



# 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)
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<u>Key concepts</u> <u>Introduction</u>  <b>SOC</b> - Key elements of Media Language- Genre, and Cinematography, Sound, Editing, Mise-en-scene, with practical project  Introduction to Representations  <b>HAD</b> - Introduction to the key concepts of print media	<u>Paper 1 Section A - Television</u>  <b>SOC</b> - Holistic Study of Television ( <i>Cuffs &amp; Vigil</i> from 2023 onwards)  <u>Paper 2 Section B - Newspapers</u>  <b>HAD</b> - Newspaper case study (full paper analysis - The Observer)	<u>Paper 1 Section A - Television</u>  Television Crime Drama - Historical case study (Avengers)  <u>Paper 1 Section B - Promoting Media</u>  - Intro to Promoting Media - The Lego Movie .  <u>Paper 2 Section A - Music</u>  <b>HAD</b> - Magazine intro to magazine key concepts - and exploring key text, <i>MOJO</i> magazine	<u>Paper 1 Section B - Promoting Media</u>  <b>SOC</b> - Continuation of Promoting Media, to cover videogames and advertising campaign. Focus on convergence & multi-platform reach.  <i>The Lego Movie</i> <i>The Lego Movie Video game</i> <i>The Lego Movie Advertising</i>  <u>Paper 2 Section A - Music</u>  <b>HAD</b> - Mojo magazine continuation - magazine key concepts - Representations, Industry & Audience	<b>Both teachers</b>  NEA - Practical productions  Week 1-3 - Pre-production.  Week 4 onwards - completion of NEA products.	<b>Both teachers</b>  NEA - Practical productions  Completion of NEA products.
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	Students to learn how to analyse and deconstruct a print or audio-visual text.  Students understand the importance of generic conventions in media texts.  To understand the basics of the	Students to consider cultural contexts within the appropriateness and development of texts from across multiple platforms.  To develop analytical skills  To work on structuring assessment responses.	Students to understand the conventions of a magazine.  Students to explore effective marketing and the value of cross platform productions.  Students to utilise key media theory in analysing a text.	Students to understand the conventions of a magazine.  Students to explore effective marketing and the value of cross platform productions.  Students to utilise key media theory in analysing a text	Students to develop use and understanding of AdobeE suite.  Students to successfully understand generic conventions through the use of appropriate production materials.  Students to know how to manage time	Students to develop use and understanding of Adobe Creative suite.  Students to successfully understand generic conventions through the use of appropriate production materials.



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	theoretical framework of Media Studies.				effectively to allow for considered production processes.	Students to know how to manage time effectively to allow for considered production processes.
<b>Key Questions</b>	<p>How are conventions used to capture and engage an audience.</p> <p>How can you break down a text in terms of denotations/connotations?</p>	<p>Explain how social and cultural contexts influenced newspapers in the 1960s. refer to case study.</p> <p>How have generic conventions been used to create meaning in <i>Cuffs/Vigil</i>?</p>	<p>Analyse the representations of the two groups. (Magazine exerts)</p> <p>Analyse the use of stereotypes. (Magazine exerts)</p> <p>How have historical contexts impacted the narrative and plot of <i>The Avengers</i> set episode?</p>	<p>Who are the producers &amp; distributors of <i>The Lego Movie</i>?</p> <p>What is vertical integration?</p> <p>What is horizontal integration?</p> <p>How have generic conventions been used within MOJO Magazine, refer to your case study.</p>	<p>How will you ensure that your product meets the briefs outlined by OCR.</p> <p>How will you ensure that you meet the requirements of a top band response.</p> <p>How do you intend to include media conventions?</p>	<p>How will you ensure that your product meets the briefs outlined by OCR.</p> <p>How will you ensure that you meet the requirements of a top band response.</p> <p>How do you intend to include media conventions?</p>
<b>Assessment</b>	<p>Newspaper Assessment (Google Form)</p> <p>Key Elements Task (Google Form)</p> <p>Practical Editing Task</p>	<p>Newspaper - Assessment response to key questions.</p> <p>Paper 1 - Q1, 2 &amp; 3 - <i>Cuffs/Vigil</i></p>	<p>Magazine - Assessment response to key question.</p> <p>Paper 1 - Q1, 2, 3 <i>Avengers</i></p>	<p>Magazine - assessment of key question.</p> <p>Paper 1 - Full Promoting Media section for each topic</p>	<p>Production assessment worth 30% of overall GCSE.</p> <p>Mock Exam - Paper 1 &amp; 2 Modified</p>	<p>Production assessment worth 30% of overall GCSE.</p>
<b>Literacy/Numeracy/SMSC/Character</b>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning GCSE study.</p> <p>Aspirations set out and considered.</p> <p>SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning GCSE study.</p> <p>Aspirations set out and considered.</p> <p>SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning GCSE study.</p> <p>Aspirations set out and considered.</p> <p>SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning GCSE study.</p> <p>Aspirations set out and considered.</p> <p>SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning GCSE study.</p> <p>Aspirations set out and considered.</p> <p>SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning GCSE study.</p> <p>Aspirations set out and considered.</p> <p>SMSC - key discussions of representation in the media, including gender, race, religion, economic context and more.</p>



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<b>Content</b>  <i>Declarative Knowledge – 'Know What'</i>	<b>Both teachers</b> Finishing NEA, and finishing documentation  <b>SOC</b> - Finish Promoting Media - Lego Movie, Lego Movie Video game and Film promotion	<b>Both teachers</b> <b>MOCK EXAMS</b> preparation - revising over all Paper 1  <u>Paper 2 Section A - Music</u>  <b>SOC</b> Music Videos  Radio	<b>SOC</b> Re-introduction to Paper 1 - Television <b>HDE</b> Re-introduction to Paper 2 - Newspapers & online news focus  Revising and in-depth study	<b>Both teachers</b> <b>MOCK EXAMS 2</b> - revising over all Paper 2  Focus on holistic revision of all topics  Revision techniques	<b>Both teachers</b> Focus on holistic revision of all topics  Paper 1 - Television & Promoting Media  Paper 2 - Music & News  Revision techniques  Start of Study Leave	GCSE EXAMS
<b>Skills</b>  <i>Procedural Knowledge – 'Know How'</i>	Students can organise their NEA material, and have it ready for submission.  Students can consider how the three Lego products work as part of horizontal integration system  Students understand the concept of a conglomerate, and a tent-pole film	Students will be practicing revision techniques, through both lessons and home-learning  Students will be able to ReAct upon feedback, and create suitable targets for the next mock	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  Students will be able to sort through their prior classwork, and create new knowledge organisers and revision tools	Students will be able to ReAct on feedback  Students will reflect on which exam revision techniques work for them best (metacognition), and build them into a repertoire of revision techniques.	Students will be able to create a concise and achievable work plan for their GCSE exams.	
<b>Key Questions</b>	Name two benefits of releasing a video game alongside a film?  Highlight two elements of the uses and	How can you set SMART targets to improve upon your mock paper performance?	How does The Observer use media language to communicate to its audience?	Which revision techniques work best for recollection of key terms?		



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