

Curriculum Knowledge Map



Year 10	AUTUMN		SPRING		SUMMER	
	CSP: Advertising	CSP: Radio (and introduction to camera angles)	CSP: Music Videos	CSP: Videos Games CSP: Online social media	CSP: Magazines	CSP: Newspapers (and introduction to film)
<p>Declarative <i>What should they know?</i></p>	<p>Introduction to Media Language and Representation -Key terms and theories</p> <p>Galaxy 'Audrey Hepburn; television advert. Social context - necroadvertising, concepts of nostalgia and intertextuality, 1950s Golden era Hollywood.</p> <p>OMO print advert. Social context – changing gender roles and expectations, and changing conventions of advertisement (amount of copy etc)</p> <p>NHS online advert. Use of stereotype/countertype, knowledge of the range of people in the advert</p> <p>2 Concepts: Media Language. Media Representation</p>	<p>Introduction to Media Industry and Audience -key terms and theories</p> <p>BBC Radio 1, context and history. Pirate radio, Marine Offences Act, Tony Blackburn, needletime and emergence of youth culture.</p> <p>KISS FM, history and context. Pirate radio, emergence of black music, origins of Kiss FM and the way ownership has changed. Diversity and Jordan/Perri</p> <p>2 Concepts: Media Industry Media Audience</p>	<p>Development of Music Business.</p> <p>Arctic Monkeys 'I Bet You Look Good,,,' References to The Old Grey Whistle Test, representation of Alex Turner and band, band's use of peer-peer sharing/Youtube/MP3</p> <p>BlackPink 'How You Like That'. KPop Industry, the process of KPop singers becoming 'trainees', use of YouTube and TikTok to engage fans</p> <p>2 concepts: Media Industry Media Audience</p>	<p>Development of Video Games. Changing landscape of gamers, and audience profiling</p> <p>Kim Kardashian 'Hollywood'. Kim's route to fame, the way the game is played and how successful it was critically/commercially</p> <p>Lara Croft Go. The franchise of Tomb Raider, the social contexts which created the game, the way the game is played and how successful it was critically/commercially</p> <p>Development of Social Media Key moments in the history of Social Media.</p>	<p>Front cover of Tatler Magazine (January 2021) 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>Front cover of Heat Magazine (21-27 November 2020) What the front page looks like, how it follows conventions of gossip magazines.</p> <p>2 Concepts: Media Language. Media Representation</p>	<p>Front cover & inside story Daily Mirror: Friday 3rd March 2021. Ownership of the Mirror, readership, circulation figures, how these have changed. Codes and conventions of the front cover and inside story.</p> <p>Front cover & inside story The Times: Friday 5th March 2021. Ownership of the Times, readership, circulation figures, how these have changed. Codes and conventions of the front cover and inside story.</p> <p>4 Concepts: Media Audience.</p>



Curriculum Knowledge Map



				<p>Marcus Rashford's online presence; focus on website and Twitter page. Free School Meals campaign, the way he uses his website and social media profiles, his book club, his work with Fair Share.</p> <p>4 Concepts: Media Audience. Media Language. Media Representation. Media Industry</p>		<p>Media Language. Media Representation Media Industry</p> <p>Introduction to film industry and summer project Difference between independent film industry and Hollywood, contexts for Black Widow (female director etc) and I Daniel Blake (marketing, impact etc)</p>
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • How are print advertisements constructed to communicate their meaning to the audience? • What does the choice of representation tell us about the creators and the audience? • Is it ethical to use a dead celebrity in modern advertising? • How do creators of media try to engage/manipulate the audience? 	<ul style="list-style-type: none"> • How has radio developed since the Pirate Radios of the 1960s • What is the role of a PSB and how far does the BBC meet this? • Discuss how radio provision for a teen market developed from 	<ul style="list-style-type: none"> • How are music videos constructed to engage its target audience? • What influence does the record label have over a band's promotion? • Analyse each music video and link to Audience Gratification & 	<ul style="list-style-type: none"> • Discuss How have video games developed to reflect a change in the market? • Representation in both games. • Targeting women in Video Games. • Discuss what gratification the audience get from 	<ul style="list-style-type: none"> • How does the front page of Heat Magazine, and the front page of Tatler Magazine communicate meaning to the audience? • What does the choice of representation tell us about the creators and the audience? 	<ul style="list-style-type: none"> • How do different papers address their target audiences? • Consider the political and cultural significance of choices made by newspaper editors/ owners. • How influential



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		<p>BBC Radio 1 in 1967 to KISS FM.</p> <ul style="list-style-type: none"> How does the industry behind a media product impact the media it produces? 	<p>Audience Positioning.</p> <ul style="list-style-type: none"> Considering the role of and need for video regulation. 	<p>engaging with the products.</p> <ul style="list-style-type: none"> What is the preferred reading? Consider the role of reality Television and concept of 'Celebrity' as a modern phenomenon Discuss the representation of gender & ethnicity in Rashford's posts. Consider how much control Rashford has on his online output. How has Marcus Rashford used social media to develop his brand and influence? 		<p>are the owners of the products?</p>
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> <i>Semiotics</i> <i>Stereotyping</i> <i>Patriarchy</i> <i>Enigma</i> 	<p><i>Audience positioning.</i> <i>Public Service.</i> <i>Reithian Ideal.</i> <i>Needletime.</i> <i>Regulation</i></p>	<p><i>Intertextuality</i> <i>Constructed.</i> <i>Authentic.</i> <i>Niche.</i> <i>Mainstream</i></p>	<p><i>Reinforce.</i> <i>Conform.</i> <i>Feminist reading</i> <i>Mediation</i> <i>Censorship</i></p>	<p><i>Spin.</i> <i>Regulation.</i> <i>Ownership.</i> <i>Copy.</i> <i>Anchoring Text.</i></p>	<p><i>Audience positioning.</i> <i>Public Service.</i> <i>Reithian Ideal.</i> <i>Headline</i></p>



Curriculum Knowledge Map



	<ul style="list-style-type: none"> • Intertextuality ASA target audience • Demographics/psychographics • Preferred reading • Necro-advertising • Binary oppositions 	<p><i>Commercial broadcasting</i> <i>BBC</i> <i>Conglomerate</i> <i>Uses and gratifications</i> <i>Active/passive audience</i></p> <p><i>Medium Shot</i> <i>Crane shot</i> <i>Close up</i> <i>Pan</i> <i>Tilt</i> <i>Zoom</i> <i>Establishing shot</i></p>	<p><i>Diegetic / non-diegetic sound</i> <i>Convergence</i> <i>Merchandise</i></p>	<p><i>Data mining</i> <i>PEGI</i> <i>Clickbait</i> <i>Convergence.</i> <i>Gender Identity.</i> <i>Cultural phenomenon.</i> <i>Commercial Brand.</i></p> <p><i>Guerrilla Marketing.</i> <i>Marketing.</i> <i>Distribution.</i> <i>Critical Reception.</i></p>	<p><i>Serif/sans-serif</i> <i>Cover price</i> <i>IPSO</i></p>	<p><i>Masthead</i> <i>Anchorage</i> <i>Byline</i> <i>Dateline</i> <i>Standfirst</i> <i>News Values.</i></p> <p><i>FILM:</i> <i>Social realism</i> <i>Blockbuster</i> <i>Franchise</i> <i>Guerilla marketing</i> <i>Distribution</i></p>
Assessment	<p>Extended writing: Media Language. Ethics of Necro-advertising.</p>	<p>Extended writing:</p>	Progress Test	<p>Extended writing: Audience gratification. Regulation Media Language. Feminist reading of the representation in the games.</p>	<p>Extended writing: Media Language. Political bias..</p>	Progress Test



Curriculum Knowledge Map



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	CSP: Television	NEA Mocks Recap CSP: Film	NEA Exam prep	NEA Exam prep	Revision	
<p>Declarative <i>What should they know?</i></p>	<p>Doctor Who (1963) Episode 1: An Unearthly Child. Doctor Who franchise, BBC as a Public Service Broadcaster, development of fantasy drama/family drama</p> <p>His Dark Materials Series 2: Episode 1 Changing expectations of television – online/catch-up, more diversity and countertypical representations</p> <p>4 Concepts: Media Audience. Media Language. Media Representation. Media Industry</p> <p>Independent Revision Based on the PLC tasks, students will spend time strategically revising. Focus CSPs for half term: Magazines Advertising Radio</p>	<p>NEA – Students will continue to develop their awareness of their chosen NEA. Including conventions, audience, codes, communication of meaning.</p> <p>CSP: Film: Awareness of critical reception of films, and exploration of the concept of success.</p> <p>Students should develop their awareness of how to answer a 20 mark question, covering all four of the Media Frameworks, and bringing in additional CSP texts.</p> <p>Independent Revision Based on the PLC tasks, students will spend time strategically revising. Focus CSPs for half term: Newspaper Online, Social and Participatory Music Video</p>	<p>NEA – Ongoing development of students knowledge of how to create an effective media text.</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>Independent Revision Based on the PLC tasks, students will spend time strategically revising Video Games Film Studies Television</p>	<p>NEA – 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> <p>Independent Revision Based on the PLC tasks, students will spend time strategically revising.</p>		



Curriculum Knowledge Map



<p>Procedural <i>What should they be able to do?</i></p>	<p>How does the historical and social context impact on the technical quality of television drama, and the representation of different groups? How to engage a young adult market. Development of BBC & <i>Reithian Ideals</i>.</p>	<p>Students will be able to explain their decision making with their coursework, writing this up as a Statement of Intent. They will be able to justify any editing they have been doing, and explain how their piece of media communicates meaning to a specific audience.</p>	<p>How do you analyse an unseen media text semiotically? – Preparation for Media Paper 1</p>	<p>How do I analyse a Television clip? – preparation for Media Paper 2</p>		
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p><i>Hybrid. Preferred reading. Cultural significance. Realistic/ Idealistic Representation. Subvert. Genre BARB Ofcom Mise-en-scene Non-verbal communication Blockbuster Guerilla Marketing Social Realism</i></p>					
<p>Assessment</p>	<p>Week 3 – Paper 2 Section A Q 1, 2, 3 Week 6 – Paper 2 Section A</p>	<p>Mock Exam Paper 1 Changing attitudes & values over time – reflected in the 2 dramas.</p>	<p>Mock Exam Paper 2.</p>			

