



Curriculum Map

Subject: Media Studies

Year group: 10

Time period	Half-term 1 (Sep-Oct)	Half-term 2 (Nov-Dec)	Half-term 3 (Jan-Feb)	Half-term 4 (Feb-March)	Half-term 5 (April-May)	Half-term 6 (June-July)
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Key concepts & Newspaper</p> <p>SOC - Key elements - Genre, and Cinematography, Sound, Editing, Mise-en-scene</p> <p>HAD - Newspaper Introduction</p>	<p>Exploration of Newspaper and television case study texts.</p> <p>SOC - Television Crime Drama - Cuffs</p> <p>HAD - Newspaper case study (full paper analysis - The Observer)</p>	<p>Television Crime Drama - Historical case study (Avengers)</p> <p>Music - Mojo Magazine</p> <p>SOC - Promoting media - understanding advertising campaign and multi-platform reach.</p> <p>HAD - Mojo magazine intro to magazine key concepts - and exploring key text.</p>	<p>Intro to Promoting Media - The Lego Movie</p> <p>Music - Mojo Magazine</p> <p>SOC - Promoting media - understanding advertising campaign and multi-platform reach. - focus on print advertising and television advertising break.</p> <p>HAD - Mojo magazine intro to magazine key concepts - and exploring key text.</p>	<p>NEA - Practical productions</p> <p>Week 1-3 - Pre-production.</p> <p>Week 4 onwards - completion of NEA products.</p>	<p>NEA - Practical productions</p> <p>Completion of NEA products.</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Students to know how to analyse and deconstruct a text.</p> <p>Students understand the importance of generic convention across news and television.</p>	<p>Students to consider cultural contexts within the appropriateness and development of texts from across multiple platforms.</p> <p>To develop analytical skills</p> <p>To work on structuring assessment responses.</p>	<p>Students to understand the conventions of a magazine.</p> <p>Students to explore effective marketing and the value of cross platform productions.</p> <p>Students to utilise key media theory in analysing a text.</p>	<p>Students to understand the conventions of a magazine.</p> <p>Students to explore effective marketing and the value of cross platform productions.</p> <p>Students to utilise key media theory in analysing a text</p>	<p>Students to develop use and understanding of AdobeE suite.</p> <p>Students to successfully understand generic conventions through the use of appropriate production materials.</p> <p>Students to know how to manage time effectively to allow for</p>	<p>Students to develop use and understanding of ADOBE suite.</p> <p>Students to successfully understand generic conventions through the use of appropriate production materials.</p> <p>Students to know how to manage time effectively to allow for</p>



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	Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.
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Content <i>Declarative Knowledge – 'Know What'</i>	SOC teaching all of course from this point onwards Finishing NEA, and finishing documentation Promoting Media - Lego Movie, Lego	MOCK EXAMS preparation - revising over all Paper 1 Music Videos - <i>Beyonce - If I Were a Boy</i> <i>Bruno Mars - Uptown Funk</i>	Radio Study - BBC Radio One <i>Live Lounge</i> Re-introduction to Paper 2 - Newspapers Revising and in-depth study	MOCK EXAMS 2 - revising over all Paper 2 Focus on holistic revision of all topics Revision techniques	Focus on holistic revision of all topics Paper 1 - Television & Promoting Media Paper 2 - Music & News Revision techniques	GCSE EXAMS



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	<p>Movie Video game and Film promotion</p>		<ul style="list-style-type: none"> - Radio One Live Lounge - MOJO magazine - Music Videos 		<p>Start of Study Leave</p>	
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Students can organise their NEA material, and have it ready for submission.</p> <p>Students can consider how the three Lego products work as part of horizontal integration system</p> <p>Students understand the concept of a conglomerate, and a tent-pole film</p>	<p>Students will be practicing revision techniques, through both lessons and home-learning</p> <p>Students will be able to ReAct upon feedback, and create suitable targets for the next mock</p>	<p>Students can consider how to access the top mark band criteria, through bringing together all of the skills they have learnt on the course so far</p> <p>Students will be able to sort through their prior classwork, and create new knowledge organisers and revision tools</p>	<p>Students will be able to ReAct on feedback</p> <p>Students will reflect on which exam revision techniques work for them best (metacognition), and build them into a repertoire of revision techniques.</p>	<p>Students will be able to create a concise and achievable work plan for their GCSE exams.</p>	
<p>Key Questions</p>	<p>Name two benefits of releasing a video game alongside a film?</p> <p>Highlight two elements of the uses and gratifications theory within the Lego Movie Videogame.</p> <p>Who is the regulatory body responsible for videogames.</p> <p>Analyse how genre codes have been used in the lego movie poster campaign.</p>	<p>How can you set SMART targets to improve upon your mock paper performance?</p> <p>How are music videos constructed to appeal to their target audiences?</p> <p>How is media language used to construct meaning in music videos?</p>	<p>How does The Observer use media language to communicate to its audience?</p> <p>How does The Observer print and website differ in terms of style and content?</p> <p>How does The Observer appeal to its target audience?</p> <p>How do newspapers make money?</p>	<p>Which revision techniques work best for recollection of key terms?</p> <p>How can I improve structure in my longer written answers?</p>		



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	How is intertextuality used within the lego movie television advertising campaign?	How do music videos utilise narrative and performance montage?	Who owns newspapers? How are newspapers regulated? How is gender/race/political issues, current affairs represented in The Observer?			
Assessment	Promoting Media Assessment SAMs 1 & 2	Mock exam - Paper 1	Paper 2 SAMs 1 & 2	Mock exam - Paper 2		
Literacy/Numeracy/ SMSC/Character	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.