

Two-year sequence: Media Studies

Year/time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Demonstrate understanding the theoretical framework of media.</p> <p>What are specific terms for media language?</p> <p>Students begin to explore use of subject specific terminology.</p> <p>What are the effects of use of media language on an audience?</p> <p>What are the different areas of representation?</p> <p>How does representation influence media production?</p>	<p>Long Form TV Drama. Cuffs, Series 1, Episode 1, 'The Luck of the Draw', BBC 1. Avengers, Series 4 Episode 1, 'The Town of No Return', ITV</p> <p>Students build on their knowledge of specific terminology to explore how media language is used in visual media to create meaning and evoke the intended audience response.</p> <p>Students explore how media language is used to create representations.</p> <p>Attention is given to specific genre conventions and how far they are applied.</p> <p>Students begin to consider how social, cultural and historical contexts are reflected in a variety of texts.</p> <p>Students are introduced to the BBC and requirements of a public</p>	<p>Advertising and Marketing. The Lego Movie and The Lego Movie video game.</p> <p>Explore the role of media industries in relation to the advertising and marketing of The Lego Movie.</p> <p>Consider how these media industries use media language to target specific demographics.</p> <p>Apply specific terminology of media language and representation to analyse The Lego Movie posters, trailers and ad break.</p> <p>Use knowledge of contemporary contextual information studied in AUT1 to draw relevant links</p>	<p>MOJO Magazine. Print Media.</p> <p>Introduce specific media language terminology in relation to print media and ensure it is understood and applied consistently.</p> <p>Use this knowledge to explain how it can be manipulated to define the intended target audience for MOJO magazine.</p>	<p>Radio. BBC Radio 1 Live Lounge.</p> <p>Students build on their knowledge in AUT2 from their study of Cuffs to consider how far Live Lounge meets the requirements of a PSB.</p> <p>Define the specific audience demographic for Live Lounge, expanding upon knowledge and classifications of audiences gained in the SPR1 term.</p> <p>Students will build upon knowledge of uses & gratifications theory to explore how radio stations can use a variety of methods to engage with the target demographic of Live Lounge. This will include links to</p>	<p>Non-Exam Assessment (NEA)</p> <p>Students will apply their knowledge of the theoretical framework to create an industry standard piece of print media.</p> <p>Students will use the planning and preparation phase to understand what an exemplar piece of work looks like. They will apply skills of analysis gained throughout the course of study to explore how media can be used to target a specific audience.</p> <p>Manipulate media language</p>



		<p>service broadcaster (PSB). Compare each text for its representations. Introduce the uses & gratifications theory as a means to define how audiences can take ownership of the products they consume.</p>	<p>between context and representations. Explore how video games are rated and regulated. Give reasons as to why texts use intertextuality to make references to others. Explore how video games can encourage an active audience. Apply the uses & gratifications theory to video games</p>		<p>the impact and utility of social media and the notion of celebrity culture (a society obsessed with the aspirational concept of celebrities).</p>	<p>conventions as studied in SPR2 to effectively fit the requirements of the brief provided, while maintaining a consistent focus on the target audience.</p>
11	<p>Music Videos. Mark Ronson & Bruno Mars: 'Uptown Funk' and Beyonce 'If I Were A Boy' Students will apply their knowledge of specific media language and representation terminology and vocab to compare how each music</p>	<p>Historical and contemporary news. The Observer 2010s/2020s & The Observer 1960s. Online social and participatory news. The Observer & Guardian online. Students will become familiar with and explore the media language and genre conventions of newspapers – the</p>	<p>NEA Post-Production Students will return to their NEA brief for final completion. They will refine and polish their final product before submission. Students must be able to justify the choices they have made and their</p>	<p>Revision for exam paper 1 including the following: Textual analysis of key Cuffs and The Avengers extracts. Textual analysis comparison to aid in demonstrating use of media</p>	<p>Revision for exam paper 2 including the following: Textual analysis comparison of MOJO magazine and other unseen music magazines. Active and passive audiences. Textual analysis of the print and online Observer.</p>	<p>Exam Season</p>



	<p>video manipulates media language and representation to create meaning. Students will use their study of Cuffs and The Lego Movie in AUT2 and SPR1 to make links between contemporary contextual information and the representations of gender, ethnicity and sexuality in both music videos.</p>	<p>‘quality’ and ‘tabloid’ press. They will build upon their analysis of print media from SPR2 and their study of MOJO magazine. Students will analyse the use of media language in The Observer/Guardian Twitter and Instagram feeds to explore how news remains current in the modern world in conjunction with advancements in technology. Students will apply prior knowledge from SUM1 when they explored the impact and utility of social media in their study of Live Lounge. Knowledge of contextual information from the 1960s will be revisited in this unit when analysing the historical set texts of The Observer. Students will recap their study of Avengers in AUT2 to assist them in this unit.</p>	<p>application of the theoretical framework of media via a written statement of intent.</p>	<p>language conventions. Perspectives on representation (selection, construction and mediation) including feminist theory (patriarchy, objectification, gender stereotyping). Media industries terminology (conglomerate, vertical integration, diversification, convergence, synergy, PSB, names of regulators and organisation of the TV and film industry). Textual analysis of The Lego Movie advertising.</p>	<p>Comparison of contemporary and historical editions of the Observer in relation to their contexts. Compare the media language and representations in the Observer Twitter and Instagram feeds. with the Newspaper website. Analyse and exemplify audience participation in the social media feeds and Comment is Free pages.</p>	
--	---	--	---	--	--	--