



Subject	Media (Key Stage 4 and 5)
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<p>Curriculum vision</p> <p><i>Media is organised to enable key stage 4 and 5 learners to explore how media products can be shaped and influenced by the time-period in which they were produced. Throughout the course learners will encounter a range of media examples from traditional to new media; historical and recent texts; media products from the United Kingdom and America to broaden learners' knowledge and understanding of media. The two-year media key stage 4 curriculum at Avonbourne academy marries and extends learners academic and creative endeavours. Passion, ingenuity, and a desire to understand the world that learners inhabit are integral features of exploring media studies from year 10. Learners will discover and investigate a mix of older and more recent examples of media products: new media, music, advertising, gaming, websites, and more traditional media such as publishing including newspaper and magazines. By studying media, learners develop a greater appreciation of the 'manufactured' or 'constructed' nature of media products enabling them to evaluate the motivations, representations and values that may be being expressed within media products. Throughout the two-year curriculum media is guided by a theoretical underpinning.</i></p> <p><i>The range of media case study examples studied throughout the two years actively recognise and explore issues of gender, ethnicity, inequality, and power thus presenting to learners a broad, varied and inclusive version of popular media products: past and present.</i></p> <p><i>The study of media does not exist within a vacuum, so learners are taught the importance of making sense of meaning through the study of contexts including cultural, economic, political that may have shaped the representations or ideas expressed within the case study materials. Through this, learners secure a greater appreciation of wider factors and influences that may have impacted upon the content and messages implicitly or explicitly present.</i></p> <p><i>The practical application of theory, through students producing coursework is a vital part of key stage 4 and beyond in media. Through students exploring issues around representation and power the creative coursework enables learners to use appropriate industry standard editing packages to demonstrate how much they have developed academically and creatively, and perhaps to become the media-makers of the future. They will have the opportunity to produce audio, print, video, or web-based products, depending upon their passions and skillset. The power of the media key stage 4 curriculum is that it equips learners with the tools to be creative media producers, and over time, to become critically autonomous academics, enabling them to be more questioning of the motivations and messages expressed back to audiences through media products. This is a life skill that all learners can use throughout their day-to-day lives, enabling them to become critically informed and engaged citizens.</i></p>

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 10	<p>Introduction to Media Language Terminology through Advertising Case Study 1.</p> <p>Practical 1 – filming a short sequence</p>	<p>Advertising is an effective place to start because, it is media product learners are exposed to daily.</p> <p>Practical 1 – Introduce learners to skills of creativity, storyboarding, filming, and editing a short sequence.</p>	<p>Analysis of Magazines. 2 case studies</p> <p>Practical 2 – Photoshop Skills</p>	<p>Magazines are popular choices made by learners when creating their own coursework projects, so it is useful to introduce this topic early in the delivery of the course. Also, because the two case studies feature a mainstream and specialist niche publication they often raise issues and debates about representation of identity that can get learners to think about the potential power of media to reflect the world back to readers.</p> <p>Practical – Photoshop is industry standard for photographic and design work. Learners will be introduced to the basics of page and image sizing, cropping, adding objects and text.</p>
Year 11	<p>Case Study: TV Fiction – Sitcom Coursework (Non-examined assessment) Completion.</p>	<p>Synoptic Paper where learners are required to approach the close analysis of one UK and one US based situation comedy through media contexts, media language, representation, audience, and media industries.</p> <p>Final stages of coursework completion.</p>	<p>Case Study: Music Industry – artists and websites Coursework (Non-examined assessment) Completion.</p>	<p>Synoptic Paper where learners are required to approach the close analysis of two music artists through the application of media contexts, media language, representation, audience, and media industries to artists' music videos and websites.</p> <p>Final stage of coursework completion.</p>
Year 12	<p>Introduction to Media through the Music case studies – two examples exploring Media Language and Representation.</p> <p>Practical 1 – Digital photography on manual setting</p>	<p>Music is an effective place to start because, it is media product many learners are exposed to and engage with daily. It also introduces them to diverse representations that tap into current issues and debates such as Black Lives Matter.</p> <p>Practical 1 – Introduce learners to skills of creative photography where students learn to use a digital camera manually controlling focus,</p>	<p>Analysis of Advertising. 3 advertising case studies exploring Media Language and Representation.</p> <p>Practical 2 – Advertising Campaign using Photoshop Skills in more detail. Create a modern-day version of an older advert</p>	<p>To enhance their understanding and application of media analysis skills, application of appropriate theories and concepts linked to Media Language and Representation.</p> <p>Practical – Photoshop is industry standard for photographic and design work. Learners will be introduced to more complex aspects of Photoshop to produce high quality productions.</p>



		shutter speed and aperture. Using Photoshop to modify images.	updating its ideologies for a modern audience.	
Year 13	<p>Component 2 – Television in a Global Age</p> <p>Coursework completion of cross media production – completion of production task 1.</p>	<p>Exploration of a UK based and International (non-American) television drama. This part of the exam expects learners to be able apply knowledge of media language, representation, audience, and media industries. It also expects learners to know, apply and critically engage with a range of concepts and media theorists.</p> <p>Completion of the first production task from the cross-media production.</p>	<p>Component 2 – Publishing. Investigation into an old mainstream and modern 'niche' targeted magazine.</p> <p>Coursework (Non-examined assessment) completion of production task 2.</p>	<p>Exploration of a mainstream magazine from around the 1960s and a more recent publication aimed at a specialist, often counter-hegemonic readership.</p> <p>Completion of second production task from the cross-media production.</p>



	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 10	<p>Case Study: Movie Posters</p> <p>Practical 3 – Photography and design task: advertising posters or newspaper or magazine front cover.</p>	<p>This case study builds upon learners' analysis skills through the application of media language and representation, but also introduces them more formally to the examined concepts of Media Industries and Audiences.</p> <p>Practical – Practice in using SLR camera in manual setting and the using these original images to create original adverts or newspaper or magazine front covers.</p>	<p>Case Study: Radio</p> <p>Coursework (Non-examined assessment) Introduction to and development of initial ideas in response to the coursework briefs set by the exam board.</p>	<p>This topic introduces learners to ideas around public service broadcasting, the BBC's role in this, and exposing learners to different demographics who are likely to have differing interests and tastes that public service providers like the BBC are obligated to cater for through a variety of content beyond playing music. The topic also introduces learners to the concepts of synergy and cross-media convergence, which is a growing trend for many media products to remain relevant to audiences in a digital age.</p> <p>Coursework (NEA) is released in the first week of March, all of the practical sessions have been about exposing learners to the relevant skills, so they make choices informed by their creativity, practical skills and confidence.</p>
Year 11	<p>Case Study: Newspapers – Tabloid and Broadsheet</p>	<p>Final Cross Media Study covered. It requires learners to study specific front covers set by the exam board however, in addition to this learners' need to explore each institutions website, so, by leaving this as close to the exam will make the learning as current and memorable as possible for the learner.</p>	<p>Revisiting case studies from Year 10 and Year 11 with focus on exam technique.</p> <ul style="list-style-type: none"> - Advertising and Marketing case studies - TV sitcoms - Music artists 	<p>Set course case studies covered but now a greater focus on applying accumulated knowledge of all key concepts as well as contextual factors. Fine tuning fluency in exam practice.</p>
Year 12	<p>Case Study: Newspapers set texts and on-line</p> <p>Practical 3 – Video work – fiction or non-fiction</p>	<p>This case study builds upon learners' analysis skills through media language and representation, but also introduces them more formally to the examined concepts of Media Industries and Audiences. It is supported by other concepts such as news</p>	<p>Case Study: Radio and online audio content</p>	<p>This topic introduces learners to ideas around public service broadcasting, the BBC's role in this, and exposing learners to different demographics who are likely to have differing interests and tastes that public</p>



		<p>values, power, hegemony, and audience effects. The online analysis part of this topic will need to be refreshed leading up to the exam in order to 'freshen' and 'enliven' the learning and show genuine critical autonomy.</p> <p>Practical – Practice in using cameras to create a section of a short extract from a documentary or news item.</p>	<p>Coursework (Non-examined assessment) Introduction to and development of initial ideas in response to the cross-media coursework briefs set by the exam board.</p>	<p>service providers like the BBC are obligated to cater for through a variety of content beyond playing music.</p> <p>Coursework (NEA) is released in the first week of March, all of the previous practical sessions have been about exposing learners to the relevant skills, so they make choices informed by their creativity, practical skills and confidence.</p>
<p>Year 13</p>	<p>Component 2. Case studies on online media including a social media 'star' and official media producer.</p> <p>Completion of All coursework</p>	<p>This is the final topic of the A level Media course, and it encourages learners to explore two online media producers. As with all case studies in Component 2 it expects learners to apply knowledge of media language, representation, audience, and media industries. It also expects learners to know, apply and critically engage with a range of concepts and media theorists.</p> <p>All aspects of the coursework (NEA) will need to be submitted including:</p> <ul style="list-style-type: none"> - Statement of Intentions - Research PowerPoint - All Cross Media productions containing all original imagery and fulfilling the exact requirements of the brief. 	<p>Revisiting case studies from Year 12 and Year 13 with focus on enhancing exam technique.</p> <ul style="list-style-type: none"> - Advertising and Marketing case studies - Music videos - Newspapers – set products and web presence <p>Plus</p> <ul style="list-style-type: none"> - Own case study investigation of set newspapers from Component 1 on a specific day covering print publication and online content. 	<p>Set course case studies covered but now a greater focus on applying accumulated knowledge of all key concepts as well as contextual factors. Fine tuning fluency in exam practice, and enhancing confidence in utilising and critically evaluating the set theorists.</p>



	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 10	<p>Case Study: Gaming</p> <p>Coursework (Non-examined assessment) Introduction to and development of initial ideas in response to the coursework briefs set by the exam board.</p>	<p>This case study exposes learners to several relevant issues in the gaming industry: marketing; revenue streams: the standard gaming model vs 'freemium' and in-game purchase; multi-platform access. Focus is primarily on industry and audience, and this focus will also assist learners for their NEA research phase and writing sections of the Statement of Intent, helping them to place their creative solutions within institutional contexts.</p> <p>NEA focus at this stage will be on creativity, selection of ideas, researching real-world examples, sample content (using found content) and fine-tuning the required practical skills.</p>	<p>Case Study: Advertising – Older example</p> <p>Coursework (Non-examined assessment).</p>	<p>Synoptic review of the key concepts around media language and representation to the second advertising case study. In addition to this, consideration of how media products employment of media language techniques and representations presented can be informed by the time-period in which they have been produced.</p> <p>Practical – production phase: filming, photographing and writing content. Completed in summer term and during the summer break.</p>
Year 11	<p>Revisiting case studies from Year 10 and Year 11 with focus on exam technique.</p> <ul style="list-style-type: none"> - Movie posters - Radio - Gaming - Newspapers 	<p>Set course case studies covered but now a greater focus on applying accumulated knowledge of all key concepts as well as contextual factors. Fine tuning fluency in exam practice.</p>		
Year 12	<p>Case Study: Movie marketing – American blockbuster and UK independent movie</p> <p>Introduction to and development of initial ideas in response to the coursework briefs set by the exam board.</p>	<p>Exploration of the topic of film but from a movie marketing perspective. The focus is on media industries and audiences. Movie marketing is often a regular part of NEA briefs and has proven a popular option for many learners, so it is wholly appropriate to teach the topic at this stage.</p> <p>NEA focus at this stage will be on creativity, selection of ideas, researching real-world examples of cross media products and fine-tuning the required practical skills.</p>	<p>Case Study: Gaming</p> <p>Coursework (Non-examined assessment)</p> <p>Coursework (Non-examined assessment).</p>	<p>This case study exposes learners to a number of relevant issues in the gaming industry: marketing; revenue streams: the standard gaming model vs 'freemium' and in-game purchase; multi-platform access. Focus is primarily on industry and audience, and this focus will also assist learners for their NEA, helping them to place their creative solutions within institutional contexts.</p> <p>Coursework completion including: Statement of Intent, research PP, planning documents and preparation for production phase. Majority of production tasks completed over the summer term, ready for post-production tasks on return in September.</p>



<p>Year 13</p>	<p>Revisiting case studies from Year 12 and 13 with focus on exam technique.</p> <ul style="list-style-type: none"> - Radio / Podcasting - Gaming - Movie Marketing - Component 2 	<p>Set course case studies covered but now a greater focus on applying accumulated knowledge of all key concepts as well as contextual factors. Fine tuning fluency in exam practice and technique.</p>		
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Wider reading

<p>Extracurricular Opportunities (competitions, associations and clubs)</p> <ol style="list-style-type: none"> 1. Newspaper Club – every Monday 2. Rotary Club – Documentary and Film making project 3. Video making club 4. Creative writing club – script writing 5. 6th Form media focused projects such as producing promotional content 	<p>Revision Guides</p> <ol style="list-style-type: none"> 1. WJEC/Eduqas GCSE Media Studies Student Book Revised Edition: Amazon.co.uk: Sheard, Hayley: 9781913963255: Books 2. WJEC/Eduqas GCSE Media Studies Revision Guide: Amazon.co.uk: Sheard, Hayley: 9781911208891: Books 3. Study and Revision Guide (WJEC GCSE Media Studies): Amazon.co.uk: Bell, Christine: 9781908682215: Books 4. WJEC/Eduqas Media Studies for A level Year 2 & A2: Revision Guide: Amazon.co.uk: Bell, Christine, Johnson, Lucas: 9781912820184: Books 5. WJEC/Eduqas Media Studies for A Level Year 2 & A2: Student Book: Amazon.co.uk: Bell, Christine, Johnson, Lucas: 9781911208112: Books 6. WJEC/Eduqas Media Studies for A Level Year 1 & AS: Student Book: Amazon.co.uk: Bell, Christine, Johnson, Lucas: 9781911208105: Books 7. WJEC/Eduqas Media Studies for A Level AS and Year 1 Revision Guide: Amazon.co.uk: Bell, Christine, Johnson, Lucas: 9781911208877: Books 8. Media Theory for A Level: The Essential Revision Guide: Amazon.co.uk: Dixon, Mark: 9780367145439: Books
<p>Academic Reading</p> <ol style="list-style-type: none"> 1. The Media Teacher's Handbook eBook : Scarratt, Elaine, Davison, Jon: Amazon.co.uk: Kindle Store 2. [Teaching Film at GCSE] [by: James Baker]: Amazon.co.uk: James Baker: Books 3. [Teaching Analysis of Film Language] [by: David Wharton]: Amazon.co.uk: David Wharton: Books 4. Media Literacy Around the World (Information and Behavior Series Book 6) eBook : Kubey, Robert: Amazon.co.uk: Kindle Store 	