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| **Year Group** | **Autumn 1** | **Skills and Content** | **Autumn 2** | **Skills and Content** | **Spring 1** | **Skills and Content** | **Spring 2** | **Skills and Content** | **Summer 1** | **Skills and Content** | **Summer 2** | **Skills and Content** |
| **Year 13** | **-** | **-** | **AP1 Pre-published examinations** | **Content:** **Knowledge:****Media Language and Representations** (Unseen Advert, *Sephora `Black Beauty is Beauty`, CSP Deutschland*). **Industries and Audiences** (Film *Blinded By the Light, Radio `The War of The Worlds*`, `N*ewsbeat*`)**Media Concepts**: Non-verbal codes (Cultural, symbolic, semantic codes),Representation (framing, selection, mediation), Low-budget film production and distribution, Producer-audience relationships (audience engagement, audience positioning). **Skills**: **Applying:** Students to explain how cultural codes are used in advertisement and how low-budget films are marketed. **Analysing:** Questions that require students to break down information into its component parts and identify relationships between them, such as questions about the use of stereotypes or the relationship between producers and audiences. **Evaluating:** Questions that require students to judge the value of ideas, information, or arguments, such as questions about the validity of Paul Gilroy's claim or the impact of low-budget film production. | **End of Topic test (45 minutes)** | **Newspapers.** **Knowledge:**CSP The Daily Mail, The Guardian.Concepts (codes and conventions of newspapers (layout, verbal, non-verbal codes, technical codes), cultural industries, media consumption, readership, circulation), Industry (ownership, target audience, demographics, psychographics, Rubicam`s and Young`s classification of target audience), news selection, framing information, values and ideologies, audience targeting.**Skills:****-Explain** how newspapers respond to and reshape contemporary social and cultural contexts**-Analyse** ownership and control, considering the evidence.**-Evaluate** Hesmondhalgh`s Argument, referring to The Daily Mail. | **AP2 Pre-published examinations** | **Content:** **Knowledge:****Media Paper 1**CSP Old Town Road, Sephora `Black Beauty is Beauty`, Score hair cream advert, Film, Radio `War of the Worlds`, `Newsbeat`.**Media Paper 2**CSP Taylor Swift, The Voice, TV `Capital` and `Deutschland`, Magazines `CQ`, `The Gentle woman`.**Skills:****-Explain** how gender is constructed and performed in Sephora and Score Adverts,considering factors like the use of stereotypes, the portrayal of beauty standards, and the role of the Male gaze. - A**nalyse** how Lil Nas X's song and music video challenge traditional notions of country music and masculinity, reflecting broader cultural shifts. **/**discuss the narrative structure of the music video, exploring themes of obsession, jealousy, and paternity, and how these themes are conveyed through visual and auditory elements. **-Analyse** the challenges faced by independent filmmakers in terms of funding, distribution, and censorship, and how these factors might influence the content and style of the film. **- Explore** how audiences might respond to radio broadcasts differently, considering factors like historical context, cultural beliefs, and individual experiences. | **External GSCE** |  |  |  |
| **Year 12** | **End of Topic Test (45 minutes)** | **Advertising:****Knowledge:**Mis-en-scene (angles, shots, props, lighting, audio codes), theories (Barthe`s Theory, Propp`s theory, Postcolonialism, Feminism Theory, Male Gaze audience segmentation demographics, psychographics, psychometrics, binary opposition, narrative theory).**Skills:****Communication skills**Ability to structure and argument/ effective use of evidence.**Analysis:** The ability to break down the advertisement into its component parts and examine how these elements contribute to the overall message.**Evaluation:** The ability to connect the advertisement to broader social and historical contexts and understand how it reflects or challenges prevailing stereotypes. | **AP1 Cumulative assessment** | **Film `Blinded By The Light` + Advertisement `Score`****Knowledge** (Industry: production and distribution of films, blockbuster and independent movie, films` codes and conventions, gender performativity, Barthes` Codes (Enigma, Action code, Cultural and Symbolic Code, denotation and connotation).**Skills:** -**Demonstrate understanding** ofhistorical, social, and cultural context, and how these factors influence the representation of stereotypes and the use of Barthes' codes.**-to apply** Barthes` and representation theories and concepts) to the analysis and demonstrate a clear understanding of these ideas.**- analyze** how these elements contribute to the representation of stereotypes and the creation of meaning. | **End of Topic test (45 minutes)** | **Magazines****s CSPs `CQ`, `The Gentle woman`.****Knowledge:**The genre of fashion magazines, magazines ideology, media language Theory (Hall`s Encoding/Decoding Model, Barthes` Semotics, Postmodernism, David Hesmondhalgh theory, Clay Shirky, cognitive surplus, investigative journalism).***Skills:***-**To compare** the genres of the magazines considering their target audience and visual style.**-To analyse** how magazines represent social classes, considering the use of tokenism and diversity.-**To explore** the ideology that underpin the magazines such as consumerism and individualism. | **AP2 Cumulative assessment (Autumn + Spring Content)** | **Film `Blinded by The Light` + magazines `CQ`, `The gentle woman.****Knowledge:**Industry (Production, Distribution, Independent Film, Vertical Integration, Horizontal Integration, Collaboration, Globalization, Merchandise, Autor Theory, Hypodermic Needle theory, Reception Theory, Cultivation Theory.**Skills:****-demonstrate understanding** of the relationship between media and society.**-explain** how magazine content (articles, images and layout) reflects or challenges social and cultural issues. Use specific examples.**-analyse** the factors that contribute diversity in production and critically evaluate the extend of diversity in the film industry. | **End of Topic Test (45 minutes)** | **CSP Video Games `Horizon. Forbidden West`, `Simms`.****Knowledge:**Industry (Regulatory Bodies, PEGI, production), simulacra, hyperreality), Historical context (consumerism, swinging 60`s).**Skills:** | **AP3 Pre-published examinations** | **Media Paper 1****Knowledge:**Advertising (codes and conventions), representations (framing, selection, mediation, stereotypes, ideology), Audience (Stuart Hall`s theory, Postcolonialism), Industries (Convergence, Mean World Index, globalization)**CSPs:** Radio CSP Newsbeat and `The War of the Worlds`, Score `Get what you wanted`, Sephora `Black beauty is Beauty`. |
| **Year 11** | **-** | - | **AP1 Pre-published examinations** |  **OMO, NHS Blood and Transplant, OSP Marcus Rashford, I, Daniel Blake and Black Widow.****Knowledge:** Advertising (codes and conventions), Audiences (audience positioning audience targeting), Narrative techniques (Barthes’s codes), film industry (production marketing and distribution), engagement strategies, online platform features.**Skills:****Critical Analysis**: Ability to analyze and evaluate media products, providing examples.**Contextual Understanding**: Knowledge of the historical, social, and cultural contexts that shape media production and consumption **(Use of media theories)****Communication:** Clear and effective written expression, including the ability to structure arguments, use evidence, and cite sources. | **End of Topic test (45 minutes)** | **Newspapers `The Daily Mirror`, `The Times`.****Knowledge:**Newspapers` genre, media production (editing software, graphic design tools), audience appeal (demographics, psychographics, psychometrics), social and cultural context, newspaper genre features (headline style, layout and design, visual, content), audience (active and passive), audience positioning, reading (preferred, oppositional).**Skills:****-to understand** how to break down media products into their constituent elements and **explain** how these elements contribute to the overall message or effect. **- to assess** the effectiveness of media products in achieving their intended aims and to make informed judgments about their quality.**- to identify** similarities and differences between different media products or genres. **-to explore** how media products are influenced by the historical, social, and cultural contexts in which they are produced and consumed.  | **AP2 Pre-published examinations****Media Paper 1/** **Media Paper 2** | **CSP `Film`, OSP `Marcus Rashford`, Radio, NHS Blood and Transplant advert, Unseen poster, Music Video, Computer games.****Knowledge:** music video genre conventions (narrative, performance video, audience engagement, types of audiences), global audience, video games features (graphics, animation, diegetic and non-diegetic sound effects), narrative codes, misrepresentation in advertisement, celebrity activist, collaboration, celebrity endorsement.**Skills:****Critical Analysis:** Ability to analyze and evaluate media products, providing examples. **Contextual Understanding**: Knowledge of the historical, social, and cultural contexts that shape media production and consumption (Use of media theories) **Communication:** Clear and effective written expression, including the ability to structure arguments, use evidence, and cite sources. | **External GSCE** |  |  |  |
| **Year 10** | **End of Topic Test****(45 minutes)** | **Music Videos:****Knowledge:****Skills:****Communication skills**Ability to structure and argument/ effective use of evidence.**Understanding of key concepts and theories** (Music videos/ narrative and performance video/ Audience engagement/ niche and mainstream video/ Maslow Hierarchy of Needs/ Blumler and Katz Uses and Gratification theory).**Critical Thinking and Analysis**Students should be able to support their claims with evidence from the music video**Media Literacy****Knowledge of Media Production techniques**(mis-en-scene elements). | **AP1 Cumulative assessment** | **CSP Galaxy Advert****Knowledge:**Concepts (Elements of Mis-en-scene, representation feature, CGI,), recurring elements and techniques used in music videos (e.g., fast-paced editing, close-ups, symbolism). Contextual information, Theories (Narrative Theory, Maslow Hierarchy of Needs, Blumer and Katz Uses and Gratification Theory, Reception Theory, Todorov`s Narrative Structure, Propps` theory).**Skills:**-**understand** narrative elements (plot, characters, setting, theme) and **evaluate** how these elements contribute to the overall meaning of the video.**-explain** how these codes and conventions contribute to the overall meaning of the video.-**compare** the music video to other examples of the genre to identify similarities and differences. | **End of Topic test (45 minutes)** | **Magazines (CSP `Heat`, `Tatler`)****Knowledge:**Magazines codes and conventions,Van Zoonen`s theory, Male Gaze, Audience engagement,Audience Positioning,Design and Layout,Narrative Structure (equilibrium – disequilibrium – new equilibrium). Broadsheet, tabloid, magazine conventions, representation framing.**Skills:****-analyze** the front cover of Tatler magazine (Break down the cover into its design elements (color, typography, imagery, layout) and evaluate how these elements contribute to the overall meaning of the cover.- **explain and analyse** how do magazine covers represent different social groups?**evaluate** how the cover uses visual elements to represent this social group.- **compare** the cover to other media products to identify similarities and differences. | **AP2 Cumulative assessment (Autumn + Spring)**Music Video + Magazines. | **Music Video CSP Arctic Monkeys `I bet you look good on the dance floor`, Magazines `Heat and `Tatler`.****Knowledge:**Performance video, Narrative video, audience engagement, niche audience, Mainstream audience.Magazines codes and conventions (verbal, non-verbal, technical codes). Barthe`s codes, Binary opposition, Narrative theories, postmodernism, audience identity, Genre theory,**Skills:****-explain** the ways in which the Arctic Monkeys’ music video contributes to audience identity (e.g., through its visuals, lyrics, and overall tone).**-analyse** the effectiveness of these elements in creating a sense of identity for viewers.-**evaluate** the extent to which Neale’s ideas are valid in analyzing the music video.-**compare** the music video to magazines to identify similarities and differences. | **End of Topic Test (45 minutes)** | **Content:**OSP `Marcus Rashford`. | **AP3 Pre-published examinations** | **Knowledge:****CSPs**: *OMO, NHS Blood and Transplant, OSP Marcus Rashford, I, Daniel Blake and Black Widow.*(Advertising (codes and conventions), Audiences (audience positioning audience targeting), Narrative techniques (Barthes’s codes), film industry (production marketing and distribution), engagement strategies, online platform features.**Skills:****Critical Analysis**: Ability to analyze and evaluate media products, providing examples.**Contextual Understanding**: Knowledge of the historical, social, and cultural contexts that shape media production and consumption **(Use of media theories)****Communication:** Clear and effective written expression, including the ability to structure arguments, use evidence, and cite sources. |