

Year 12 Media Studies

Key Areas	Half Term 1		Half Term 2		Half Term 3	
	Teacher A <i>Newspapers (A&B)</i>	Teacher B <i>Advertising & Marketing (A&B)</i>	Teacher A <i>Music video (A)</i>	Teacher B <i>Film Marketing (B)</i>	Teacher A <i>Radio (B)</i>	Teacher B <i>Video Games (B)</i>
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set products studied this year:</p> <ul style="list-style-type: none"> • <i>Daily Mirror</i>, February 01, 2022, front page and article on 'Partygate' • <i>The Times</i>, February 01, 2022, front page • <i>The Daily Mirror & The Times</i> website • <i>Kiss of the Vampire</i> film poster • <i>Tide</i> print advertisement (1950s) • <i>Super. Human.</i> Tokyo 2020 Paralympic Games audio-visual advertisement (2020) • <i>Turntables</i>, Janelle Monáe (2020) • <i>Seventeen Going Under</i>, Sam Fender (2021) • <i>Black Panther</i> (2018) • <i>I, Daniel Blake</i> (2016) • <i>Woman's Hour</i> • <i>Assassin's Creed</i> franchise. <p>Theoretical approaches covered:</p> <p>Media Language</p> <ul style="list-style-type: none"> • Semiotics- Roland Barthes • Narratology- Tzvetan Todorov • Genre theory- Steve Neale • Structuralism- Claude Lévi-Strauss • Postmodernism- Jean Baudrillard <p>Representation</p> <ul style="list-style-type: none"> • Theories of representation- Stuart Hall • Theories of identity- David Gauntlett • Feminist theory- Liesbet van Zoonen and bell hooks • Theories of gender performativity- Judith Butler • Theories around ethnicity and postcolonial theory-including Paul Gilroy <p>Media Industries</p> <ul style="list-style-type: none"> • Power and media industries- Curran and Seaton • Regulation- Livingstone and Lunt • Cultural industries- David Hesmondhalgh <p>Audiences</p> <ul style="list-style-type: none"> • Media effects- Albert Bandura • Cultivation theory- George Gerbner • Reception theory- Stuart Hall • Fandom- Henry Jenkins • 'End of audience' theories- Clay Shirky 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will analyse newspapers, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. • Learners will consider the factors that influence representations in newspapers and will explore representations of events, issues, individuals, and social groups in the media, using relevant theoretical perspectives or theories in their analysis of newspapers. • Learners will consider how representations in newspapers relate to relevant contexts of media. • Learners will develop knowledge and understanding of the significance of newspaper ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on newspapers. • Learners will study newspaper audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to newspapers reflect identity and social, cultural, and historical circumstances. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Year 12 induction inset day. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will analyse advertisements, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. • Learners will consider the factors that influence representations in advertisements and will explore representations of events, issues, individuals, and social groups in the media, using relevant theoretical perspectives or theories in their analysis of advertisements. • Learners will consider how representations in newspapers relate to relevant contexts of media. • Learners will develop knowledge and understanding of the significance of newspaper ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on newspapers. • Learners will study newspaper audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to newspapers reflect identity and social, cultural, and historical circumstances. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will analyse music videos, considering how elements of media language incorporate viewpoints and ideologies, the significance of genre and how audiences may respond to media language. • Learners will consider the factors that influence representations in music videos and will explore representations of events, issues, individuals, and social groups in the media, using relevant theoretical perspectives or theories in their analysis of music videos. • Learners will consider how representations in music videos relate to relevant contexts of media. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will develop knowledge and understanding of the significance of film ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on films. • Learners will study film audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to films reflect identity and social, cultural, and historical circumstances. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will develop knowledge and understanding of the significance of radio ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on radio. • Learners will study radio audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to radio reflect identity and social, cultural, and historical circumstances. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will develop knowledge and understanding of the significance of video game ownership and funding, the role of regulation in global production and distribution, the impact of digitally convergent platforms and the effect of individual producers on video games. • Learners will study video game audiences, considering aspects such as the targeting of mass and specialised audiences, the categorisation and construction of audiences, as well as how audiences' use of and responses to video games reflect identity and social, cultural, and historical circumstances. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills.

<p>Skills- What will be developed?</p>	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response. 	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response. 	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response. 	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response. 	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response. 	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response.
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> Developing critical thinking skills and analysing the credibility of newspaper content. Exploring the structure and functioning of newspapers as media organizations. Gaining insights into how news stories are sourced, verified, and edited in newspapers. Understanding how newspapers target and cater to different reader segments. Analysing how newspapers construct narratives and portray 	<ul style="list-style-type: none"> Developing critical thinking skills and evaluating the credibility of advertising. Exploring the structure, roles, and functioning of advertising agencies. Gaining insights into the process of creating and implementing advertising campaigns. Understanding how advertising influences consumer attitudes, perceptions, and purchasing decisions. Analysing different advertising media channels and effective 	<ul style="list-style-type: none"> Developing critical thinking skills to analyse the messages and visual storytelling techniques in music videos. Exploring the process and elements involved in creating music videos, including concept development, visual aesthetics, and editing. Gaining insights into how music videos use visuals to enhance the narrative and evoke emotions. 	<ul style="list-style-type: none"> Exploring the process of creating films, including pre-production, production, and post-production stages. Gaining insights into different film genres, styles, and storytelling techniques employed in the industry. Understanding how films target and engage specific audience demographics, and the impact of audience reception on film success. 	<ul style="list-style-type: none"> Exploring the structure, formats, and programming of radio stations and their role in shaping content. Understanding how radio stations target specific audience segments and tailor content to meet their preferences and interests. Exploring the ownership and revenue models of radio stations, including commercial radio and public service broadcasting. 	<ul style="list-style-type: none"> Exploring the process of creating video games, including concept design, programming, art development, and testing. Gaining insights into different game genres, styles, and the unique characteristics of interactive digital entertainment. Understanding how video games engage players through immersive gameplay, narrative, level design, and user interface. Analysing how video games represent characters, cultures, and

	<p>individuals, communities, and social issues.</p> <ul style="list-style-type: none"> Exploring legal and ethical frameworks governing newspapers and journalistic practices. 	<p>strategies to reach target audiences.</p> <ul style="list-style-type: none"> Exploring ethical considerations and legal frameworks governing advertising practices. 	<ul style="list-style-type: none"> Understanding how music videos target and resonate with specific audience demographics and music genres. Analysing how music videos portray artists, cultures, and social issues, and the influence they have on shaping identities. 	<ul style="list-style-type: none"> Exploring the structure and dynamics of the film industry, including financing, distribution channels, and marketing strategies. 		<p>social issues, and exploring the importance of diversity and inclusivity in game development.</p> <ul style="list-style-type: none"> Exploring the dynamics of the video game industry, including emerging technologies, distribution platforms, and monetization strategies.
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> Foster an inclusive and supportive learning environment that promotes empathy and respect for learners with SEND. Create seating plans based on IEPs. Adapt learning strategies as needed to accommodate students with IEPs. Design differentiated questions specifically tailored for learners with SEND. Provide structured sentence frames and writing scaffolds for extended written pieces. Utilize graphic knowledge organisers to enhance access and understanding of key study areas. 	<ul style="list-style-type: none"> Foster an inclusive and supportive learning environment that promotes empathy and respect for learners with SEND. Create seating plans based on IEPs. Adapt learning strategies as needed to accommodate students with IEPs. Design differentiated questions specifically tailored for learners with SEND. Provide structured sentence frames and writing scaffolds for extended written pieces. Utilize graphic knowledge organisers to enhance access and understanding of key study areas. 	<ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. 	<ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. 	<ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. 	<ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills.
<p>Assessment- What? Why?</p>	<p>Explain how political contexts influence audiences. Refer to the Daily Mirror newspaper in your response. (12 marks)</p>	<p>Media language analysis of <i>Kiss of the Vampire</i> film poster. (15 marks)</p>	<p>Explain how newspaper publishers ensure their financial success. Refer to <i>The Times</i> in your response. (15 marks)</p>	<p>Explain how films are marketed to their audiences. Refer to Black Panther in your response. (12 marks)</p>	<p>Year 12 January mock based on exam questions agreed by Teacher A & B.</p>	<p>Year 12 January mock based on exam questions agreed by Teacher A & B.</p>

<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model responses analysing newspapers to apply it to their own writing. Low-stakes film knowledge quizzes based on contextual knowledge of newspaper examples. Learners will regularly practice analysing unseen newspaper products to keep up with current affairs. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model responses analysing film poster and marketing to apply it to their own writing. Low-stakes film knowledge quizzes based on contextual knowledge of film poster and marketing examples. Learners will regularly practice analysing unseen film poster and advertisement products to keep up with current affairs. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model responses analysing music videos to apply it to their own writing. Low-stakes film knowledge quizzes based on contextual knowledge of music video examples. Learners will regularly practice analysing unseen music video products to keep up with current affairs. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model responses analysing film marketing to apply it to their own writing. Low-stakes film knowledge quizzes based on contextual knowledge of film marketing examples. Learners will analyse marketing of films to keep up with current affairs. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model responses analysing radio industry to apply it to their own writing. Low-stakes film knowledge quizzes based on contextual knowledge of radio examples. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model responses analysing video game examples to apply to their own writing. Low-stakes film knowledge quizzes based on contextual knowledge of video game examples.
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on newspaper industry and theoretical perspectives. Learners will develop their academic writing skills for exam questions. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on advertising and theoretical perspectives. Learners will develop their academic writing skills for exam questions. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on music industry and theoretical perspectives. Learners will develop their academic writing skills for exam questions. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on film industry and theoretical perspectives. Learners will develop their academic writing skills for exam questions. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on radio industry and theoretical perspectives. Learners will develop their academic writing skills for exam questions. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on video industry and theoretical perspectives. Learners will develop their academic writing skills for exam questions.
<p>Numeracy/computing skills</p>	<ul style="list-style-type: none"> Learners will use interpret newspaper industry graphs and audience profile data to better understand newspapers. 	<ul style="list-style-type: none"> Learners will use interpret advertising industry graphs and audience profile data to better understand advertising. 	<ul style="list-style-type: none"> Learners will use interpret music industry graphs and audience profile data to better understand music videos. 	<ul style="list-style-type: none"> Learners will research financial aspects of the film industry including budgets and global box office takings. 	<ul style="list-style-type: none"> Learners will use interpret radio industry graphs and audience profile data to better understand radio programmes. 	<ul style="list-style-type: none"> Learners will use interpret video game industry graphs and audience profile data to better understand video games.

<p>Character development</p>	<ul style="list-style-type: none"> • Critical thinking skills by analysing newspaper front pages. • Communication and persuasion skills through understanding how messages are conveyed in newspaper front pages. • Cultural awareness and a broader understanding of societal influences on newspaper reporting. • Exploring ethical considerations in the newspaper industry (e.g., phone hacking). 	<ul style="list-style-type: none"> • Creativity and imaginative thinking. • Critical thinking skills by analysing promotional materials of films. • Communication and persuasion skills through understanding how messages are conveyed in film marketing campaigns. • Cultural awareness and a broader understanding of societal influences on print advertising. • Exploring ethical considerations in the advertising industry. 	<ul style="list-style-type: none"> • Critical thinking skills in relation to the music industry case studies. • Learners will explore ethical implications of music ownership and how music is accessed by audiences. • Cultural awareness and a broader understanding of societal influences on music videos. 	<ul style="list-style-type: none"> • Critical thinking skills by analysing promotional materials of films. • Communication and persuasion skills through understanding how messages are conveyed in film marketing campaigns. • Cultural awareness and a broader understanding of diverse perspectives and societal influences. • Exploring ethical considerations in the film industry and marketing. 	<ul style="list-style-type: none"> • Creativity and imaginative thinking writing a radio script. • Communication and persuasion skills through understanding how radio programmes appeal to different audiences. • Cultural awareness and a broader understanding of societal influences on radio programmes. • Exploring ethical considerations in the role of public service broadcasting versus commercial radio. 	<ul style="list-style-type: none"> • Critical thinking skills in relation to the video game industry. • Learners will explore ethical implications of video games including addictive gameplay, in-game purchases, and the impact of violent or discriminatory content. • Learners will discuss responsible gaming practices and the effects of gaming on mental health.
<p>Equality/Diversity opportunities</p>	<ul style="list-style-type: none"> • Analysing diverse groups' representation in the news media. • Identifying and discussing biases and stereotypes in media coverage. • Investigating gender equality, racial discrimination, and socio-economic disparities in newspapers. 	<ul style="list-style-type: none"> • Analysing diverse groups' representation in the advertising and marketing media. • Identifying and discussing biases and stereotypes in media coverage. • Investigating gender equality, racial discrimination, and socio-economic disparities advertising and marketing. 	<ul style="list-style-type: none"> • Analysing diverse groups' representation in music videos. • Identifying and discussing biases and stereotypes in media coverage. • Investigating gender equality, racial discrimination, and socio-economic disparities in music video examples. 	<ul style="list-style-type: none"> • Investigating gender equality, racial discrimination, and socio-economic disparities in the film industry. 	<ul style="list-style-type: none"> • Investigating gender equality, racial discrimination, and socio-economic disparities in radio programming. 	<ul style="list-style-type: none"> • Analysing diverse groups' representation in video games. • Investigating gender equality, racial discrimination, and socio-economic disparities in video games.
<p>Homework/Independent learning</p>	<ul style="list-style-type: none"> • Learners will review an unseen newspaper front page to apply their understanding of media terminology. • Learners will sign up to social media pages of newspapers to understand the developments in their content. • Learners to research the ownership of newspaper companies. 	<ul style="list-style-type: none"> • Learners will review an unseen print advert to apply their understanding of media terminology. • Learners to research the ownership of advertising companies. 	<ul style="list-style-type: none"> • Learners will review an unseen music video to apply their understanding of media terminology. • Learners to research the ownership of music companies. 	<ul style="list-style-type: none"> • Learners will review an unseen film marketing example to apply their understanding of media terminology. • Learners to research the ownership of film companies and film marketing companies. 	<ul style="list-style-type: none"> • Learners will review an episode of Woman's Hour to apply their understanding of media terminology. • Learners to research the ownership of commercial radio companies to extend their knowledge. 	<ul style="list-style-type: none"> • Learners will review the marketing of a recent video game of their choice to apply their understanding of industry contexts. • Learners to research the ownership of video game companies.
<p>CIAG coverage/links</p>	<ul style="list-style-type: none"> • Learners will gain an understanding of the roles of journalists, editors, and other professionals involved in producing news content. 	<ul style="list-style-type: none"> • Learners will gain an understanding of the roles available within the advertising industry. 	<ul style="list-style-type: none"> • Learners will gain an understanding of the roles available within the music industry. 	<ul style="list-style-type: none"> • Learners will gain an understanding of the roles available within the film industry. 	<ul style="list-style-type: none"> • Learners will gain an understanding of the roles available within the radio industry. 	<ul style="list-style-type: none"> • Learners will gain an understanding of the roles available within the video game industry.

Year 12 Media Studies

Key Areas	Half Term 4		Half Term 5		Half Term 6	
	Teacher B <i>Magazine and Film Marketing Research</i>	Teacher B <i>Coursework Skill Development</i>	Teacher A <i>Coursework Production</i>	Teacher B <i>Coursework Production/Mock Revision</i>	Teacher A <i>Coursework Production</i>	Teacher B <i>Coursework Production</i>
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set products studied this year:</p> <ul style="list-style-type: none"> • <i>Daily Mirror</i>, February 01, 2022, front page and article on 'Partygate' • <i>The Times</i>, February 01, 2022, front page • <i>The Daily Mirror & The Times</i> website • <i>Kiss of the Vampire</i> film poster • <i>Tide</i> print advertisement (1950s) • <i>Super. Human.</i> Tokyo 2020 Paralympic Games audio-visual advertisement (2020) • <i>Turntables</i>, Janelle Monáe (2020) • <i>Seventeen Going Under</i>, Sam Fender (2021) • <i>Black Panther</i> (2018) • <i>I, Daniel Blake</i> (2016) • <i>Woman's Hour</i> • <i>Assassin's Creed</i> franchise. <p>Theoretical approaches covered:</p> <p>Media Language</p> <ul style="list-style-type: none"> • Semiotics- Roland Barthes • Narratology- Tzvetan Todorov • Genre theory- Steve Neale • Structuralism- Claude Lévi-Strauss • Postmodernism- Jean Baudrillard <p>Representation</p> <ul style="list-style-type: none"> • Theories of representation- Stuart Hall • Theories of identity- David Gauntlett • Feminist theory- Liesbet van Zoonen and bell hooks • Theories of gender performativity- Judith Butler • Theories around ethnicity and postcolonial theory-including Paul Gilroy <p>Media Industries</p> <ul style="list-style-type: none"> • Power and media industries- Curran and Seaton • Regulation- Livingstone and Lunt • Cultural industries- David Hesmondhalgh <p>Audiences</p> <ul style="list-style-type: none"> • Media effects- Albert Bandura • Cultivation theory- George Gerbner • Reception theory- Stuart Hall • Fandom- Henry Jenkins • 'End of audience' theories- Clay Shirky 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To develop research skills in preparation for the coursework production. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To develop research skills in preparation for the coursework production. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To plan a cross-media production in response to the coursework brief. • To write a statement of aims and intentions outlining the cross-media production. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Knowledge and understanding of media language for textual analysis of media products covered in the beginning of the course. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To plan a cross-media production in response to the coursework brief. • To write a statement of aims and intentions outlining the cross-media production. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Knowledge and understanding of media language for textual analysis of media products covered in the beginning of the course. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will create a cross-media production that meets the requirements of the set brief, including suitability for the chosen form, genre, industry context and target audience. • Learners will create a cross-media production that uses media language to communicate meanings and construct representations. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Knowledge and understanding of media language for textual analysis of media products covered in the beginning of the course. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will create a cross-media production that meets the requirements of the set brief, including suitability for the chosen form, genre, industry context and target audience. • Learners will create a cross-media production that uses media language to communicate meanings and construct representations. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Knowledge and understanding of media language for textual analysis of media products covered in the beginning of the course.

<p>Skills- What will be developed?</p>	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media. Learners will use media language across media forms to express and communicate meaning to an intended audience. Learners will develop secondary research skills- academic theoretical research appropriate to A Level to develop understanding and support analysis. Learners will develop primary audience research skills such as focus groups research prior to completion of production work. 	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media. Learners will use media language across media forms to express and communicate meaning to an intended audience. Learners will develop secondary research skills- academic theoretical research appropriate to A Level to develop understanding and support analysis. Learners will develop primary audience research skills such as focus groups research prior to completion of production work. 	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media. Learners will use media language across media forms to express and communicate meaning to an intended audience. Learners will develop secondary research skills- academic theoretical research appropriate to A Level to develop understanding and support analysis. Learners will develop primary audience research skills such as focus groups research prior to completion of production work. 	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media. Learners will use media language across media forms to express and communicate meaning to an intended audience. Learners will develop secondary research skills- academic theoretical research appropriate to A Level to develop understanding and support analysis. Learners will develop primary audience research skills such as focus groups research prior to completion of production work. 	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to create a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media to create their own cross-media production. Learners will use media language across media forms to express and communicate meaning to their intended audience. 	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to create a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media to create their own cross-media production. Learners will use media language across media forms to express and communicate meaning to their intended audience.
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> Learners should know of the specific techniques such as: layout and composition; editing; sound, etc. are used to create meaning. Learners should know the way in which representations of events, issues, individuals, and social groups (as appropriate) are constructed, considering how the choice and combination of elements of media language influences meaning and conveys viewpoints and ideologies. 	<ul style="list-style-type: none"> Learners should know of the specific techniques such as: layout and composition; editing; sound, etc. are used to create meaning. Learners should know the way in which representations of events, issues, individuals, and social groups (as appropriate) are constructed, considering how the choice and combination of elements of media language influences meaning and conveys viewpoints and ideologies. 	<ul style="list-style-type: none"> Learners should know of the specific techniques such as: layout and composition; editing; sound, etc. are used to create meaning. Learners should know the way in which representations of events, issues, individuals, and social groups (as appropriate) are constructed, considering how the choice and combination of elements of media language influences meaning and conveys viewpoints and ideologies. 	<ul style="list-style-type: none"> Learners should know of the specific techniques such as: layout and composition; editing; sound, etc. are used to create meaning. Learners should know the way in which representations of events, issues, individuals, and social groups (as appropriate) are constructed, considering how the choice and combination of elements of media language influences meaning and conveys viewpoints and ideologies. 	<ul style="list-style-type: none"> Learners should apply the specific techniques such as: layout and composition; editing; sound, etc. to create meaning in their cross-media production. Learners should be able to construct representations of individuals and social groups using media language in their cross-media production. 	<ul style="list-style-type: none"> Learners should apply the specific techniques such as: layout and composition; editing; sound, etc. to create meaning in their cross-media production. Learners should be able to construct representations of individuals and social groups using media language in their cross-media production.

	<ul style="list-style-type: none"> Learners should know how the industry context- media organisation, production processes, distribution and marketing, scheduling/positioning, regulatory issues impact on a production. Learners should know the ways in which media industries use digital convergence across different platforms. Learners should know how media products are interrelated and how different media platforms can be used to promote and distribute products and engage audiences in different ways. Identify examples from similar products analysed. Learners should know the methods used to target and address audiences, including analysis of the techniques used to appeal to, engage and position an intended audience. Learners should be able to identify examples from similar products analysed. Learners should know through their research into audience responses to, and interaction with, media products. 	<ul style="list-style-type: none"> Learners should know how the industry context- media organisation, production processes, distribution and marketing, scheduling/positioning, regulatory issues impact on a production. Learners should know the ways in which media industries use digital convergence across different platforms. Learners should know how media products are interrelated and how different media platforms can be used to promote and distribute products and engage audiences in different ways. Identify examples from similar products analysed. Learners should know the methods used to target and address audiences, including analysis of the techniques used to appeal to, engage and position an intended audience. Learners should be able to identify examples from similar products analysed. Learners should know through their research into audience responses to, and interaction with, media products. 	<ul style="list-style-type: none"> Learners should know how the industry context- media organisation, production processes, distribution and marketing, scheduling/positioning, regulatory issues impact on a production. Learners should know the ways in which media industries use digital convergence across different platforms. Learners should know how media products are interrelated and how different media platforms can be used to promote and distribute products and engage audiences in different ways. Identify examples from similar products analysed. Learners should know the methods used to target and address audiences, including analysis of the techniques used to appeal to, engage and position an intended audience. Learners should be able to identify examples from similar products analysed. Learners should know through their research into audience responses to, and interaction with, media products. 	<ul style="list-style-type: none"> Learners should know how the industry context- media organisation, production processes, distribution and marketing, scheduling/positioning, regulatory issues impact on a production. Learners should know the ways in which media industries use digital convergence across different platforms. Learners should know how media products are interrelated and how different media platforms can be used to promote and distribute products and engage audiences in different ways. Identify examples from similar products analysed. Learners should know the methods used to target and address audiences, including analysis of the techniques used to appeal to, engage and position an intended audience. Learners should be able to identify examples from similar products analysed. Learners should know through their research into audience responses to, and interaction with, media products. 		
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving

	<p>learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>accommodate evolving learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>accommodate evolving learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>accommodate evolving learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>accommodate evolving learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.
Assessment- What? Why?	<ul style="list-style-type: none"> Teacher A marked assessment on focusing on unseen analysis and representations. (30 marks) 	<ul style="list-style-type: none"> Teacher A marked assessment on focusing on unseen analysis and representations. (30 marks) 	<ul style="list-style-type: none"> Year 12 summer mock based on exam questions agreed by Teacher A & B. 	<ul style="list-style-type: none"> Year 12 summer mock based on exam questions agreed by Teacher A & B. 	<ul style="list-style-type: none"> Teacher A & B marked statement of aims and intentions. (10 marks) 	<ul style="list-style-type: none"> Teacher A & B marked statement of aims and intentions. (10 marks)
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 set products. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 set products. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 set products. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 set products. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 set products. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 set products.

	<ul style="list-style-type: none"> • Low-stakes quizzes based on industry knowledge of Component 1. 	<ul style="list-style-type: none"> • Low-stakes knowledge quizzes based on industry knowledge of Component 1. 	<ul style="list-style-type: none"> • Low-stakes knowledge quizzes based on industry knowledge of Component 1. 	<ul style="list-style-type: none"> • Low-stakes knowledge quizzes based on industry knowledge of Component 1. 	<ul style="list-style-type: none"> • Low-stakes film knowledge quizzes based on industry knowledge of Component 1. 	<ul style="list-style-type: none"> • Low-stakes film knowledge quizzes based on industry knowledge of Component 1.
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles around successful coursework planning. • Learners will develop their academic writing skills through in-depth planning exercises. • Learners will use their reading skills to identify how media product text appeals to audiences (e.g. film blurbs, and magazine articles). 	<ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles around successful coursework planning. • Learners will develop their academic writing skills through in-depth planning exercises. • Learners will use their reading skills to identify how media product text appeals to audiences (e.g. film blurbs, and magazine articles). 	<ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles around successful coursework planning. • Learners will develop their academic writing skills through in-depth planning exercises. • Learners will use their writing skills to plan the coursework content that will appeal to their target audience. • Learners will complete their statement of aims outlining their coursework production. 	<ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles around successful coursework planning. • Learners will develop their academic writing skills through in-depth planning exercises. • Learners will use their writing skills to plan the coursework content that will appeal to their target audience. • Learners will complete their statement of aims outlining their coursework production. 	<ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles around successful coursework planning. • Learners will develop their academic writing skills through in-depth planning exercises. • Learners will use their writing skills to create their media product's text to appeal to their audiences (e.g., film blurb, magazine article, coverlines, tagline). 	<ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles around successful coursework planning. • Learners will develop their academic writing skills through in-depth planning exercises. • Learners will use their writing skills to create their media product's text to appeal to their audiences (e.g. film blurb, magazine article, coverlines, tagline etc.)
<p>Numeracy/computing skills</p>	<ul style="list-style-type: none"> • Learners will use computers to complete independent research. • Learners will consider audience data figures of magazine media packs and film audiences. 	<ul style="list-style-type: none"> • Learners will use computers to complete independent research. • Learners will consider audience data figures of magazine media packs and film audiences. 	<ul style="list-style-type: none"> • Learners will use computers to complete independent research. • Learners will consider audience data figures of magazine media packs and film audiences. 	<ul style="list-style-type: none"> • Learners will use computers to complete independent research. • Learners will consider audience data figures of magazine media packs and film audiences. 	<ul style="list-style-type: none"> • Learners will use Adobe Photoshop software and Webnode website builder. 	<ul style="list-style-type: none"> • Learners will use Adobe Photoshop software and Webnode website builder.
<p>Character development</p>	<ul style="list-style-type: none"> • Critical thinking skills through media product analysis. • Creative expression and exploration of diverse styles creating media products. • Visual literacy and the ability to interpret media products. • Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. • Media literacy and critical consumption of film and media. 	<ul style="list-style-type: none"> • Critical thinking skills through media product analysis. • Creative expression and exploration of diverse styles creating media products. • Visual literacy and the ability to interpret media products. • Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. • Media literacy and critical consumption of film and media. 	<ul style="list-style-type: none"> • Critical thinking skills through media product analysis. • Creative expression and exploration of diverse styles creating media products. • Visual literacy and the ability to interpret media products. • Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. • Media literacy and critical consumption of film and media. 	<ul style="list-style-type: none"> • Critical thinking skills through media product analysis. • Creative expression and exploration of diverse styles creating media products. • Visual literacy and the ability to interpret media products. • Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. • Media literacy and critical consumption of film and media. 	<ul style="list-style-type: none"> • Critical thinking skills through media product analysis. • Creative expression and exploration of diverse styles creating media products. • Visual literacy and the ability to interpret media products. • Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. • Media literacy and critical consumption of film and media. 	<ul style="list-style-type: none"> • Critical thinking skills through media product analysis. • Creative expression and exploration of diverse styles creating media products. • Visual literacy and the ability to interpret media products. • Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. • Media literacy and critical consumption of film and media.

	<ul style="list-style-type: none"> • Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> • Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> • Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> • Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> • Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> • Research and analytical skills for gathering information and constructing arguments.
Equality/Diversity opportunities	<ul style="list-style-type: none"> • Learners will consider how media products construct gender and ethnic groups where appropriate. • Learners will plan how they will construct representations of gender and ethnic groups. 	<ul style="list-style-type: none"> • Learners will consider how media products construct gender and ethnic groups where appropriate. • Learners will plan how they will construct representations of gender and ethnic groups. 	<ul style="list-style-type: none"> • Learners will consider how media products construct gender and ethnic groups where appropriate. • Learners will construct representations of gender and ethnic groups in their own media products. 	<ul style="list-style-type: none"> • Learners will consider how media products construct gender and ethnic groups where appropriate. • Learners will construct representations of gender and ethnic groups in their own media products. 	<ul style="list-style-type: none"> • Learners will consider how media products construct gender and ethnic groups where appropriate. • Learners will construct representations of gender and ethnic groups in their own media products. 	<ul style="list-style-type: none"> • Learners will consider how media products construct gender and ethnic groups where appropriate. • Learners will construct representations of gender and ethnic groups in their own media products.
Homework/Independent learning	<ul style="list-style-type: none"> • Learners will find media products related to their production briefs for analysis for analysis. 	<ul style="list-style-type: none"> • Learners will find media products related to their production briefs for analysis for analysis. 	<ul style="list-style-type: none"> • Learners will find media products related to their production briefs for analysis for analysis. • Learners will use creative skills to take original photography for their media production. 	<ul style="list-style-type: none"> • Learners will find media products related to their production briefs for analysis for analysis. • Learners will use creative skills to take original photography for their media production. 	<ul style="list-style-type: none"> • Learners will find media products related to their production briefs for analysis for analysis. • Learners will use creative skills to take original photography for their media production. 	<ul style="list-style-type: none"> • Learners will find media products related to their production briefs for analysis for analysis. • Learners will use creative skills to take original photography for their media production.
CIAG coverage/links	<ul style="list-style-type: none"> • Lessons will include detailed overviews of the production roles in the film and magazine industry. 	<ul style="list-style-type: none"> • Lessons will include detailed overviews of the production roles in the film and magazine industry. 	<ul style="list-style-type: none"> • Lessons will include detailed overviews of the production roles in the film and magazine industry. 	<ul style="list-style-type: none"> • Lessons will include detailed overviews of the production roles in the film and magazine industry. 	<ul style="list-style-type: none"> • Lessons will include detailed overviews of the production roles in the film and magazine industry. 	<ul style="list-style-type: none"> • Lessons will include detailed overviews of the production roles in the film and magazine industry.

Year 13 Media Studies

Key Areas	Half Term 1		Half Term 2		Half Term 3	
	Teacher A <i>Coursework Completion/ October Mock Preparation</i>	Teacher B <i>Coursework Completion/ October Mock Preparation</i>	Teacher A <i>Online Media Industry</i>	Teacher B <i>Television Industry</i>	Teacher A <i>Magazine Industry</i>	Teacher B <i>Television Industry</i>
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set products studied this year:</p> <ul style="list-style-type: none"> • <i>Killing Eve</i> (US/UK) Series 1, Episode 1 (2018) • <i>Tehran</i> (Israel) Season 1, Episode 1 (2020) • <i>Vogue (July 1965)</i> (Conde Nast) • <i>The Big Issue (Oct 17-23 2016, No.1227)</i> (Dennis & The Big Issue Ltd) • Zoe Sugg's YouTube content and website • Attitude website <p>Theoretical approaches covered: Media Language</p> <ul style="list-style-type: none"> • Semiotics- Roland Barthes • Narratology- Tzvetan Todorov • Genre theory- Steve Neale • Structuralism- Claude Lévi-Strauss • Postmodernism- Jean Baudrillard <p>Representation</p> <ul style="list-style-type: none"> • Theories of representation- Stuart Hall • Theories of identity- David Gauntlett • Feminist theory- Liesbet van Zoonen and bell hooks • Theories of gender performativity- Judith Butler • Theories around ethnicity and postcolonial theory-including Paul Gilroy <p>Media Industries</p> <ul style="list-style-type: none"> • Power and media industries- Curran and Seaton • Regulation- Livingstone and Lunt • Cultural industries- David Hesmondhalgh <p>Audiences</p> <ul style="list-style-type: none"> • Media effects- Albert Bandura • Cultivation theory- George Gerbner • Reception theory- Stuart Hall • Fandom- Henry Jenkins • 'End of audience' theories- Clay Shirky 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners are to complete their media productions, including the digital website. • Learners are to review media products from Component 1 in preparation for their October Mock exam. • Learners are to review essay writing skills in preparation for their October Mock exam. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • Coursework production at the end of Year 12. • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners are to complete their media productions, including the digital website. • Learners are to review media products from Component 1 in preparation for their October Mock exam. • Learners are to review essay writing skills in preparation for their October Mock exam. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • Coursework production at the end of Year 12. • KS4 English Literature analysis skills. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will explore online media products through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political, and historical contexts. • Learners will study the role of online media industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. • Learners will apply relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. • Learners will continue to develop their ability to use relevant subject-specific terminology in this component. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • The key elements of media language analysis from Component 1 products studied in Year 12. • Industry contexts of set products studied in Year 12. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will explore television products through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political, and historical contexts. • Learners will study the role of television industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. • Learners will apply relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. • Learners will continue to develop their ability to use relevant subject-specific terminology in this component. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • The key elements of media language analysis from Component 1 products studied in Year 12. • Industry contexts of set products studied in Year 12. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will explore magazine products through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political, and historical contexts. • Learners will study the role of magazine industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. • Learners will apply relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. • Learners will continue to develop their ability to use relevant subject-specific terminology in this component. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • The key elements of media language analysis from Component 1 products studied in Year 12. • Industry contexts of set products studied in Year 12. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learners will explore television products through close analysis of the set products, comparing their use of media language and the representations they offer in relation to relevant social, cultural, economic, political, and historical contexts. • Learners will study the role of television industries in shaping media products, as well as considering the way in which both mass and specialised audiences are targeted and addressed. • Learners will apply relevant and advanced theories will inform study of the set products and learners will reflect critically upon these theoretical perspectives. • Learners will continue to develop their ability to use relevant subject-specific terminology in this component. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • The key elements of media language analysis from Component 1 products studied in Year 12. • Industry contexts of set products studied in Year 12.

<p>Skills- What will be developed?</p>	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to create a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media to create their own cross-media production. Learners will use media language across media forms to express and communicate meaning to their intended audience. 	<ul style="list-style-type: none"> Learners will apply knowledge and understanding of media language, representation, media industries and audiences to create a cross-media production. Learners will apply knowledge and understanding of the digitally convergent nature of contemporary media to create their own cross-media production. Learners will use media language across media forms to express and communicate meaning to their intended audience. 	<p>Learners will develop their ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. debate critically key questions relating to the social, cultural, political, and economic role of the media through sustained discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. 	<p>Learners will develop their ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. debate critically key questions relating to the social, cultural, political, and economic role of the media through sustained discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. 	<p>Learners will develop their ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. debate critically key questions relating to the social, cultural, political, and economic role of the media through sustained discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. 	<p>Learners will develop their ability to:</p> <ul style="list-style-type: none"> analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response. use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. debate critically key questions relating to the social, cultural, political, and economic role of the media through sustained discursive writing. construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> Learners should apply the specific techniques such as: layout and composition; editing; sound, etc. to create meaning in their cross-media production. Learners should be able to construct representations of individuals and social groups using media language in their cross-media production. Learners will understand critical exam technique through an exam walkthrough. 	<ul style="list-style-type: none"> Learners should apply the specific techniques such as: layout and composition; editing; sound, etc. to create meaning in their cross-media production. Learners should be able to construct representations of individuals and social groups using media language in their cross-media production. Learners will understand critical exam technique through an exam walkthrough. 	<ul style="list-style-type: none"> In a world increasingly dominated by digital technology, online, social and participatory media have become an integral part of the contemporary media landscape. The growing cultural significance of online platforms is evident in the number of subscribers that YouTubers like Zoe Sugg attract, and in the amount of web traffic that the websites of online magazines generate. 	<ul style="list-style-type: none"> Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution, and circulation. The role of public service broadcasting in a global marketplace will be considered, as learners will explore the significance of the economic and industry contexts in which the set products are produced. The way in which the 	<ul style="list-style-type: none"> The magazine industry in the UK is a highly challenging media environment, with thousands of titles competing for readers and market space. Learners will study two magazines in depth, developing an understanding of the contextual factors that shape their production, distribution, circulation and consumption, as well as considering the historical, social, and cultural significance of the representations they offer. 	<ul style="list-style-type: none"> Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution, and circulation. The role of public service broadcasting in a global marketplace will be considered, as learners will explore the significance of the economic and industry contexts in which the set products are produced. The way in which the

	<ul style="list-style-type: none"> Learners will further develop their exam question analysis skills through an exam walkthrough. 	<ul style="list-style-type: none"> Learners will further develop their exam question analysis skills through an exam walkthrough. 	<ul style="list-style-type: none"> Through an in-depth study of two contrasting online products, learners will look at the role played by social media channels and websites in the media today, exploring the way in which these convergent media platforms increasingly overlap, as well as investigating the potential that they offer for self-representation. The changing relationship between media producers and audiences will be considered here, as learners will examine the idea that media consumers have now become producers who regularly and actively participate in the creation and dissemination of media content online. The impact of digitally convergent media platforms on media production, distribution and circulation will also be explored, as learners will study an online magazine produced for a minority group, considering the way in which digital platforms can be used to reach specialised audiences. 	<p>television industry is regulated, and the marketing strategies used to promote the set products will also be investigated.</p> <ul style="list-style-type: none"> Learners will also have opportunities to explore how the television audience is defined, constructed, and targeted on both a national and a global scale. In addition, the particular appeal of the programmes for audiences will be investigated, and issues such as fandom and the way in which audiences use media texts will also be considered. Learners will also examine the way in which these products relate to broader cultural and historical contexts, analysing their use of media language and the cultural and ideological significance of the representations they offer. 	<ul style="list-style-type: none"> Learners will also explore how media language incorporates viewpoints and ideologies. Learners will explore two magazines that have been produced within different historical and industry contexts and that target different audiences. 	<p>television industry is regulated, and the marketing strategies used to promote the set products will also be investigated.</p> <ul style="list-style-type: none"> Learners will also have opportunities to explore how the television audience is defined, constructed, and targeted on both a national and a global scale. In addition, the particular appeal of the programmes for audiences will be investigated, and issues such as fandom and the way in which audiences use media texts will also be considered. Learners will also examine the way in which these products relate to broader cultural and historical contexts, analysing their use of media language and the cultural and ideological significance of the representations they offer.
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving 	<ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving

	<p>social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>learning preferences and social dynamics within the classroom.</p> <ul style="list-style-type: none"> Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.
Assessment- What? Why?	<ul style="list-style-type: none"> Teacher A & B to mark coursework productions (worth 30% of A-level grade) 	<ul style="list-style-type: none"> Teacher A & B to mark coursework productions (worth 30% of A-level grade) 	<ul style="list-style-type: none"> October mock exam based on Component 1 (2 hours). 	<ul style="list-style-type: none"> October mock exam based on Component 1 (2 hours). 	<ul style="list-style-type: none"> February mock exam based on Component 2. (2 hours) 	<ul style="list-style-type: none"> February mock exam based on Component 2. (2 hours)
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review modelled responses of Component 1 questions based on the exam walkthrough. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review modelled responses of Component 1 questions based on the exam walkthrough. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model paragraphs on online media products. Low-stakes film knowledge quizzes based on contextual 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model paragraphs on television products. Low-stakes film knowledge quizzes based 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model paragraphs on magazine products. Low-stakes film knowledge quizzes based on contextual 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model paragraphs on television products. Low-stakes film knowledge quizzes based on contextual

	<ul style="list-style-type: none"> Learners will be encouraged to review prior learning in preparation for their mock exam in the following half-term. 	<ul style="list-style-type: none"> Learners will be encouraged to review prior learning in preparation for their mock exam in the following half-term. 	<p>knowledge of online media products.</p> <ul style="list-style-type: none"> Learners will regularly write core areas of analysis paragraphs. focusing on key sections from online media products. 	<p>on contextual knowledge of television products.</p> <ul style="list-style-type: none"> Learners will regularly write core areas of analysis paragraphs. focusing on key sections from television products. 	<p>knowledge of magazine products.</p> <ul style="list-style-type: none"> Learners will regularly write core areas of analysis paragraphs. focusing on key sections from magazine products. 	<p>knowledge of television products.</p> <ul style="list-style-type: none"> Learners will regularly write core areas of analysis paragraphs. focusing on key sections from television products.
Literacy- reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> Learners will develop their academic writing skills through in-depth planning and writing of exam style questions in the exam walkthrough. Learners will be encouraged to proofread their writing to ensure an awareness of their economy of language. 	<ul style="list-style-type: none"> Learners will develop their academic writing skills through in-depth planning and writing of exam style questions in the exam walkthrough. Learners will be encouraged to proofread their writing to ensure an awareness of their economy of language. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on online media products. Learners will develop their academic writing skills through in-depth planning exercises. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on television products. Learners will develop their academic writing skills through in-depth planning exercises. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on magazine products. Learners will develop their academic writing skills through in-depth planning exercises. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on television products. Learners will develop their academic writing skills through in-depth planning exercises.
Numeracy/computing skills	<ul style="list-style-type: none"> Learners will utilise numeracy skills to ensure a balance in the different sections of their essay responses in the exam walkthrough. 	<ul style="list-style-type: none"> Learners will utilise numeracy skills to ensure a balance in the different sections of their essay responses in the exam walkthrough. 	<ul style="list-style-type: none"> Learners will research financial aspects of the online media industry including audience shares and production costs. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. 	<ul style="list-style-type: none"> Learners will research financial aspects of the television industry including audience shares and production costs. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. 	<ul style="list-style-type: none"> Learners will research financial aspects of the magazine industry including audience shares and production costs. 	<ul style="list-style-type: none"> Learners will research financial aspects of the television industry including audience shares and production costs. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience.
Character development	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Creative expression and exploration of diverse styles creating media products. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Creative expression and exploration of diverse styles creating media products. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments.

	<p>information and constructing arguments.</p> <ul style="list-style-type: none"> Resilience in approaching exam techniques. 	<p>information and constructing arguments.</p> <ul style="list-style-type: none"> Resilience in approaching exam techniques. 	<ul style="list-style-type: none"> Resilience in approaching exam techniques. 	<ul style="list-style-type: none"> Resilience in approaching exam techniques. 	<ul style="list-style-type: none"> Resilience in approaching exam techniques. 	<ul style="list-style-type: none"> Resilience in approaching exam techniques.
Equality/Diversity opportunities	<ul style="list-style-type: none"> Learners will explore the gender/ethnicity roles and stereotypes they have constructed in their cross-media production. 	<ul style="list-style-type: none"> Learners will explore the gender/ethnicity roles and stereotypes they have constructed in their cross-media production. 	<ul style="list-style-type: none"> Learners will explore representations of gender, ethnicity, and sexuality in Zoe Sugg's online content and <i>Attitude's</i> website. 	<ul style="list-style-type: none"> Learners will explore representations of gender, ethnicity, and sexuality in <i>Killing Eve</i> and <i>Tehran</i>. 	<ul style="list-style-type: none"> Learners will explore representations of gender, ethnicity, and sexuality in <i>Vogue</i> and <i>The Big Issue</i>. 	<ul style="list-style-type: none"> Learners will explore representations of gender, ethnicity, and sexuality in <i>Killing Eve</i> and <i>Tehran</i>.
Homework/Independent learning	<ul style="list-style-type: none"> Learners will complete the production phase of their coursework pieces. Learners will complete the coursework coversheet to be saved digitally on OneDrive with their coursework pieces. Learners will be revising their Component 1 set products in preparation for the October Mock exam. 	<ul style="list-style-type: none"> Learners will complete the production phase of their coursework pieces. Learners will complete the coursework coversheet to be saved digitally on OneDrive with their coursework pieces. Learners will be revising their Component 1 set products in preparation for the October Mock exam. 	<ul style="list-style-type: none"> Learners will be set independent analysis tasks on additional set product examples to enrich their wider understanding. Learners will be set individual essay-based questions on Component 1 products for revision. Learners will be guided to create revision materials for theoretical perspectives. 	<ul style="list-style-type: none"> Learners will be set independent analysis tasks on additional set product examples to enrich their wider understanding. Learners will be set individual essay-based questions on Component 1 products for revision. Learners will be guided to create revision materials for theoretical perspectives. 	<ul style="list-style-type: none"> Learners will be set independent analysis tasks on additional set product examples to enrich their wider understanding. Learners will be set individual essay-based questions on Component 1 products for revision. Learners will be guided to create revision materials for theoretical perspectives. Learners will be revising their Component 2 set products in preparation for the February Mock exam. 	<ul style="list-style-type: none"> Learners will be set independent analysis tasks on additional set product examples to enrich their wider understanding. Learners will be set individual essay-based questions on Component 1 products for revision. Learners will be guided to create revision materials for theoretical perspectives. Learners will be revising their Component 2 set products in preparation for the February Mock exam.
CIAG coverage/links	<ul style="list-style-type: none"> This half-term will focus on coursework completion and mock exam preparation. 	<ul style="list-style-type: none"> This half-term will focus on coursework completion and mock exam preparation. 	<ul style="list-style-type: none"> Lessons include links to careers in the online media industry (e.g., publisher, producer, and director). 	<ul style="list-style-type: none"> Lessons include links to careers in the television industry (e.g., producer and director). 	<ul style="list-style-type: none"> Lessons include links to careers in the magazine industry (e.g., publisher, editor). 	<ul style="list-style-type: none"> Lessons include links to careers in the television industry (e.g., producer and director).

Year 13 Media Studies

Key Areas	Half Term 4		Half Term 5	
	Teacher A <i>Revision & Essay Skills</i>	Teacher B <i>Revision & Essay Skills</i>	Teacher A <i>Revision & Essay Skills</i>	Teacher B <i>Revision & Essay Skills</i>
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set products studied this year:</p> <ul style="list-style-type: none"> • <i>Killing Eve</i> (US/UK) Series 1, Episode 1 (2018) • <i>Tehran</i> (Israel) Season 1, Episode 1 (2020) • <i>Vogue (July 1965)</i> (Conde Nast) • <i>The Big Issue (Oct 17-23 2016, No.1227)</i> (Dennis & The Big Issue Ltd) • Zoe Sugg's YouTube content and website • Attitude website <p>Theoretical approaches covered:</p> <p>Media Language</p> <ul style="list-style-type: none"> • Semiotics- Roland Barthes • Narratology- Tzvetan Todorov • Genre theory- Steve Neale • Structuralism- Claude Lévi-Strauss • Postmodernism- Jean Baudrillard <p>Representation</p> <ul style="list-style-type: none"> • Theories of representation- Stuart Hall • Theories of identity- David Gauntlett • Feminist theory- Liesbet van Zoonen and bell hooks • Theories of gender performativity- Judith Butler • Theories around ethnicity and postcolonial theory-including Paul Gilroy <p>Media Industries</p> <ul style="list-style-type: none"> • Power and media industries- Curran and Seaton • Regulation- Livingstone and Lunt • Cultural industries- David Hesmondhalgh <p>Audiences</p> <ul style="list-style-type: none"> • Media effects- Albert Bandura • Cultivation theory- George Gerbner • Reception theory- Stuart Hall • Fandom- Henry Jenkins • 'End of audience' theories- Clay Shirky 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise set products studied in Year 12. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • <i>Daily Mirror</i>, February 01, 2022, front page and article on 'Partygate' • <i>The Times</i>, February 01, 2022, front page • <i>The Daily Mirror & The Times</i> website • <i>Kiss of the Vampire</i> film poster • <i>Tide</i> print advertisement (1950s) • <i>Super. Human.</i> Tokyo 2020 Paralympic Games audio-visual advertisement (2020) • <i>Turntables</i>, Janelle Monáe (2020) • <i>Seventeen Going Under</i>, Sam Fender (2021) • <i>Black Panther</i> (2018) • <i>I, Daniel Blake</i> (2016) • <i>Woman's Hour</i> • <i>Assassin's Creed</i> franchise. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise set products studied in Year 12. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • <i>Daily Mirror</i>, February 01, 2022, front page and article on 'Partygate' • <i>The Times</i>, February 01, 2022, front page • <i>The Daily Mirror & The Times</i> website • <i>Kiss of the Vampire</i> film poster • <i>Tide</i> print advertisement (1950s) • <i>Super. Human.</i> Tokyo 2020 Paralympic Games audio-visual advertisement (2020) • <i>Turntables</i>, Janelle Monáe (2020) • <i>Seventeen Going Under</i>, Sam Fender (2021) • <i>Black Panther</i> (2018) • <i>I, Daniel Blake</i> (2016) • <i>Woman's Hour</i> • <i>Assassin's Creed</i> franchise. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise set products studied in Year 13. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • <i>Killing Eve</i> (US/UK) Series 1, Episode 1 (2018) • <i>Tehran</i> (Israel) Season 1, Episode 1 (2020) • <i>Vogue (July 1965)</i> (Conde Nast) • <i>The Big Issue (Oct 17-23 2016, No.1227)</i> (Dennis & The Big Issue Ltd) • Zoe Sugg's YouTube content and website • Attitude website 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise set products studied in Year 13. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • <i>Killing Eve</i> (US/UK) Series 1, Episode 1 (2018) • <i>Tehran</i> (Israel) Season 1, Episode 1 (2020) • <i>Vogue (July 1965)</i> (Conde Nast) • <i>The Big Issue (Oct 17-23 2016, No.1227)</i> (Dennis & The Big Issue Ltd) • Zoe Sugg's YouTube content and website • Attitude website
<p>Skills- What will be developed?</p>	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> • analyse critically and compare how media products, including products outside the commercial mainstream, 	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> • analyse critically and compare how media products, including products outside the commercial mainstream, 	<p>Learners will develop their ability to:</p> <ul style="list-style-type: none"> • analyse critically and compare how media products, including products outside the commercial mainstream, 	<p>Learners will develop their ability to:</p> <ul style="list-style-type: none"> • analyse critically and compare how media products, including products outside the commercial mainstream,

	<p>construct and communicate meanings through the interaction of media language and audience response.</p> <ul style="list-style-type: none"> • use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. • debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. • construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response. 	<p>construct and communicate meanings through the interaction of media language and audience response.</p> <ul style="list-style-type: none"> • use a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way. • debate key questions relating to the social, cultural, political, and economic role of the media through discursive writing. • construct and develop a sustained line of reasoning which is coherent, relevant substantiated and logically structured in an extended response. 	<p>construct and communicate meanings through the interaction of media language and audience response.</p> <ul style="list-style-type: none"> • use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. • debate critically key questions relating to the social, cultural, political, and economic role of the media through sustained discursive writing. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response. 	<p>construct and communicate meanings through the interaction of media language and audience response.</p> <ul style="list-style-type: none"> • use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way. • debate critically key questions relating to the social, cultural, political, and economic role of the media through sustained discursive writing. • construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> • Developing critical thinking skills and analysing a range of media products. • Exploring the structure and functioning of media products and their organisations. • Understanding how media products cater to their audiences. • Analysing how media products construct narratives and portray individuals, communities, and social issues. • Exploring legal and ethical frameworks to the production of media products. 	<ul style="list-style-type: none"> • Developing critical thinking skills and analysing a range of media products. • Exploring the structure and functioning of media products and their organisations. • Understanding how media products cater to their audiences. • Analysing how media products construct narratives and portray individuals, communities, and social issues. • Exploring legal and ethical frameworks to the production of media products. 	<ul style="list-style-type: none"> • Learners will understand and apply the key elements of film form to selected short films. • Learners will understand the specialised study areas required for each film movement. • Learners will further develop the essay writing structure for their study of film. 	<ul style="list-style-type: none"> • Learners will understand and apply the key elements of film form to selected short films. • Learners will understand the specialised study areas required for each film movement. • Learners will further develop the essay writing structure for their study of film.
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques 	<ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques 	<ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, 	<ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures,

	<p>to foster independent and creative expression.</p> <ul style="list-style-type: none"> Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>to foster independent and creative expression.</p> <ul style="list-style-type: none"> Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>vocabulary choices, and organizational techniques to foster independent and creative expression.</p> <ul style="list-style-type: none"> Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. 	<p>vocabulary choices, and organizational techniques to foster independent and creative expression.</p> <ul style="list-style-type: none"> Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.
Assessment- What? Why?	<ul style="list-style-type: none"> Qualitative feedback of written essays from Year 12 taught by Teacher A. 	<ul style="list-style-type: none"> Qualitative feedback of written essays from Year 12 taught by Teacher B. 	<ul style="list-style-type: none"> Qualitative feedback of written essays from Year 13 taught by Teacher A. 	<ul style="list-style-type: none"> Qualitative feedback of written essays from Year 13 taught by Teacher B.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 & 2 set products. Low-stakes quizzes based on industry knowledge of Component 1 & 2. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 & 2 set products. Low-stakes quizzes based on industry knowledge of Component 1 & 2. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 & 2 set products. Low-stakes quizzes based on industry knowledge of Component 1 & 2. 	<ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay responses of Component 1 & 2 set products. Low-stakes quizzes based on industry knowledge of Component 1 & 2.
Literacy- reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Learners will develop their academic writing skills through in-depth planning exercises. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Learners will develop their academic writing skills through in-depth planning exercises. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Learners will develop their academic writing skills through in-depth planning exercises. 	<ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Learners will develop their academic writing skills through in-depth planning exercises.
Numeracy/computing skills	<ul style="list-style-type: none"> Essay timings to transition between essays in exam. 	<ul style="list-style-type: none"> Essay timings to transition between essays in exam. 	<ul style="list-style-type: none"> Essay timings to transition between essays in exam. 	<ul style="list-style-type: none"> Essay timings to transition between essays in exam.
Character development	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. Resilience in approaching exam techniques. 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. Resilience in approaching exam techniques. 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. Resilience in approaching exam techniques. 	<ul style="list-style-type: none"> Critical thinking skills through media product analysis. Visual literacy and the ability to interpret media products. Cultural awareness and empathy through exposure to different forms of media products and their appeal to audiences. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. Resilience in approaching exam techniques.
Equality/Diversity opportunities	<ul style="list-style-type: none"> Learners will explore gender and ethnicity representations in selected media products. 	<ul style="list-style-type: none"> Learners will explore gender and ethnicity representations in selected media products. 	<ul style="list-style-type: none"> Learners will explore gender and ethnicity representations in selected media products. 	<ul style="list-style-type: none"> Learners will explore gender and ethnicity representations in selected media products.

<p>Homework/Independent learning</p>	<ul style="list-style-type: none"> Learners will be encouraged to write past exam style questions under timed conditions at home. Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers. 	<ul style="list-style-type: none"> Learners will be encouraged to write past exam style questions under timed conditions at home. Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers. 	<ul style="list-style-type: none"> Learners will be encouraged to write past exam style questions under timed conditions at home. Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers. 	<ul style="list-style-type: none"> Learners will be encouraged to write past exam style questions under timed conditions at home. Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers.
<p>CIAG coverage/links</p>	<ul style="list-style-type: none"> Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form. 	<ul style="list-style-type: none"> Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form. 	<ul style="list-style-type: none"> Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form. 	<ul style="list-style-type: none"> Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form.