



Curriculum Map

Subject: **A-Level Media Studies**

Year group: **Year 12**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Both - Introduction to Key Concepts</p> <p>SOC An introduction to Audio-visual Media, through the key elements - cinematography, sound, editing, mise-en-scene and CGI.</p> <p>An introduction to Industry & Audience.</p> <p>An introduction to practical software, namely Adobe Premiere.</p> <p>LRE 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>SOC Newspapers - Intro to topic and ideology - Newspaper Industry - Newspaper Media Language -Print focus</p> <p>LRE Advertising - knowledge of all specification print texts. - Media language - Media Representations - Social and Cultural Contexts</p> <p>Music Videos - Media Language - Media Representations - Economic & Social Context</p> <p>Both Introduction to various set theorists</p>	<p>SOC Newspapers - Newspaper Audience - Newspaper Representation -Online Focus</p> <p>LRE <i>The Big Issue</i> - Media Language - Media Representations - Social, Cultural & Political contexts</p> <p>LFTD - Viewing of set texts and analysis of key concepts and theorists</p> <p>Both Continuation of teaching various set theorists</p> <p>LFTD - Viewing of set texts and analysis of key concepts and theorists</p>	<p>SOC Film - Media Industry - Economic & historical contexts</p> <p>LRE Introduction to various theorists in regard to set texts for Section B</p> <p>Both Introduction to NEA brief - initial reading of brief, and background lessons on each product</p> <p>Both Continuation of teaching various set theorists</p>	<p>Both - NEA Pre-production and development</p> <p>Students can understand how to plan/create a product from a brief.</p> <p>Students learn how to visualise the client brief, and meet the needs of the brief.</p>	<p>Both - NEA Production completion</p> <p>Students know how to understand and plan/create from a brief.</p>



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<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<ul style="list-style-type: none"> - Deconstruction skills using media language for analysis. - Semiotic analysis - Basic use of Adobe Suite through introductory projects for AV editing and print. 	<ul style="list-style-type: none"> - Analytical skills using key terms and theoretical knowledge. - To be able to infer. - To be able to utilise PQA structure 	<ul style="list-style-type: none"> - Know how to deconstruct using key concepts and understand deeper contextual meaning. - Developing an understanding of key conventions of print based media (Magazine). 	<ul style="list-style-type: none"> - Explain why popular music programmes struggle to gain recognition as a PSB? - To know how to develop an awareness of industry and the cultural impact of media evolution. - develop knowledge and skills in producing long and short answer exam responses. 	<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>Key Questions</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 an advertising campaign?</p> <p>Developing an understanding of key conventions of print based media (Magazine).</p>	<p>How do different genres of newspapers 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>
<p>Assessment</p>	<p>Print analysis (Abbot Ale)</p>	<p>Newspapers Q1, 2 & 4 from SAMs materials</p>	<p>Newspapers Q1, 2, 3 & 4 from SAMs materials</p>	<p>Practice assessment response for each of The Big Issue & Film</p>	<p>Production of physical product.</p>	<p>Production of physical product.</p>



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	<p>Video Essay - Media Language and Representation</p> <p>Kahoots/Quizizz for formative assessment</p>	<p>How can hyperreality be incorporated into advertising campaigns?</p> <p>Kahoots/Quizizz for formative assessment</p>	<p>Paper 1 - Section B Questions</p> <p>Kahoots/Quizizz for formative assessment</p>	<p>Kahoots/Quizizz for formative assessment</p>		
<p>Literacy/Numeracy/SMSC/Character</p>	<p>Keyword understanding.</p> <ul style="list-style-type: none"> - Initiative - Confidence <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"> - Keyword development. - Confidence - Initiative <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"> - Keyword development. - Confidence - Initiative <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"> - Keyword development. - Confidence - Initiative <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"> - Keyword development. - Confidence - Initiative <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"> - Keyword development. - Confidence - Initiative <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>



Curriculum Map

Subject: Media Studies

Year group: 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Both NEA completion - students will complete a second draft</p> <p>SOC</p> <p><i>Radio</i> - Media Audiences - Media Industries - Social, Cultural & Political contexts</p> <p>Evolving Media Paper 2 - BBC Radio 1 Case Study exploration.</p> <p>LRE Long Form Television Drama Introduction - In-depth study</p>	<p>SOC</p> <p>Videogames - Introduction - Media industry - Media Audience</p> <p>Evolving Media Paper 2 - Videogame Industry Study</p> <p>LRE Evolving Media Paper 2 - Long Form Television conclusion - Case Study Focus - <i>Stranger Things & Money Heist</i></p>	<p>Revision</p> <p>Consolidation -</p> <p>SOC All Section A topics and case studies</p> <p>LRE All Section B topics and case studies</p> <p>Assessment & Exam practice</p> <p>Both Specific exam technique refinement</p> <p>Revision techniques</p> <p>Using SAMs, candidate exemplars & mark schemes effectively</p>	<p>Revision</p> <p>Consolidation -</p> <p>SOC All Section A topics and case studies</p> <p>LRE All Section B topics and case studies</p> <p>Assessment & Exam practice</p> <p>Both Specific exam technique refinement</p> <p>Revision techniques</p> <p>Using SAMs, candidate exemplars & mark schemes effectively</p>	<p>Revision</p> <p>Consolidation -</p> <p>SOC All Section A topics and case studies</p> <p>LRE All Section B topics and case studies</p> <p>Assessment & Exam practice</p> <p>Both Specific exam technique refinement</p> <p>Revision techniques</p> <p>Using SAMs, candidate exemplars & mark schemes effectively</p>	<p>Year 13 - Study Leave and Exams.</p>
<p>Skills</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</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. (Radio, Videogames & Long Form TV).</p> <p>Students have developed key skills in</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</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</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</p>	



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	<p>across media platforms.</p> <p>Students able to apply knowledge and examples to exam questions.</p> <p>Students are able to effectively and independently research key areas of study.</p>	<p>interpreting and applying understanding in assessment response.</p> <p>Student independently reflect and recall key information from previous study. (Yr12)</p>	<p>information from previous study. (Yr12)</p> <p>Students learn, and can recall various proven revision techniques, and use these appropriately.</p>	<p>information from previous study. (Yr12)</p> <p>Student can recall various proven revision techniques, and use these appropriately.</p>	<p>information from previous study. (Yr12)</p> <p>Students can recall various proven revision techniques, and use these appropriately.</p>	
Key Questions	<p>Can you Evaluate theory in relation to the long form television 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 videogames? Apply Jenkins theory of frandom to videogames?.</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>	
Assessment	Written practice assessment, based on SAMS, in each relevant case study.	Written practice assessment, based on SAMS, in each relevant case study.	Written practice assessment, based on SAMS, in each relevant case study.	Written practice assessment, based on SAMS, in each relevant case study.	Written practice assessment, based on SAMS, in each relevant case study.	



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	Quizzing to consolidate knowledge of key information	Quizzing to consolidate knowledge of key information	Quizzing to consolidate knowledge of key information	Quizzing to consolidate knowledge of key information	Quizzing to consolidate knowledge of key information	
Literacy/Numeracy/ SMSC/Character	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.	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.	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.	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.	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.	