television Dramas <p>Animal Crossings (Video Games):</p> <ul style="list-style-type: none"> -Analyse the OCR set product <i>Animal Crossing</i> in terms of industries and audience -Explore the influence of sociological and cultural contexts -Research the institutions which produced and distributed <i>Animal Crossing</i> <p>The BBC Radio 1 Breakfast Show (Radio)</p> <ul style="list-style-type: none"> -Identify differences between public service (radio) broadcasting, commercial radio and local radio -Explore contextual factors which impact British radio broadcasting <p>Production</p> <ul style="list-style-type: none"> -Begin research and planning activities for creating a television opening sequence 	<p>Academic Ideas and Arguments:</p> <ul style="list-style-type: none"> -Apply and evaluate the nineteen Academic Ideas and Arguments in relation to Long Form Television Dramas <p>Dove, River Island, Shelter and non-OCR print advert set products (Advertising and Marketing)</p> <ul style="list-style-type: none"> -Analyse media texts and decipher their 'hidden' ideological meanings -Analyse 'unseen' (print) media texts <p>Production:</p> <ul style="list-style-type: none"> -Create media texts from an advertising and marketing brief <p>The Big Issue (Magazines):</p> <ul style="list-style-type: none"> -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> <p>Assessment:</p> <ul style="list-style-type: none"> -Undertake an assessment(s) to consolidate their A Level Media Studies knowledge and understanding <p>Production</p> <ul style="list-style-type: none"> -Continue research and planning activities for creating a television opening sequence 	<p>Non-Examined Assessment:</p> <ul style="list-style-type: none"> -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