|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | **Topic 1- Introduction**  **What is Media** | | | **Topic 2 – Section B: Magazines & Posters** | | | **Topic 3 – Section B: Exploring Media Industries and audiences:** | | | **Topic 4 – Component 3(NEA)** | | |
| **Knowledge** | * Introduction into the meaning of media * Semiotics * Connotation * Denotations * Narrative theories * Spectra- James bond Uses and Gratification | | | * In-depth study covering all areas of the theoretical framework: * Media language * Representation * Media industries * Audiences Media * Contexts   Vogue (July 2021) GQ (August 2019) | | | * Newspaper Radio: * Film (media industries only) Video games No Time to Die (2021) * Theoretical Framework * Media Language * Representation * Media Industries | | | **Component 3** is internally assessed and externally moderated.  The total number of marks available is 60:  • 10 marks for the statement of aims  • 20 marks for creating a media product that meets the requirements of the set brief  • 30 marks for creating a media product which uses media language to communicate meanings and construct representations.   * The assessment of this component will be based on the statement of aims and the media production. Learners who **do not submit a production will be awarded zero marks for the statement of aims.** | | |
| **Skills** | **Analysis**  I can write a P.E.E sentences demonstrating I understand, describe, select or retrieve representations, ideologies and beliefs from media texts and identify the media language used to create them with references from the set text. | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | Comparison | Creative |
| I can write a P.E.E sentence using discourse markers Identifying different and similar representations, ideas and meanings being conveyed in media texts |  | I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level | I can write P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts. |  | Explain effect on the audience and the media producer’s  Intended message/ meaning/ purpose of the writer. | I can write a P.E.E paragraph explaining the similar and different effects on an audience from media texts |  | I can write a paragraph demonstrating my knowledge and understanding of the theoretical framework of media to make comprehensive judgements and conclusions own project. | I will be applying prior knowledge from topics 2 &3 to plan my production using the codes and conventions for my chosen product. | How to use canva  How to create a blog to track their research and planning Create mock ups  Create market research (forms) questionnaires |
| **Year 11** | **Topic 5 –**  Media Theorist | | | **Topic 6– The Archers** | | | **Topic 7 – Fortnite** | | | **Topic 8-Revision** | | |
| **Knowledge** | * Bell Hook-Oppression/Feminism * Todorov- Equilibrium * Barth-Enigma * Propps- Characters * Laura Malvey- Male Gaze * Katz & Blumler: Uses and Gratification * Levi Strauss: Binary opposites * Blumler and Katz | | | The Archers:   * Media language * Representation * Media industries * Audiences Media * Contexts | | | Fortnite (2017)   * Theoretical Framework * Media Language * Representation * Media Industries | | |  | | |
| **Skills** | **Analysis**  I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level | **Comparison**  I can write a P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts. | **Creative**  Develop creative skills | **Analysis**  **Refine analysis skills** | **Comparison** | **Creative** | **Analysis**  Explain effect on the audience and the media producer’s  Intended message/ meaning/ purpose of the writer. | **Comparison**  I can write A P.E.E paragraph explaining the similar and different effects on an audience from media texts | **Creative** | **Analysis**  **Refine analysis skills** | **Comparison** | **Creative** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 11** | **Topic 1- Understanding Forms and Products- Crime Drama** | | | **Topic 2 – Representation (Luther)** | | | **Topic 3 – Magazine front covers Film posters (marketing)** | | | **Topic 4 – Section B: Exploring Media Industries and audiences** | | |
| **Knowledge** | **Component 2 Exam Paper:**  **Focus Areas:**   * Media Language * Representation * Media Industries * Audiences * Media contexts   Luther, Series 1, Episode 1 (2010), 15  • Original broadcaster: BBC Plus a ten-minute extract from: The Sweeney, Series 1, Episode 1 (1975), 15  • Original broadcaster: ITV.   * Plus a ten minute extract from: The Sweeney, Series 1, Episode 1 (1975, cert. 15) • Original broadcaster: ITV | | | * Racism/ ethnicity * Stereotypes * Binary opposites * Props characters * Commercial TV vs PSB (BBC) * TV Regulation and license fee | | | Newspaper front pages Print Advertisements   * Vogue (July 2021) GQ (August 2019) * The Man with the Golden Gun (1974) * No Time to Die (2021) The Guardian (18 January 2022) * The Sun (01 January 2021) * Quality Street (1956) * This Girl Can (2015) | | | Newspaper Radio: The Sun/ The Archers  Film (media industries only) Video games No Time to Die (2021) Fortnight (2017)  The history of radio   * PSB remit * Commercial radio vs PSB (BBC) * Technology and radio * Watch one live lounge show   Diversity in radio   * Archers | | |
| **Skills** | **Analysis**  I can write a P.E.E paragraph demonstrating I understand, describe, select or retrieve representations, ideologies and beliefs from media texts and identify the media language used to create them with references from the set text. | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative** | **Analysis** | Comparison | Creative |
| I can write a P.E.E paragraph using discourse markers Identifying different and similar representations, ideas and meanings being conveyed in media texts |  | I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level | I can write a P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts. |  | Explain effect on the audience and the media producer’s  Intended message/ meaning/ purpose of the writer. | I can write a P.E.E paragraph explaining the similar and different effects on an audience from media texts |  | I can write a P.E.E paragraph demonstrating my knowledge and understanding of the theoretical framework of media to make comprehensive judgements and conclusions. |  |  |
| **Year 11** | **Topic 5 –Music and Representation** | | | **Topic 6- Music and the Media** | | | **Topic 7- NEA** | | |  | | |
| **Knowledge** | **Two music videos** from the following options will be studied:   * Either Lizzo, Good as Hell\* (2019) * Or Taylor Swift, Bad Blood (2014) * AND Either Bruno Mars, * Uptown Funk (2014) or * Justin Bieber, Intentions (2020).   Media language Representation Media industries Audiences Media contexts Music videos from the 1980s and early 1990s. The following music videos will be studied:  TLC, Waterfalls (1995)  *Reference should be made at least to Facebook and Twitter or other social media outlet* | | | **Component 2**  **Focus Areas:**   * Music and Representation * Star Persona * Websites codes and conventions * Uses are gratification * Marketing * Audiences * Media contexts | | | * Check list completed * All green pen completed * Apply Magazine Industry (regulation IPSO) * Ensure coursework brief met * Reflection * Problem solving skills * Decision Making * Create final draft of front cover * Create final drafts of double paged spread | | |  | | |
| **Skills** | **Analysis** :  Apply knowledge and understanding of the theoretical framework of media, to analyse media products including in relation to their contexts and through the use of | **Comparison**  I can write a P.E.E paragraph Identifying the different applications in targeting a specific audience through a stars persona. | **Creative** | **Analysis**  I can apply Academic theories to questions regarding music the media and representation. | **Comparison** | **Creative** | **Analysis** | **Comparison** | **Creative**  **Complete production to specific guide’s specified by WJEC.**  **Complete an evaluation that highlight www and EBI.** |  |  |  |