


<p>Year 11: Media SOL</p>	<p>Curriculum Intent: 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>Term 1 <i>Music Videos/Radio / News</i></p>		<p>Term 2 <i>News / Final drafts and improvements for coursework/</i></p>		<p>Term 3</p>	
<p>Topic Titles (in order of delivery)</p>	<p>1. Music Video 2. Radio</p>	<p>1. News 2. Revision PPE</p>	<p>1. News Cont. 2. NEA</p>	<p>1. Revise Paper 1</p>	<p>1. Revise Paper 2</p>	<p>1.</p>
<p>Key knowledge / Retrieval topics</p>	<ul style="list-style-type: none"> • Mise-en-scene • Sound • Camera shot - types and angles, • Editing • Layout • Use of text and fonts • Colour <p>Radio Industry</p> <ul style="list-style-type: none"> • Ofcom • Production • Conglomerate • Digital convergence 	<ul style="list-style-type: none"> • Institutions • Audience • Representation • Context • Technology development 	<ul style="list-style-type: none"> • Audience • Representation • Context • Technology development <ul style="list-style-type: none"> • Mise-en-scene • Sound • Camera shot - types and angles, • Editing • Layout • Use of text and fonts • Colour 	<p>Television-</p> <ul style="list-style-type: none"> • CUFFs • The Avengers • BBC & ITV <p>Film:</p> <ul style="list-style-type: none"> • The Lego Movie • Trailer <p>Video Game:</p> <ul style="list-style-type: none"> • The Lego Movie 	<p>Music Magazine –</p> <ul style="list-style-type: none"> • MOJO <p>Music Videos –</p> <ul style="list-style-type: none"> • If I were a boy • Uptown Funk <p>News Print & Online:</p> <ul style="list-style-type: none"> • The Observer • !960's Observer • Online 	

	<ul style="list-style-type: none"> • Distribution • Consumption 					
Understanding / Sequence of delivery	<ol style="list-style-type: none"> 1. Representation and media language in Music videos – case studies: Beyonce ‘If I were a boy’, Bruno Mars feta. Mark Ronson – ‘Uptown Funk.’ 2. BBC Radio 1 industry (BBC remit) 3. Radio 1 Live Lounge – analysis of how it appeals to audience. 4. Radio: Audience, OFCOM and regulation, context, digital convergence 	<ul style="list-style-type: none"> • The newspaper industry • Online newspaper industry <p>Case Studies: The Observer print & Guardian online</p> <ul style="list-style-type: none"> • Historical context and its impact on content (1960’s) <ol style="list-style-type: none"> 2. Revision for PPE 	<ol style="list-style-type: none"> 1. Redrafting and improving NEAs 			
Assessment	CATs – Practice question on Music videos, Radio and News.	PPE	Final draft of NEA	Practice questions	Practice questions	