



# Curriculum Map

Subject: A-Level Media Studies

Year group: Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p><b>Both</b> - Introduction to Key Concepts</p> <p><b>SOC</b> An introduction to Audio-visual Media, through the key elements - cinematography, sound, editing, mise-en-scene and CGI.</p> <p><b>LRE</b> An introduction to print media, through theory and introduction to theory and representation, as well as semiotics.</p> <p><u>Students will know</u> Micro elements deconstruction skills Generic conventions of Print and moving image.</p>	<p><b>SOC</b> Newspapers - Intro to topic and ideology - Newspaper Industry - Newspaper Media Language -Print focus</p> <p><b>LRE</b> Advertising - knowledge of all specification print texts. - Media language - Media Representations - Social and Cultural Contexts</p> <p><b>LRE</b> <i>The Big Issue</i> - Media Language - Media Representations - Social, Cultural &amp; Political contexts</p> <p><b>Both</b> Introduction to various theorists</p> <p>LFTD - Viewing of set texts and analysis of key concepts and theorists</p>	<p><b>SOC</b> Newspapers - Newspaper Audience - Newspaper Representation -Online Focus</p> <p><b>LRE</b> <i>The Big Issue</i> (finishing) - Media Language - Media Representations - Social, Cultural &amp; Political contexts</p> <p>Music Videos - Media Language - Media Representations - Economic &amp; Social Context</p> <p>LFTD - Viewing of set texts and analysis of key concepts and theorists</p>	<p><b>SOC</b> Film - Media Industry - Economic &amp; historical contexts</p> <p>Radio - Media Audiences - Media Industries - Social, Cultural &amp; Political contexts</p> <p><b>LRE</b> Introduction to various theorists in regard to set texts for Section B</p> <p><b>Both</b> Introduction to NEA brief - initial reading of brief, and background lessons on each product</p> <p>LFTD - Viewing of set texts and analysis of key concepts and theorists</p>	<p><b>Both</b> - NEA Pre-production and development</p> <p>Students to understand how to plan/create a product from a brief.</p> <p>Students learn how to visualize the client brief, and meet the needs of the brief.</p>	<p><b>Both</b> - NEA Production completion</p> <p>Students to know how to understand and plan/create from a brief.</p>



# Curriculum Map

<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> <li>- Deconstruction skills using media language for analysis.</li> <li>- Semiotic analysis</li> <li>- Basic use of Adobe Suite through introductory projects for AV editing and print.</li> </ul>	<ul style="list-style-type: none"> <li>- Analytical skills using key terms and theoretical knowledge.</li> <li>- To be able to infer.</li> <li>- To be able to utilise PQA structure</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to deconstruct using key concepts and understand deeper contextual meaning.</li> <li>- Developing an understanding of key conventions of print based media (Magazine).</li> </ul>	<ul style="list-style-type: none"> <li>- Explain why popular music programmes struggle to gain recognition as a PSB?</li> <li>- To know how to develop an awareness of industry and the cultural impact of media evolution.</li> <li>- develop knowledge and skills in producing long and short answer exam responses.</li> </ul>	<p>Students will know how to effectively use the Adobe suite to create industry standard products.</p> <p>Students will know how to effectively plan and structure a physical product.</p> <p>Students know how to understand and apply the key generic conventions of their chosen brief.</p>	<p>Students will know how to effectively use the Adobe suite to create industry standard products.</p> <p>Students know how to understand and apply the key generic conventions of their chosen brief.</p> <p>Students are able to self-assess their work against the OCR mark scheme.</p>
<p><b>Key Questions</b></p>	<p>How is cinematography/sound /editing/MES used to create meaning for an audience?</p> <p>How are print texts constructed to create meaning for an audience?</p> <p>How do connotations develop brand identity?</p>	<p>How does genre utilised to target audiences for newspapers?</p> <p>How has the distribution of newspapers changed in the digital age?</p> <p>How can hyperreality be incorporated into the Old Spice advertising campaign.</p> <p>Developing an understanding of key conventions of print based media (Magazine).</p>	<p>How do different genres of newspaper represent different groups in society?</p> <p>How does C.R.B present representation within her music video?</p> <p>How are generic conventions utilised to create and identify values within music videos.</p>	<p>- Explain how Disney used digital technology in the production, distribution and circulation of The Jungle Book.</p> <p>How have social and political contexts been utilised on the cover of The Big Issue</p>	<p>How will you ensure that you work and stick to OCR’s NEA brief?</p> <p>What are the key conventions of your chosen platform?</p> <p>How will you ensure that you are able to maintain conventions within your product.</p> <p>Can you effectively manage time and workload to keep to time constraints.</p>	<p>How will you ensure that you are able to maintain conventions within your product.</p> <p>Can you effectively manage time and workload to keep to time constraints.</p>



# Curriculum Map

<p><b>Assessment</b></p>	<p>Print analysis (Abbot Ale)</p> <p>Disney Assessment (AV &amp; Print) - Media Language and Representation</p> <p>Kahoots/Quizizz for formative assessment</p>	<p>Newspapers Q1, 2 &amp; 4 from SAMs materials</p> <p>How can hyperreality be incorporated into the Old Spice advertising campaign.</p> <p>Kahoots/Quizizz for formative assessment</p>	<p>Newspapers Q1, 2, 3 &amp; 4 from SAMs materials</p> <p>Paper 1 - Section B Questions</p> <p>Kahoots/Quizizz for formative assessment</p>	<p>Practice assessment response for each of; The Big Issue/The Jungle Book/Radio 1</p> <p>Kahoots/Quizizz for formative assessment</p>	<p>Production of physical product.</p>	<p>Production of physical product.</p>
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>Keyword understanding.</p> <ul style="list-style-type: none"> <li>- Initiative</li> <li>- Confidence</li> </ul> <p>- SMSC - contextual understanding and representations within the media.</p> <p>-A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<ul style="list-style-type: none"> <li>- Keyword development.</li> <li>- Confidence</li> <li>- Initiative</li> </ul> <p>- SMSC - contextual understanding and representations within the media.</p> <p>-A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<ul style="list-style-type: none"> <li>- Keyword development.</li> <li>- Confidence</li> <li>- Initiative</li> </ul> <p>- SMSC - contextual understanding and representations within the media.</p> <p>High levels of literacy - within assessment responses.</p> <p>-A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<ul style="list-style-type: none"> <li>- Keyword development.</li> <li>- Confidence</li> <li>- Initiative</li> </ul> <p>- SMSC - contextual understanding and representations within the media. Political awareness and modern contexts.</p> <p>High levels of literacy - within assessment responses.</p> <p>-A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<ul style="list-style-type: none"> <li>- Keyword development.</li> <li>- Confidence</li> <li>- Initiative</li> </ul> <p>- SMSC - contextual understanding and representations within the media. Political awareness and modern contexts.</p> <p>High levels of literacy - within assessment responses.</p> <p>-A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<ul style="list-style-type: none"> <li>- Keyword development.</li> <li>- Confidence</li> <li>- Initiative</li> </ul> <p>- SMSC - contextual understanding and representations within the media. Political awareness and modern contexts.</p> <p>High levels of literacy - within assessment responses.</p> <p>-A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>

**Subject: Media Studies**

**Year group: 13**

	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
--	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------



# Curriculum Map

<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Both</b>          NEA completion - students will complete a second draft</p> <p><b>SOC</b>          Videogames          - Introduction          - Media industry          - Media Audience</p> <p><b>LRE</b>          Long Form Television Drama          - In-depth study</p>	<p><b>SOC</b>          Evolving Media Paper 2          - BBC Radio 1 Case Study exploration.</p> <p>Evolving Media Paper 2          - Minecraft Industry Study</p> <p><b>LRE</b>          Evolving Media Paper 2          - Long Form Television conclusion          - Case Study Focus - <i>Homeland &amp; The Killing</i></p>	<p><b>Revision</b></p> <p>Consolidation - <b>SOC</b>          All Section A topics and case studies</p> <p><b>LRE</b>          All Section B topics and case studies</p> <p>Assessment &amp; Exam practice</p>	<p><b>Revision</b></p> <p>Consolidation - <b>SOC</b>          All Section A topics and case studies</p> <p><b>LRE</b>          All Section B topics and case studies</p> <p>Assessment &amp; Exam practice</p>	<p><b>Revision</b></p> <p>Consolidation - <b>SOC</b>          All Section A topics and case studies</p> <p><b>LRE</b>          All Section B topics and case studies</p> <p>Assessment &amp; Exam practice</p>	<p>Year 13 - Study Leave and Exams.</p> <p>Last Day 14th May</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Student will know how to analyse audience using social economic theories.</p> <p>Students understand the conventions appropriate Videogames</p> <p>Students know how to apply deeper readings/meaning across media platforms.</p> <p>Students able to apply knowledge and examples to exam questions.</p> <p>Students are able to effectively and</p>	<p>Students are able to apply their developed understanding to a set text. (BBCR1)</p> <p>Students can effectively apply key theory within assessment response. (BBCR1, Minecraft &amp; Long Form TV).</p> <p>Students have developed key skills in interpreting and applying understanding in assessment response.</p> <p>Student independently reflect and recall key information from previous study. (Yr12)</p>	<p>Students can effectively apply key theory within assessment response</p> <p>Students have developed key skills in interpreting and applying understanding in assessment response.</p> <p>Student independently reflect and recall key information from previous study. (Yr12)</p> <p>Students learn, and can recall various proven revision techniques, and use these appropriately.</p>	<p>Students can effectively apply key theory within assessment response</p> <p>Students have developed key skills in interpreting and applying understanding in assessment response.</p> <p>Student independently reflect and recall key information from previous study. (Yr12)</p> <p>Student can recall various proven revision techniques, and use these appropriately.</p>	<p>Students can effectively apply key theory within assessment response</p> <p>Students have developed key skills in interpreting and applying understanding in assessment response.</p> <p>Student independently reflect and recall key information from previous study. (Yr12)</p> <p>Students can recall various proven revision techniques, and use these appropriately.</p>	



# Curriculum Map

	independently research key areas of study.					
<b>Key Questions</b>	<p>Can you Evaluate theory in relation to long form genre?</p> <p>How do codes and conventions of long form television dramas reflect the different values, attitudes and beliefs of the audience that consume them?</p> <p>How has digital convergence affected the production and marketing of Minecraft?            Apply Jenkins theory of frandom to Minecraft.</p>	<p>Explain how popular music radio programmes target, reach and maintain a variety of audiences.</p> <p>Explain how videogame audiences have affected the development of digital convergence in the video game industry.</p> <p>Explain how the video game industry has developed significantly, in the U.K. since 2000.</p>	<p>Selection of previous Key questions and past paper assessment?</p> <p>Can I structure an exam response?</p> <p>Can I deconstruct and understand OCR question formats?</p> <p>Do I have a good knowledge of key case studies?</p>	<p>Selection of previous Key questions and past paper assessment?</p> <p>Can I structure an exam response?</p> <p>Can I deconstruct and understand OCR question formats?</p> <p>Do I have a good knowledge of key case studies?</p>	<p>Selection of previous Key questions and past paper assessment?</p> <p>Can I structure an exam response?</p> <p>Can I deconstruct and understand OCR question formats?</p> <p>Do I have a good knowledge of key case studies?</p>	
<b>Assessment</b>	<p>Written practice assessment, based of SAMS, in each relevant case study.</p> <p>Quizzing to consolidate knowledge of key information</p>	<p>Written practice assessment, based of SAMS, in each relevant case study.</p> <p>Quizzing to consolidate knowledge of key information</p>	<p>Written practice assessment, based of SAMS, in each relevant case study.</p> <p>Quizzing to consolidate knowledge of key information</p>	<p>Written practice assessment, based of SAMS, in each relevant case study.</p> <p>Quizzing to consolidate knowledge of key information</p>	<p>Written practice assessment, based of SAMS, in each relevant case study.</p> <p>Quizzing to consolidate knowledge of key information</p>	



# Curriculum Map

<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>Keyword understanding. - Initiative - Confidence - SMSC - contextual understanding and representations within the media. Specific cultural representational issues are discussed. -A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<p>Keyword understanding. - Initiative - Confidence - SMSC - contextual understanding and representations within the media. Specific cultural representational issues are discussed. Understanding the values of a PSB -A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<p>Keyword understanding. - Initiative - Confidence - SMSC - contextual understanding and representations within the media. Specific cultural representational issues are discussed. Understanding the values of a PSB -A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<p>Keyword understanding. - Initiative - Confidence - SMSC - contextual understanding and representations within the media. Specific cultural representational issues are discussed. Understanding the values of a PSB -A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	<p>Keyword understanding. - Initiative - Confidence - SM SC - contextual understanding and representations within the media. Specific cultural representational issues are discussed. Understanding the values of a PSB -A wide understanding of the creative sector in the U.K., and links to careers in such sectors.</p>	
---	--	--	--	--	---	--