


**Media Studies Department - Year 13**

| <b>The expert media studies scholar will be fully immersed in their learning and will be fully prepared for their A Level examinations and for the next stage of their journey after Shirley High School</b> |   |   |   |   |  |   |
|--|---|---|---|---|--|---|
| <br><b>Shirley High Curriculum Map</b>  | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>                                     |
|  | Theme/Topic/Skill:  | Theme/Topic/Skill:  | Theme/Topic/Skill:  | Theme/Topic/Skill:  | Theme/Topic/Skill:   | Theme/Topic/Skill:                                  |
|  | <b>Newspapers and Television production</b>   | <b>Newspapers (including online), Television production and promotion</b>   | <b>Retrieval and Television promotion</b>   | <b>Retrieval and Synoptic Topics</b>  | <b>Retrieval and Synoptic Topics</b>   | <b>Learners would have left Shirley High School</b> |
| <b>Why Now?</b>  | Newspapers is the most challenging topic and learners will now have the necessary understanding of R.A.I.L and media theory to analyse and evaluate these more complex texts<br><br>Television production is introduced here as it allows students to put their now well-developed understanding of all four key concepts and media theories into practice.   | Online newspapers are taught after newspapers because this reflects changes in the industry over time<br><br>Learners will complete their own television productions then promotion will be introduced, as this reflects processes within the television industry.  | Learners will engage in synoptic activities here in order to retrieve and consolidate their learning in all industries as they approach the end of the course.<br><br>Learners will continue to work on television promotion in a manner that reflects industry practice. | Learners will engage in synoptic activities here in order to retrieve and consolidate their learning in all industries as they approach the end of the course.  | Learners will engage in synoptic activities here in order to retrieve and consolidate their learning in all industries as they approach the end of the course.   |   |
| <b>Fundamental Concepts</b>  | (1) Representations<br>(2) Audiences<br>(3) Industries<br>(4) Media Language  | (1) Representations<br>(2) Audiences<br>(3) Industries<br>(4) Media Language  | (1) Representations<br>(2) Audiences<br>(3) Industries<br>(4) Media Language  | (1) Textual Analysis<br>(2) Contextual Analysis   | (1) Textual Analysis<br>(2) Contextual Analysis  |   |
| <b>Students will...</b>  | <b>Television Production</b><br><br>-Continue working on their television industry research and planning<br>-Undertake a pitch/presentation of ideas for television production concept(s) to their peers (student-centred learning)<br><br><i>The Guardian and The Daily Mail (newspapers and online)</i><br><br>-Analyse media language elements, audience address and contextual perspectives which appears in <i>The Guardian's</i> and <i>The Daily Mail's</i> newspapers, online websites and social media pages<br><br>-Analyse, make judgements and explore <i>The Guardian</i> and <i>The Daily Mail</i> from different contextual perspectives<br><br>-Apply and evaluate the relevance of Academic Ideas and Arguments (media theories) to newspapers and online<br><br>-Learners will undertake synoptic work: consolidating learning. | <b>Non-Examined Assessment</b><br><br>-Continue working on their NEA research and planning<br>-plan, film and edit their audio-visual production which is linked to an OCR Media Studies Brief<br><br><i>The Guardian and The Daily Mail (newspapers and online)</i><br><br>-Learners will continue to apply the whole theoretical framework to both newspapers and online: textual analysis, contextual analysis, Academic Ideas and Arguments and conclusions/judgements<br><br>-Learners will undertake synoptic work: consolidating learning. | <b>Non-Examined Assessment</b><br><br>-Continue working on their NEA audio-visual and online productions which are linked to an OCR Media Studies Brief<br><br>-Learners will undertake synoptic work: consolidating learning.  | <b>Synoptic lessons: <i>Snow White and Shang-Chi and the Legend of the Ten Rings (Film), Dove, River Island, Shelter and non OCR print adverts set products (Advertising and Marketing), The BBC Radio 1 Breakfast Show (Radio), The Big Issue (Magazines), Animal Crossing(Video Games), Stop Where You Are and Burn The Witch (Music Videos), Lupin and Killing Eve (Long Form Television Dramas), The Guardian and The Daily Mail (Newspapers and Online)</i></b><br><br>-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. | <b>Assessments:</b><br><br>-Undertake unseen exam practice for A Level Media Studies Papers one and two and practice exam techniques<br><br>-Undertake retrieval activities<br><br>-Undertake OCR A Level Media Studies Papers one and two |   |
| <b>Language for Life (Key terms / Vocabulary)</b>  | Stereotype, countertype, production, distribution, convergence, synergy, globalisation and ideology   | 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  |   |
| <b>Extended writing Opportunities</b>  | 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  |   |
| <b>Maths Across the Curriculum</b>   | 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  |   |
| <b>Links to careers / aspirations</b>  | Researcher, producer, network broadcaster, online content developer and chief marketing officer   | 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   | University, Apprenticeships, employment, voluntary placement and gap year(s)   |   |
| <b>Cultural Capital</b>  | Media production and distribution   | Media production, distribution and exhibition   | Production, distribution, circulation and online forums   | The proliferation of digital technology   | Synoptic learning  |   |
| <b>Practical Application of Skills</b>   | NEA audio visual production   | NEA audio visual and online productions   | NEA audio visual and online productions   | PPE examinations  | Final examinations   |   |