

<b>Curriculum Map</b>	<b>Subject</b>	Media Studies	<b>Year</b>	10
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Unit	Summary	Skills	Assessment	British Values and SMSC	Career links	Cross-curricular links
Term 1.1	<ul style="list-style-type: none"> <li>Introduction to the theoretical framework</li> <li>Introduction to practical work</li> <li>Component One Section A: <i>Advertising &amp; Marketing: Intro &amp; analysis: Quality Street</i></li> <li>Analysis: <i>This Girl Can</i></li> <li>Comparative analysis with other products</li> <li>Practical Application: Plan/draft an advert</li> <li>Film marketing: Analysis of <i>Bond</i> posters</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Comparative analysis</li> <li>Practical design</li> <li>Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of codes and convention from set texts</li> <li>Comparative analysis</li> </ul>	<ul style="list-style-type: none"> <li>discussion of representations of gender, youth, nation and ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>Design</li> <li>Advertising</li> <li>Print Media</li> </ul>	Media studies skills correlate strongly with language analysis skills in English. So too are the skills from graphic design, art and design technology utilised through the creation of products.
Term 1.2	<ul style="list-style-type: none"> <li>Exam focus on advertising and marketing</li> <li>Component One Section b: Film and Industry and <i>Spectre</i></li> <li>Film audience &amp; Film marketing: <i>Spectre</i> poster – practical task: Poster design</li> <li>Component One Section a: Magazines - Analysis: GQ ML &amp; gender &amp; ethnicity</li> <li>Analysis of <i>Pride</i> ML and representations of gender and ethnicity</li> <li>Comparative analysis with other products</li> <li>Exam Focus: Practical – draft magazine work over holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Comparative analysis</li> <li>Practical design</li> <li>Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of codes and convention from set texts</li> <li>Comparative analysis</li> </ul>	<ul style="list-style-type: none"> <li>stereotyping of gender in women's magazines, of young people in the press and of ethnic groups in film and television.</li> </ul>	<ul style="list-style-type: none"> <li>Film Advertising</li> <li>Film Production</li> <li>Journalism</li> </ul>	Media studies skills correlate strongly with language analysis skills in English. So too are the skills from graphic design, art and design technology utilised through the creation of products.
Term 2.1	<ul style="list-style-type: none"> <li>Component two Section A: TV genre – Crime Drama <i>Luther</i></li> <li>Introduction to the genre</li> <li>Analysis of full-length product – <i>Luther</i></li> <li>Analysis of key sequences – specific elements of media language</li> <li>Analysis of representations – gender, ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Comparative analysis</li> <li>Practical design</li> <li>Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of codes and convention from set texts</li> <li>Comparative analysis</li> </ul>	<ul style="list-style-type: none"> <li>Gender and racial representation in film, television, radio and print media</li> </ul>	<ul style="list-style-type: none"> <li>TV production</li> </ul>	Media studies skills correlate strongly with language analysis skills in English. So too are the skills from graphic design, art and design technology utilised through the creation of products.

	<ul style="list-style-type: none"> <li>• Exploration of relevant contexts in relation to full-length product</li> <li>• Exam focus – media language/ representations. Practical task e.g. storyboarding a TV sequence</li> </ul>					
Term 2.2	<ul style="list-style-type: none"> <li>• Industry issues in relation to full-length product</li> <li>• Audience issues in relation to full-length product</li> <li>• Introduction to second product: view 10 minute sequence, comparison of ML &amp; reps</li> <li>• Detailed comparison of products, linked to contexts, audience and industry</li> <li>• Revision - Component 1A; Component 2A</li> <li>• Mock exam - Component 1A; Component 2A</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Comparative analysis</li> <li>• Practical design</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of codes and convention from set texts</li> <li>• Comparative analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Gender and racial representation in film, television, radio and print media</li> </ul>	<ul style="list-style-type: none"> <li>• TV production</li> </ul>	Media studies skills correlate strongly with language analysis skills in English. So too are the skills from graphic design, art and design technology utilised through the creation of products.
Term 3.1	<ul style="list-style-type: none"> <li>• Component 3 Introduction to briefs, initial ideas/research</li> <li>• Research – analyse similar products. Refresher training on equipment/software</li> <li>• Research – target audience, secondary research. Refresher training on equipment/software</li> <li>• Research &amp; Planning - Draft of initial ideas, pitch concept, treatment</li> <li>• Planning - storyboarding, scripting, layout designs etc</li> <li>• Planning - shooting schedule, planning of resources, cast, crew etc. Submit Statement of Aims</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Comparative analysis</li> <li>• Practical design</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of codes and convention from set texts</li> <li>• Draft statement</li> </ul>	<ul style="list-style-type: none"> <li>• stereotyping of gender in women's magazines, of young people in the press and of ethnic groups in film and television.</li> </ul>	<ul style="list-style-type: none"> <li>• Film Advertising</li> <li>• Film Production</li> <li>• Journalism</li> </ul>	Media studies skills correlate strongly with language analysis skills in English. So too are the skills from graphic design, art and design technology utilised through the creation of products.
Term 3.2	<ul style="list-style-type: none"> <li>• Production – filming, photographing, constructing layout, copywriting etc.</li> <li>• Production – filming, photographing, constructing layout, copywriting etc.</li> <li>• Production – editing/constructing design</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Comparative analysis</li> <li>• Practical design</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Final statement of aims.</li> <li>• Draft design</li> <li>• Final NEA submission</li> </ul>		<ul style="list-style-type: none"> <li>• Film Advertising</li> <li>• Film Production</li> <li>• Journalism</li> </ul>	

	<ul style="list-style-type: none"><li>• Production – editing/constructing design. Teacher review of full draft/rough cut</li><li>• Production Re-shoot/re-drafting as necessary. Final editing/design/polish</li><li>• Production Final editing/design/polish. Submission of media production</li></ul>					
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