

Curriculum Intent: The Media Department offers a broad curriculum that does the following:

- Explore how media products they affect the audiences they are aimed at.
- Understand how media products contribute and influence the world that we live in today.

Our aim is to create inquisitive and critical media literate students who are able to navigate and understand the power and impact that media has on the modern world. We seek to empower students to interpret the messages, biases and ideologies of media texts and understand how these are constructed. We offer pupils a curriculum which is tailored to GCSE success while consistently using modern contemporary resources which are relevant to their lives.

We expose students to a range of wider cultural and technical knowledge from media industries including newspapers, advertising, film, television and new-media. They are introduced to sociological, political and narrative theories which help them make sense of both media texts and the world around them.

Media Studies allows for students to be introduced to different viewpoints and experiences and consider the impact of the media on current events. They are able to develop their analytical skills and express their arguments in a clear and sophisticated manner. Additionally, we develop students' practical skills developing familiarity with media software to produce their own texts.

We intend for Media students to have a broad and diverse view of issues of representation and media influence and be prepared to use critical thinking skills in their future.

Year 9	Term 3
	Module 6 [9 lessons]
	GCSE Media Starter: Introduction to Media Studies
Content	<ol style="list-style-type: none"> 1. What is Media Studies? 2. Semiotics – The study of signs and symbols. 3. Analysis of a media text. Film Poster. 4. Audience – demographics. 5. Representation – people, places and events.
Feedback Points	End of unit assessment. Film poster analysis – semiotics, representation and audience.
Key Questions	<ol style="list-style-type: none"> 1. What is Media Studies? 2. What do signs and symbols tell us? 3. What are universal symbols? 4. How are people represented in media texts? 5. Who is accessing the media texts? 6. What are the social/historical events that occur when these text are created? 7. How do producers target their audience?
Direct Vocab Instruction	Semiotics, Representation, Demographic, Psychographic.
Standardised Homework	Lesson 3 Research Task – Find and analyses a film poster with context of the work around it when made? Lesson 6 – Revision Task: audience mind map

Year 10	Term 1		Term 2		Term 3	
	Module 1 [10 lessons]	Module 2 [10 lessons]	Module 3 [9 lessons]	Module 4 [9 lessons]	Module 5 [9 lessons]	Module 6 [9 lessons]
	GCSE Media Component 2 - Understanding Media Form and Products: TV – Crime Drama and Sitcoms	GCSE Media Component 1 - Exploring the Media: Advertising and Marketing – Film Posters and Print Adverts	GCSE Media Component 1 - Exploring the Media Radio – Soap Opera	GCSE Media Component 1 - Exploring the Media: Video Games - MMO	GCSE Media Component 3: Coursework preparation, research, ideas and development	GCSE Media Component 3: Coursework, creation and statement of intent.
Content	<ol style="list-style-type: none"> Luther – BBC S01E01 The Sweeney - ITV S01E01 Friends – C4 S01E01 The IT Crowd- C4 S04E02 Man Like Mobeen – BBC S01E02 Modern Family US S08E02 	<ol style="list-style-type: none"> The Man with The Golden Gun Spectre No Time To Die This Girl Can Quality Street 	<ol style="list-style-type: none"> The Archers The Archer Website Ofcom website 	<ol style="list-style-type: none"> Fortnite Fortnite website PEGI games ratings. 	<ol style="list-style-type: none"> Research in to existing products Development of ideas for chosen product Implementation of ideas for chosen product. 	<ol style="list-style-type: none"> Research in to existing products Development of ideas for chosen product Implementation of ideas for chosen product. Creation of chosen product Statement of intent written.
Theoretical Framework	Media Language, Representation, Media Industries & Audience.	Media Language, Representation	Media Industries & Audience	Media Industries & Audience	Media Language, Representation, Media Industries & Audience.	Media Language, Representation, Media Industries & Audience.
Feedback Points	Representation Q – How race/gender/sexuality are represented in TV show. Industry Q – How are TV channels regulated.	Representation Q – How are women represented in the marketing and advertising across the decades covered.	Industry Q – How do websites communicate with audiences and attract the target audience.	Audience Q – Impact of video games on young people.	Planning and Prep – does the product fit the brief and attract the target audience.	Planning and Prep – does the product fit the brief and attract the target audience.
Key Questions	<ol style="list-style-type: none"> How are women represented in TV crime dramas? How are men represented in TV crime dramas? How has the representation of race changed in TV sitcoms? How do American sitcoms differ from British sitcoms? Who regulates TV? How is the BBC funded? 	<ol style="list-style-type: none"> How are women represented in adverts from the 1950s? How are demographics targeted in adverts? How is race represented in advertising? How is sexuality represented in marketing for films? How do food producers represent class in their adverts? 	<ol style="list-style-type: none"> How long has the Archers being running? Why has it been so successful? Who are the target audience for the show? How has that changed since its beginnings? What social context do they use in the show? 	<ol style="list-style-type: none"> Who plays Fortnite? Why do they play Fortnite? How does Fortnite appeal to Uses and gratification theory? How does Fortnite link to Bartle’s Taxonomy theory? How does Fortnite uses synergy in promoting their product? 	<ol style="list-style-type: none"> Who are the target audience? What products exist? How do they communicate with the audience? What conventions should be included in the product? 	<ol style="list-style-type: none"> Who are the target audience? What products exist? How do they communicate with the audience? What conventions should be included in the product?
Direct Vocab Instruction	Sitcom, Conventions, Representation, Context, Regulation. Funding, niche, FOMO, character.	Demographics, Psychographics, composition, connotations, typography, persuasive, feminist,	Omnibus, schedule, public service, commercial, Ofcom, complaints, convergence, narrative,	Franchise, genre, revenue, eSports, convergence, brand identity, microtransaction, moral panic.	Conventions, audience, demographics,	Conventions, audience, demographics,
Standardised Homework	Lesson 3 Research Task – How successful sitcoms keep their audience. Lesson 6 – Revision Task: British TV in the 1970s.	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task – How was listening to The Archers at the beginning and why? Lesson 6 – Revision Task: Technology developments that have affected radio audiences.	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task – Who are the target audience?	Lesson 3 – Statement of intent completion.

Year 11	Term 1		Term 2		Term 3	
	Module 7 [9 lessons]	Module 8 [10 lessons]	Module 9 [9 lessons]	Module 10 [9 lessons]	Module 11 [9 lessons]	
	GCSE Media Component 1 - Exploring the Media: Newspapers – The Guardian, The Sun	GCSE Media Component 1 - Exploring the Media: Film – Spectre/No Time To Die	GCSE Media Component 2 - Understanding Media Form and Products: Music Videos, websites and social media.	GCSE Media Component 1 - Exploring the Media: Magazines – Lifestyle magazines.	GCSE Media Revision	
Content	<ol style="list-style-type: none"> The Guardian – 12th Sept 2018 The Sun – 12th June 2018 The Guardian – 18th Jan 2022 The Sun 1st Jan 2021 	<ol style="list-style-type: none"> Spectre No Time To Die Spectre Website No Time To Die Website BBFC Website 	<ol style="list-style-type: none"> Lizzo - Good as Hell Katy Perry – Roar Taylor Swift - Bad Blood Bruno mars - Uptown Funk Justin Bieber – Intentions Duran Duran – Rio TLC Waterfalls Websites for all Social Media for all 	<ol style="list-style-type: none"> Pride – Nov 2015 GQ – July -2016 GQ – August 2019 	Revision sessions focusing on all units.	Exams
Theoretical Framework	Media Language, Representation, Media Industries & Audience.	Media Industries	Media Language, Representation, Media Industries & Audience.	Media Language, Representation	Media Language, Representation, Media Industries & Audience.	
Feedback Points	Language Q – How does the language used in The Sun compare to the Guardian?	Essay Question – Why was Spectre/NTTD given a 12A certificate?	Language Q – What language differences do we see in the music videos?	Essay Q: The representation of race in magazine has changed in the last 10 years. Discuss.		
Key Questions	<ol style="list-style-type: none"> Who are the demographics for The Sun? Who are the demographics for The Guardian? How do they target their target audiences? Who regulates newspapers? What was the phone hacking scandal? 	<ol style="list-style-type: none"> How do films get funding to be made? What is product placement? Why is star power so important? How is directorial power important? How does merchandise impact film production? 	<ol style="list-style-type: none"> How have music videos changed over the past 3 decades? What messages do music video portray to their audiences? How to artist connect with their audiences? How has social media impacted music videos? How has representation changed in music videos/ 	<ol style="list-style-type: none"> How has representation changed in magazines? How is race represented in magazines? How have men’s magazine changed in the past 20 years? How have magazines survived in a world of social media? 		
Direct Vocab Instruction	Controversial, anonymous, anchored, headline, patriotism, national ism, idiom, masthead, stereotype, readership, commodity.	Franchise, Mise-en-scene, angles, integrations, conglomerate.	Iconography, montage, diegetic, non-diegetic, empowering, platform.	Strapline, palette, hybridity, function, narrative, function, perspective, journalism.		
Standardised Homework	Lesson 3 Research Task – What was the headline on The Sun and The Guardian on your birth date? Lesson 6 – Revision Task: How has phone hacking impacted newspapers?	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework	Lesson 3 Research Task – Background information on the artists Lesson 6 – Research Task – Background information on the artists.	Lesson 3 - Key Question Homework Lesson 6 – DVI Homework		