

# Curriculum Knowledge Map



Year 10	AUTUMN		SPRING		SUMMER	
	Paper 1 Introduction CSP: Advertising	CSP: Film and Magazines	CSP: Radio, Video Games, NEA	CSP: Videos Games CSP: Newspaper	CSP: Newspapers and NEA	CSP: Newspaper (and revision)
<b>Declarative</b> <i>What should they know?</i>	<p>Introduction to Media Language and Representation -Key terms and theories</p> <p><b>CSP: Quality Street - 1956</b> Social context - changing gender roles and expectations, and changing conventions of advertisement (amount of copy etc). Regency Era art and culture.</p> <p><b>CSP: This Girl Can - 2016</b> Use of stereotype/countertype. Call to action rather than product advert. Use of branding. Aspirational representation of women.</p> <p><b>Advertisement Frameworks:</b> Media Language. Media Representation Contexts</p>	<p>Introduction to Media Industry -key terms and theories</p> <p><b>CSP: The Man With the Golden Gun film poster</b></p> <p><b>CSP: No Time to Die film poster</b></p> <p><b>CSP: No Time to Die Industry</b></p> <p><b>CSP: GQ Front Cover</b></p> <p><b>CSP: Pride Front Cover</b></p> <p><b>Film Frameworks:</b> Media Industry Contexts</p> <p><b>Magazine Frameworks:</b> Media Language. Media Representation Contexts</p>	<p>Introduction of Media Audience -key terms and theories</p> <p><b>Development of video games and radio</b></p> <p><b>CSP: The Archers</b></p> <p><b>CSP: Fortnite</b></p> <p><b>Introduction to the NEA</b></p> <p><b>Radio Frameworks:</b> Media Industry Media Audience Contexts</p> <p><b>Video Games Frameworks:</b> Media Industry Media Audience Contexts</p>	<p><b>Development of Video Games.</b> Changing landscape of gamers, and audience profiling</p> <p><b>Development of Newspaper Industry</b> Key moments in the history of Social Media.</p> <p><b>Newspapers Frameworks:</b> Media Language. Media Representation Media Industry Media Audience Contexts</p> <p><b>Video Games Frameworks:</b> Media Industry Media Audience Contexts</p>	<p><b>CSP: The Sun</b> History of Tatler, ownership of Tatler and the audience. Awareness of social classes and stereotypes. What the front page looks like, and how it uses codes/conventions.</p> <p><b>CSP: The Guardian</b> What the front page looks like, how it follows conventions of gossip magazines.</p> <p><b>Continue NEA</b></p> <p><b>Newspapers Frameworks:</b> Media Language. Media Representation Media Industry Media Audience Contexts</p>	<p>Finish newspapers and consolidate knowledge</p> <p>Revision for Progress Paper 1 testing on all CSPs studied</p> <p>Continue to work on Newspapers Frameworks Media Language. Media Representation Media Industry Media Audience Contexts</p>
<b>Procedural</b> <i>What should they</i>	<ul style="list-style-type: none"> <li>What is Media Language?</li> </ul>	<ul style="list-style-type: none"> <li>What is Media Industry?</li> </ul>	<ul style="list-style-type: none"> <li>How has the BBC developed over time?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss How have video games developed to</li> </ul>	<ul style="list-style-type: none"> <li>What are the different codes used</li> </ul>	<ul style="list-style-type: none"> <li>What are the different cod</li> </ul>



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<p><i>be able to do?</i></p>	<ul style="list-style-type: none"> <li>• <b>What is Media Representation?</b></li> <li>• What are the different codes used in media products?</li> <li>• How are codes and conventions used to appeal to audiences?</li> <li>• What are conventions of advertising?</li> <li>• What are the conventions of film advertising?</li> <li>• How have the conventions of advertisements changed over time?</li> <li>• How are print advertisements constructed to communicate their meaning to the audience?</li> <li>• What is intertextuality and how is it used?</li> <li>• What are narrative theories and how to they apply to advertising?</li> <li>• <b>What does the choice of representation tell us about the</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How does the industry behind a media product impact the media it produces?</b></li> <li>• <b>How does the film industry work?</b></li> <li>• <b>How has technology impacted the film industry?</b></li> <li>• <b>Who regulates film?</b></li> <li>• What are the different codes used in the film posters and magazines?</li> <li>• How are codes and conventions of film posters used to appeal to audiences and magazines?</li> <li>• What are conventions of film advertising and magazines?</li> <li>• What are the conventions of film advertising?</li> <li>• How have the conventions of magazines changed over time?</li> <li>• How are print advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How has a change in technology impacted the BBC and radio industries?</b></li> <li>• <b>What does it mean to be a Public Service Broadcaster?</b></li> <li>• <b>How is the radio industry organized?</b></li> <li>• <b>What is Media Audience?</b></li> <li>• <b>How does the media categorise audiences?</b></li> <li>• <b>What stereotypes do media producers use?</b></li> <li>• <b>How do creators of media try to engage/manipulate the audience?</b></li> <li>• <b>How do audiences get pleasure and gratification out of media?</b></li> <li>• <b>How has the BBC adapted to meet the needs of audiences?</b></li> </ul>	<p><b>reflect a change in the market?</b></p> <ul style="list-style-type: none"> <li>• What are the different codes used in newspapers?</li> <li>• How are codes and conventions used to appeal to audiences?</li> <li>• What are conventions of newspapers?</li> <li>• What are Tabloid and Broadsheet conventions?</li> <li>• How are newspapers constructed to communicate their meaning to the audience?</li> <li>• What are narrative theories and how to they apply to newspapers?</li> <li>• <b>What does the choice of representation tell us about the creators and the audience?</b></li> <li>• <b>How does representation differ in both newspapers</b></li> </ul>	<p>in my chosen NEA product?</p> <ul style="list-style-type: none"> <li>• How are codes and conventions used to appeal to audiences in my chosen NEA product?</li> <li>• How is my product constructed to communicate their meaning to the audience?</li> <li>• What are narrative theories and how to they apply to my NEA product?</li> <li>• <b>What people/places/things are represented in my NEA product?</b></li> <li>• Who is my target audience?</li> <li>• How do audiences get pleasure and gratification out of my NEA product?</li> </ul>	<p>in my chosen product?</p> <ul style="list-style-type: none"> <li>• How are codes and conventions used to appeal to audiences in my chosen product?</li> <li>• How is my product constructed to communicate their meaning to the audience?</li> <li>• What are narrative theories and how to they apply to my NEA product?</li> <li>• <b>What people/places are represented in my NEA product?</b></li> <li>• Who is my target audience?</li> <li>• How do audiences get pleasure and gratification out of my NEA product?</li> </ul>
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# Curriculum Knowledge Map

	<p>creators and the audience?</p> <ul style="list-style-type: none"> <li>• How has the representation of people/places/things changed over time?</li> <li>• How does the representation of people/places/things reflect the social and cultural context?</li> </ul>	<p>constructed to communicate their meaning to the audience?</p> <ul style="list-style-type: none"> <li>• What is intertextuality and how is it used?</li> <li>• What are narrative theories and how to they apply to magazines?</li> <li>• What does the choice of representation tell us about the creators and the audience?</li> <li>• How are gender and representation represented differently across both magazines?</li> <li>• How has the representation of people/places/things changed over time?</li> <li>• How does the representation of people/places/things reflect the social and cultural context?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the history of the Archers?</li> <li>• How have cultural contexts impacted the production of The Archers?</li> <li>• How has the Archers been created as a PSB?</li> <li>• How has the BBC adapted to meet the needs of audiences with the Archers?</li> <li>• How has the Video Game Industry changed?</li> <li>• How does the video industry and Fortnite make money?</li> <li>• How successful has Fortnite been?</li> <li>• How are games regulated?</li> <li>• Who is the audience of Fortnite?</li> </ul>	<ul style="list-style-type: none"> <li>• How has a change in technology impacted the newspaper industries?</li> <li>• How do newspapers use convergence to appeal to audiences?</li> <li>• What are the biases that guide the gatekeepers of news.</li> <li>• What are circulation and readership, and how have these figures changed over time?</li> <li>• Why do people read newspapers?</li> <li>• How do newspapers try to engage/manipulate the audience?</li> <li>• How do audiences get pleasure and gratification out of newspapers?</li> </ul>		
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# Curriculum Knowledge Map



			<ul style="list-style-type: none"> <li>How are audience gratified by Fortnite?</li> </ul>			
<b>Disciplinary Literacy (Tier 3 Vocab)</b>	<i>Intertextuality</i> <i>Denotation</i> <i>Connotation</i> <i>Convention</i> <i>Visual Code</i> <i>Audio Code</i> <i>Linguistic Code</i> <i>Technical Code</i> <i>Encoding</i> <i>Decoding</i> <i>Stereotype</i> <i>Countertype</i>	<i>Anchorage</i> <i>Brand Identity</i> <i>Circulation</i> <i>Cover Lines</i> <i>Franchise</i> <i>Genre</i> <i>Independent Film</i> <i>Regulation</i> <i>Tagline</i> <i>Masthead</i> <i>Equilibrium/Disruption</i> <i>Enigma Code</i>	<i>House Style</i> <i>Mise-en-scene</i> <i>Personal Identity</i> <i>Public Service Broadcaster</i> <i>Stripped</i> <i>Convergence</i> <i>Target Audience</i> <i>Active Audience</i> <i>Aspirational</i> <i>Audience Categorisation</i> <i>-The 4 Cs</i> <i>-Demographics</i> <i>Audience interpretation</i>	<i>Broadsheet</i> <i>Gatekeepers</i> <i>Red-Top</i> <i>Splash</i> <i>Tabloid</i>	<i>Colloquial Language</i> <i>Political Bias</i> <i>News Agenda</i> <i>Option Leaders</i>	
<b>Assessment</b>	Medium Question – <i>Quality Street</i>	Partial Paper 1 – Film Focus  Medium Question on Magazines – <i>Pride</i> and <i>GQ</i>	<b>Section A of Paper 1 for Progress Test – This Girl Can, The Archers (and others depending on performance in previous assessments)</b>  The Archers Medium Question	Medium/Long Question – <i>The Archers</i> and <i>Fortnite</i>	Medium Question - <i>Guardian</i>	<b>FULL PAPER 1 Including <i>The Sun</i></b>



# Curriculum Knowledge Map



Year 11	AUTUMN		SPRING		SUMMER	
	Paper 2 Introduction CSP: Television NEA	NEA CSP Television	CSP: Music Videos	CSP: Music Industry and Social Media	Revision	
<b>Declarative</b> <i>What should they know?</i>	<p>Introduction to Paper 2</p> <p>Recap of Paper 1</p> <p>Crime Drama introduction – codes and conventions, recap of the BBC, and introduction of Channel 4</p> <p><b>CSP: The Sweeney</b> Discussion around expectations in the 1970s, and comparison with even earlier crime drama. Success and audience reaction.</p> <p><b>Television Frameworks:</b> Media Language. Media Representation Media Industry Media Audience Contexts</p> <p>NEA check-in</p>	<p><b>CSP: Luther</b> Changing expectations of television – online/catch-up, more diversity and countertypical representations. Gender, race, setting.</p> <p><b>NEA</b> Students will continue to develop their awareness of their chosen NEA. Including conventions, audience, codes, communication of meaning.</p> <p><b>Television Frameworks:</b> Media Language. Media Representation Media Industry Media Audience <b>Contexts</b></p> <p>Ongoing development of students knowledge of how to create an effective media text.</p>	<p>Introduction to Music Industry and marketing – regulation, changes over times, star persona.</p> <p>Introduction to Music Video – codes and conventions, gender, race, class.</p> <p><b>Taylor Swift – The Man</b> Star persona as contemporary superstar. All frameworks</p> <p><b>CSP: Stormzy - Superheroes</b> Representation of race and ethnicity. All frameworks</p> <p><b>CSP: TLC – Waterfalls</b> Context of 1990s music video (Language Representation and Contexts)</p> <p><b>Music Marketing Frameworks:</b> Media Language. Media Representation Media Industry Media Audience</p>	<p>Introduction to Online Social and Participatory Media in the music industry</p> <p><b>CSP: <a href="http://taylorswift.com">http://taylorswift.com</a></b></p> <p><b>CSP: <a href="http://www.stormzy.com">http://www.stormzy.com</a></b></p> <p><b>Both celebrities’ Facebook and Twitter accounts</b></p> <p><b>NEA –</b> Ongoing development of students knowledge of how to create an effective media text.</p> <p>Students will have a rigorous knowledge of the exam structure, and the most efficient way to answer each style of question. They will learn the most efficient way to make notes on Media Paper 2’s television extract.</p>		



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			<p><b>Contexts</b></p> <p>Students will be able to draw links across the CSP texts now that they have studied all of them.</p> <p>They will understand the differences between mainstream and niche texts, and will be able to apply this to a range of exam style questions and debates.</p> <p>Students will develop their understanding of key terminology through revision, and will know how to apply this to exam style questions.</p>	<p><b>Music Marketing Frameworks:</b></p> <p>Media Language. Media Representation Media Industry Media Audience Contexts</p>		
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> <li>• What are the different codes used in television?</li> <li>• How are codes and conventions used to appeal to audiences?</li> <li>• What are genre conventions of crime drama?</li> <li>• How have the conventions of television and crime drama changed over time?</li> <li>• How is crime drama constructed to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different codes used in television?</li> <li>• How are codes and conventions used to appeal to audiences?</li> <li>• What are genre conventions of crime drama?</li> <li>• How have the conventions of television and crime drama changed over time?</li> <li>• How is crime drama constructed to communicate meaning to the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different codes used in music video?</li> <li>• How is 'style' create in music videos?</li> <li>• How is intertextuality used in music videos?</li> <li>• How has changing technology changed music videos over time?</li> <li>• What are narrative theories and how to they apply to music video?</li> <li>• <b>What does the choice of representation tell us about the creators and the audience?</b></li> <li>• <b>How are gender, ethnicity and age represented?</b></li> </ul>	<ul style="list-style-type: none"> <li>• What are the different codes used in OSP Media?</li> <li>• How do the conventions differ between Social Media platforms?</li> <li>• How is OSP Media used to market a 'star persona'?</li> <li>• What are narrative theories and how to they apply to OSP Media?</li> <li>• <b>What does the choice of representation tell us about the</b></li> </ul>	<p><b>REVISION based on individual class needs</b></p>	



# Curriculum Knowledge Map

	<p>meaning to the audience?</p> <ul style="list-style-type: none"> <li>• What is intertextuality and how is it used?</li> <li>• What are narrative theories and how to they apply to crime drama?</li> <li>• What does the choice of representation tell us about the creators and the audience?</li> <li>• How are gender, ethnicity and age represented?</li> <li>• How are messages and values conveyed to the audience?</li> <li>• What stereotypes are used in each of the crime drama episodes?</li> <li>• How are each of the texts funded?</li> <li>• Who owns and controls the industry behind each episode?</li> <li>• How important has crime drama</li> </ul>	<ul style="list-style-type: none"> <li>• What is intertextuality and how is it used?</li> <li>• What are narrative theories and how to they apply to crime drama?</li> <li>• What does the choice of representation tell us about the creators and the audience?</li> <li>• How are gender, ethnicity and age represented?</li> <li>• How are messages and values conveyed to the audience?</li> <li>• What stereotypes are used in each of the crime drama episodes?</li> <li>• How are each of the texts funded?</li> <li>• Who owns and controls the industry behind each episode?</li> <li>• How important has crime drama been for each of the industries behind the episodes?</li> <li>• How does the television industry work?</li> <li>• How has technology impacted the television industry?</li> </ul>	<ul style="list-style-type: none"> <li>• How are messages and values conveyed to the audience?</li> <li>• What stereotypes are used in each of the crime drama episodes?</li> <li>• How are each of the texts funded?</li> <li>• Who owns and controls the industry behind each artist?</li> <li>• How have the artists used convergence?</li> <li>• How are each of the music videos produced, owned and controlled?</li> <li>• How does conglomerate ownership impact the creation of music videos?</li> <li>• How is music video operating in a global context?</li> <li>• Who are the target audiences for each of the products?</li> <li>• How do creators of media try to engage/manipulate the audience?</li> <li>• How do audiences get pleasure and gratification out of media?</li> </ul>	<p>creators and the audience?</p> <ul style="list-style-type: none"> <li>• How are messages and values conveyed to the audience?</li> <li>• Who owns and controls the industry behind each artist?</li> <li>• How have the artists used convergence?</li> <li>• How is OSP Media operating in a global context?</li> <li>• Who are the target audiences for each of the products?</li> <li>• How do creators of media try to engage/manipulate the audience?</li> <li>• How do audiences get pleasure and gratification out of media?</li> <li>• How has the genre adapted to meet the needs of audiences?</li> </ul>		
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# Curriculum Knowledge Map

	<p>been for each of the industries behind the episodes?</p> <ul style="list-style-type: none"> <li>• How does the television industry work?</li> <li>• How has technology impacted the television industry?</li> <li>• Who regulates television?</li> <li>• Who are the target audiences for each of the two products?</li> <li>• How do creators of media try to engage/manipulate the audience?</li> <li>• How do audiences get pleasure and gratification out of media?</li> <li>• How has the genre adapted to meet the needs of audiences?</li> </ul>	<ul style="list-style-type: none"> <li>• Who regulates television?</li> <li>• Who are the target audiences for each of the two products?</li> <li>• How do creators of media try to engage/manipulate the audience?</li> <li>• How do audiences get pleasure and gratification out of media?</li> <li>• How has the genre adapted to meet the needs of audiences?</li> </ul>	<ul style="list-style-type: none"> <li>• How has the genre adapted to meet the needs of audiences?</li> </ul>			
<b>Disciplinary Literacy</b>	<i>Commercial Channels Diegetic/Non-diegetic sound</i>	<i>Passive Audience Production Values</i>	<i>Independent record label Cross-platform marketing Global</i>	<i>Selection/Mediation/Combine Persona Realism</i>		





# Curriculum Knowledge Map



<b>(Tier 3 Vocab)</b>	<i>Iconography</i> <i>Masculinity</i>		<i>Interactive Audience</i> <i>Misrepresentation</i> <i>Narrative</i> <i>Sexual Objectification</i>	<i>Fan</i> <i>Caption</i> <i>Splash</i>		
<b>Assessment</b>						

