



DEPARTMENT OF MEDIA STUDIES
A CREATIVE, CONCEPTUAL AND CONTEMPORARY CURRICULUM

KS5 Curriculum Summary

After an induction to the course, the A Level content is introduced in year one. You will learn the component topics in year one with detailed analysis and focus on the case study texts for each component. Alongside this, you will create various products to reinforce your understanding and develop your practical skills. In year two of the A level, these components are revisited but this time with focus on the academic ideas and arguments that students are required to understand for the ‘in depth’ topics of News and Long-Form TV Drama. This enables your learning to be sequenced to build on skills, knowledge and understanding. This addresses the need for progression and provides many opportunities for revision (memorisation) of case study texts and reviews academic ideas and arguments when you may feel more knowledgeable to apply these ideas successfully to case studies you have learned.

YEAR 12

Autumn 1 (7) Year 12 – Media Concepts INDUCTION TO THE COURSE Mini mock	Autumn 2 (7) Year 12 - Paper 1 – Section A: News/Section A and B Mini mock	Spring 1 (6) Year 12 - Paper 1- Section B: Magazines/Music Video - Mini mock	Spring 2 (6) Year 12 – Paper 2 Section A: Film/Radio Mini mock	Summer 1 (6) Year 12 – Paper 2 Section A: Video Games - Mini mock	Summer 2 (7) Year 12 – NEA – Making Media Mini mock
<i>Introduction to the Media Concepts</i> 1. <i>What is Media?</i> Produce a blog to document learning over the course. 2. Media Industry - Introduce the history of media and its traditional	<i>News – The Daily Mail and The Guardian</i> 1. Context - British newspapers 2. Case Studies – <i>The Daily Mail</i> and <i>The Guardian</i>	<i>Advertising and Marketing – Old Spice, Lucozade and Shelter</i> 1. First impressions and introduction to set products. 2. Contexts of Old Spice	<i>Advertising and Marketing: Lucozade</i> <i>Magazine – Close study of The Big Issue</i> 1. Investigate the magazine market in the UK	<i>Video Games – Minecraft</i> 1. Play the game and define the target audience 2. Production 3. Microsoft –	<i>NEA – Produce a cross media production from a set of briefs</i> 1. Create a new coursework blog and research into similar products



DEPARTMENT OF MEDIA STUDIES
A CREATIVE, CONCEPTUAL AND CONTEMPORARY CURRICULUM

<p>institutions by looking at film, radio, television, newspaper, magazines and advertising.</p> <p>3. Media Language - develop an understanding that all media texts are constructed through the use of specific media language relevant to different media forms and genre conventions. Introduction to textual analysis.</p> <p>4. Practical Preliminary Task - Acquire practical skills in planning, construction and post-production</p> <p>6. Audience - develop an understanding of audiences and audience profiling</p> <p>7. Representation - Introduce the terms</p>	<p>3. Practical Task – create a front cover for each newspaper</p> <p>4. Analyse codes and conventions of layout, typography, photography, mise en scène, taglines</p> <p>5. Representation within the chosen case studies</p> <p>6. Introduction to news theory</p> <p>7. Assessment of News</p>	<p>Representation</p> <p>Media language</p> <p>3. Shelter – introduction and first impressions</p> <p>Representation</p> <p>Media language</p> <p>Revision and review</p> <p>Practical Tasks - Create a print-based advertising campaign for a new product and consider the construction of representation, codes and conventions.</p> <p>Create a print based educational magazine aimed at given audience.</p>	<p>2. Analysis of two front covers from <i>The Big Issue</i></p> <p>3. Practical Task - Design the front cover of a new non-mainstream magazine aimed at young people.</p> <p><u>Music Video</u> – Close study of two music videos</p> <p>4. Initial research of mainstream and alternative music videos genre conventions and representations.</p> <p>5. Analysis of two music video case studies</p> <p>6. Assessment of Magazine and Music</p>	<p>Distribution</p> <p><u>Television Drama</u> – <i>Stranger Things and Deutschland 83</i></p> <p>4. Textual Analysis of each case study - Narrative conventions and characters.</p> <p>5. Representation and Audience</p> <p>6. Production, distribution and consumption.</p>	<p>2. Audience Research</p> <p>3. Industrial Contexts</p> <p>4. Practical Task – Remake two linked tasks to your brief.</p> <p>5-7. Planning – script, storyboard, location planning, casting, costume and prop development, contact sheets. Risk assessment. Blogging.</p>
--	--	---	--	--	--



DEPARTMENT OF MEDIA STUDIES
A CREATIVE, CONCEPTUAL AND CONTEMPORARY CURRICULUM

<p>representation, identity and then ideology and notions of social power could be introduced in a basic context.</p> <p>8. Academic ideas</p>			<p>Video <u>Film</u> - <i>Comparison of The Jungle Book (1967/2016)</i></p> <ol style="list-style-type: none">1. Investigate the industrial, historical and economic context of Disney production in the 1960s2. Technological developments3. Marketing and Distribution <p><u>Radio</u> - <i>BBC Radio One Breakfast Show</i></p> <ol style="list-style-type: none">4. Production process of Radio5. Target Audience and Institution6. Assessment of Film and Radio		
---	--	--	--	--	--



DEPARTMENT OF MEDIA STUDIES
A CREATIVE, CONCEPTUAL AND CONTEMPORARY CURRICULUM

YEAR 13

Autumn 1 (7) Year 13 – NEA – Making Media Unseen practices and mocks of Paper 1	Autumn 2 (7) Year 13 – Academic Ideas and Arguments Unseen practices and mocks of Paper 1	Spring 1 (6) Year 13 – Applying Academic ideas to News and TV Unseen practices and mocks of Paper 2	Spring 2 (6) Revision and Mock Unseen practices and mocks of Paper 2	Summer 1 (6) Revision and Mock Paper 2 Section A Paper 1 Section B	Summer 2 (7)
<p>1. Pitch - name of the product, a synopsis of the main idea; completed storyboard or flat plans; an audience profile of a target audience member; an outline of key camera and editing ideas, organised use of locations, props and costumes, a production schedule etc.</p> <p>2. Statement of intent - outline the ways in which the learner intends to link their media products and link to theoretical framework.</p>	<p>1. Language - including Neale, Barthes, Todorov, Lévi-Strauss and Baudrillard)</p> <p>2. Representation – Hall, Gauntlett, Van Zoonen, bell hooks, Butler and Gilroy</p> <p>3. Industries - Curran and Seaton, Livingston and Lunt Hesmondhalgh</p> <p>4. Audiences – Bandura, Gerbner, Hall, Jenkins, Shirky</p> <p>5. Contexts - social, cultural, political, economic and historic</p>	<p><u>News</u></p> <p>1. Language and Representations</p> <p>2. Industries and Audiences</p> <p>3. Practice Question</p> <p><u>TV</u></p> <p>4. Language and Representations</p> <p>5. Industries and Audiences</p> <p>6. Practice Question</p>	<p>Revision of Paper 1 Section B</p> <p>1. Analysis of exam questions</p> <p>2. Analysis of specimen example</p> <p>3. Planning exam essay answers and structuring responses</p> <p>4. Practising writing paragraphs</p> <p>5. Practising timed writing</p> <p>6. Mock Paper</p>	<p>Revision of Paper 2 Section A</p> <p>1. Analysis of exam questions</p> <p>2. Analysis of specimen example</p> <p>3. Planning exam essay answers and structuring responses</p> <p>4. Practising writing paragraphs</p> <p>5. Practising timed writing</p> <p>6. Mock Paper</p>	



DEPARTMENT OF MEDIA STUDIES
A CREATIVE, CONCEPTUAL AND CONTEMPORARY CURRICULUM

3-6 Production 7. Portfolio Organisation	6. Application of academic ideas and arguments and analysis – structuring answers, planning paragraphs, practising writing. 7. Assessment of all areas thus far				
---	--	--	--	--	--