


<p><b>Year 10 Subject: Media Studies</b></p>	<p><b>Curriculum Intent:</b> Using the curriculum, we intend to build creative, aspirational, and motivated learners who adapt to the everchanging technological world of media. We aim to aspire students to think critically and build awareness of the world around them using media platforms and theories. We value the importance of different representations in media and how it can affect the audience.</p> <p>Students will study the media in an academic context and apply the knowledge and understanding gained to the process of creating their own media productions. Students will widen their analysis of global and historical media. Students will develop critical and reflective thinking to encourage engagement in the critical debates surrounding contemporary media.</p> <p>Students will develop skills of critical thinking, decision making and analysis. They will develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences. Students will also engage in practical activities and production of creative media products.</p>					
	<p><b>Term 1</b> <i>Introduction to Media Framework/ TV Genre</i></p>		<p><b>Term 2</b> <i>Film/Film distribution and marketing and Exam Revision</i></p>		<p><b>Term 3</b> <i>Coursework – Exam (Given by the examboard)</i></p>	
<p><b>Topic Titles (in order of delivery)</b></p>	<p>1. Media Framework 2. Television Drama – Cuffs</p>	<p>1. Television Drama 2. The Avengers</p>	<p>1. Film Industry using The Lego Movie</p>	<p>1. Exam Revision 2. Music Magazines</p>	<p>1. NEA</p>	<p>1. NEA</p>
<p><b>Key knowledge / Retrieval topics</b></p>	<ul style="list-style-type: none"> <li>- Audience</li> <li>- Institution</li> <li>- Representation</li> <li>- Context</li> <li>- Case studies using Cuffs</li> </ul>	<ul style="list-style-type: none"> <li>- Audience</li> <li>- Institution</li> <li>- Representation</li> <li>- Historical and social context</li> <li>- Case studies using The Avengers</li> </ul>	<ul style="list-style-type: none"> <li>- Film Promotion</li> <li>- Film distribution</li> <li>- Film marketing</li> </ul>	<p>1. Revision of topics covered so far.</p> <p>2. Introduction to magazine :</p> <ul style="list-style-type: none"> <li>• Mise-en-scene</li> <li>• Camera shot - types and angles,</li> <li>• Editing</li> <li>• Layout</li> <li>• Use of text and fonts</li> <li>• Colour</li> </ul>	<p>Media Language:</p> <ul style="list-style-type: none"> <li>• Mise-en-scene</li> <li>• Camera shot - types and angles,</li> <li>• Editing</li> <li>• Layout</li> <li>• Use of text and fonts</li> <li>• Colour</li> </ul> <p>Audience: Blumler &amp; Katz theory.</p> <p>Representation:</p> <ul style="list-style-type: none"> <li>• Representation – social groups:</li> </ul>	<p>Media Language:</p> <ul style="list-style-type: none"> <li>• Mise-en-scene</li> <li>• Camera shot - types and angles,</li> <li>• Editing</li> <li>• Layout</li> <li>• Use of text and fonts</li> <li>• Colour</li> </ul> <p>Audience: Blumler &amp; Katz theory.</p> <p>Representation:</p> <ul style="list-style-type: none"> <li>• Representation – social groups:</li> </ul>

					Age, gender, sexuality, ethnicity, ability, disabilities.	Age, gender, sexuality, ethnicity, ability, disabilities.
<b>Understanding / Sequence of delivery</b>	<ul style="list-style-type: none"> <li>- Understanding and analysis of plot</li> <li>- Understanding and analysis of character</li> <li>- Understanding of representation in TV Drama.</li> <li>- Understanding of context in TV.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding and analysis of plot</li> <li>- Understanding and analysis of character</li> <li>- Understanding of representation in TV Drama.</li> <li>Understanding of context in TV.</li> </ul>	<ul style="list-style-type: none"> <li>- Marketing of films</li> <li>- Pleasures media provides for an audience</li> <li>- How Video games appeal to their audience.</li> <li>- Digital Convergence</li> </ul>	<ul style="list-style-type: none"> <li>- Codes and conventions of magazine</li> <li>- Media language and representation (ideology)</li> <li>- Comparison with other magazines (music and mainstream)</li> <li>- Intro to magazine front cover design (practical prep – including use of photoshop)</li> </ul>	<ul style="list-style-type: none"> <li>- Intro to NEA brief</li> <li>- Audience research</li> <li>- Initial ideas for magazine designs</li> <li>- Magazine mock ups</li> </ul>	<ul style="list-style-type: none"> <li>- Intro to NEA brief</li> <li>- Audience research</li> <li>- Initial ideas for magazine designs</li> <li>- Magazine mock ups</li> </ul>
<b>Assessment</b>	CAT – Analysis of Cuffs sequence. Focus: How media language creates meaning.	CAT – Analysis of historical context of the Avengers. Focus: Political, social and cultural context has been represented.	CAT – Analysis of film promotion of The Lego movie.	PPE	Research and Planning	Magazines and double page spread