

Brief overview

This is a new course to students in KS3. Students have studied some elements of media in Year 9 English. This course develops student's ability to analyse text and media products in a similar way to English. The course draws on student's analytical and critical thinking skills. The Year 10 course is an introduction to media through marketing, advertising consumerism and understanding of audiences being manipulated. The course introduces students to the media framework in preparation for their non-exam assessment at the end of the year.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Component 1, Section B: Advertising & Marketing 'The Lego Movie'	Component 1, Section B: Film 'The Lego Movie' *Study Film for 4 weeks then move on to Music 4 weeks	Component 2, Section A: Music Texts TBC *Study for music for 3 weeks then move on to magazines	Component 2, Section A Magazines Mojo *Continue magazines for 5 weeks, EOYE and intro NEA	Component 3 NEA	
Big question/ core concept	Threshold concept: How do advertising and marketing strategies shape consumer behaviour and societal values? Rationale: Students are introduced to Media Studies through advertising and marketing. This is a familiar topic as it links to persuasive techniques studied in English. It also serves as an introduction to the set text 'The Lego Movie'	Threshold concept: Films are a means of escape. Rationale: In Autumn 1 students study advertising and marketing of 'The Lego Movie'. Students will apply their knowledge and understanding of the movie to industry and social contexts of the movie.	Threshold concept: The star as a construct Rationale: This unit continues to develop students' understanding of the media theoretical framework. It also leads in to the Spring 2 focus which is music magazines.	Threshold concept: "We buy things we don't need with money we don't have" Rationale: This unit builds on students' knowledge of the music industry and how it links to the magazine industry. It also allows students to study magazines for their NEA in the Summer term.	Threshold concept: <i>The magic of creativity.</i> Rationale: Students complete the NEA later in the year to allow them to apply their skills and understanding learnt throughout the year. We choose the magazine print option for the NEA as this is a practical choice in our setting and as it follows the magazines study unit allows students to excel.	
Knowing	Component 1, Section B Set texts from exam board: Lego Movie poster campaign and UK TV trailer Media Language Media representations Media audiences Social, cultural contexts Key theories & terminology: Uses & Gratification Theory Reception Theory Dyers Star Theory Male Gaze Theory Connotations/ Denotations Context Semiotic Analysis – signified meaning, sign Active/ Passive Audiences Regulation Propp/ Torodov Convergence, synergy, Camera Angles	Component 1, Section B Set texts from exam board: The Lego Movie film Media industries Social, cultural contexts Key Theories & terminology: Uses & Gratification Theory Reception Theory Dyers Star Theory Male Gaze Theory Connotations/ Denotations Context Semiotic Analysis – signified meaning, sign Regulation Propp/ Torodov Camera Angles Convergence, synergy, conglomerate	Component 2, Section A: Set texts from exam board: One pair of music videos (tbc) Media Language Media representations Media audiences Social, cultural contexts Key theories & terminology: Uses & Gratification Theory Reception Theory Male Gaze Theory Connotations/ Denotations Context Semiotic Analysis – signified meaning, sign Active/ Passive Audiences Regulation Propp/ Torodov Convergence, synergy, Camera Angles	Component 2, Section A Set texts from the exam board: Mojo Magazine In depth study of media framework Social, social cultural contexts Key theories & terminology: Uses & Gratification Theory Context Active/ Passive Audiences Regulation Propp/ Torodov Historical development Convergence, synergy, Magazine terminology	Component 3 Responding to a media production brief as provided by the exam board. Students will demonstrate their knowledge and understanding of all media frameworks studied this year through the planning and production of a media product as outlined by the exam board.	
Applying	Analysis of promotional materials e.g. film posters Analysis of movie trailers	Analysis of 'The Lego Movie' film using exam style questions. Use exam success criteria to demonstrate understanding of the key concepts.	Analysis of chosen music videos. Focus on narrative of videos, representation, camera shots	Students are required to study a complete edition of the magazine. This will include articles, adverts and artists featured. Tasks will include analysis of key parts of the magazine to ensure understanding of magazines in preparation for the NEA.	Students will respond to the brief provided by the exam board. This is provided at the beginning of March 2025. • Research and planning will take place prior to the start of production. Regular feedback in line with the exam board guidelines will be provided.	
Assessment	1) Knowledge check: <i>questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)</i> 2) Formative: Exam question (TBC) 3) Summative: Exam question (TBC) Assessment Focus: • Media Language • Representation • Contexts • Audiences	1) Knowledge check: <i>questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)</i> 2) Formative: Exam question (TBC) 3) Summative: Exam question (TBC) Assessment Focus: • Media industries • Social, cultural contexts	• Knowledge check: <i>questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)</i> • Formative: Exam question (TBC) • Summative: Exam question (TBC) Assessment Focus: • Media Language • Representation • Contexts • Audiences	• Knowledge check: <i>questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)</i> • Formative: Exam question (TBC) • Summative: Exam question (TBC) Assessment Focus: • Media Language • Representation • Contexts • Audiences	NEA is 30% of overall grade. Students assessed on product created and statement of aims. Students to have general feedback on: • Mock-up of design • Draft of statement of aims • Front cover (during/ at the end of production)	

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In Year 10 students have studied advertising, video games, newspapers and magazines (CP1) and completed their NEA (CP3). Students start this year focusing on CP2 with the in-depth study of Newspapers and online social and participatory media. Both of these are in depth topics that cover all elements of media study. Students will move on to completing CP1 in Film and Radio before revising for their exams.						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Component 2, Section B: Newspapers and online, social and participatory media 'The Observer/The Guardian'	Component 1, Section A: Television 'Vigil' and 'The Avengers'	Component 1, Section A Radio and BBC 'The Live Lounge, BBC Radio 1'	Component 1, Section B Video Games 'The Lego Movie Video Game'		
Big question/ core concept	Threshold Concept: "I have opened newspapers and read incredible lies" Rationale: This is an in depth study that combines media language, audiences, representation and industry and so will help consolidate knowledge of theories learnt so far as well as exploring a new key area of media.	Threshold Concept: 'Escapism is a necessity for humans to survive.' Rationale: Students begin Year 11 with Crime Drama as it is age appropriate (15) and it allows them to develop their with in-depth study skills that revises all key skills, theories and exam skills and apply them to a new type of media.	Threshold Concept: "Radio is the theatre of the mind" Rationale: Students to cover a new type of media and revise/ apply their knowledge of industry/ audiences from video games.	Threshold Concept: "Video Games let us do things that we can't in the real world." Rationale: Students move on to explore the media industry through the video games unit. This builds on their analysis skills and introduces them to industry and audience		
Knowing	Component 2, Section B Set texts from the exam board: <i>The Observer 30th October 1966</i> <i>The Observer 6th November 1966</i> <i>The Observer 20th October 1968</i> <i>One contemporary print edition of The Observer</i> In depth study of all areas Social, cultural and political contexts Key Theories & terminology: Uses & Gratification Theory Reception Theory Dyers Star Theory Male Gaze Theory Connotations/ Denotations Context Semiotic Analysis – signified meaning, sign Regulation Propp/ Torodov Camera Angles Convergence, synergy, conglomerate,	Component 1, Section A Set texts from the exam board: <i>Vigil, Series 1, Episode 1, BBC 1</i> and <i>The Avengers, Series 4, Episode 2, 'The Gravediggers', ITV</i> In depth study of all areas Social, cultural and political contexts Key theories & terminology: Uses & Gratification Theory Male Gaze Theory Connotations/ Denotations Context Semiotic Analysis – signified meaning, sign Active/ Passive Audiences Regulation Propp/ Torodov Convergence, synergy, conglomerate, public service broadcasting Camera Angles	Component 1, Section A Set text from the exam board <i>The Live Lounge, BBC Radio 1</i> Media Industries Media Audiences Social, cultural and political contexts Key theories & terminology: Uses & Gratification Theory Context Active/ Passive Audiences Regulation Propp/ Torodov Historical development Convergence, synergy, conglomerate, public service broadcasting	Component 1, Section B Set text from the exam board <i>The Lego Movie Video Game</i> Media Industries Media Audiences Social, cultural and political contexts Key Theories & Terminology: Active/ Passive Audiences Uses and Gratification Theory Regulation (PEGI) Convergence, synergy, conglomerate	•	•
Applying	Analysis of set texts Analysis of set websites	Analysis of set clips Application of theories and terminology to analysis	Analysis of set clips Application of theories and terminology to analysis	Analysis of set clips Application of theories and terminology to analysis	•	•
Assessment	Knowledge check: questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)	Knowledge check: questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)	Knowledge check: questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)	Knowledge check: questions to check knowledge of set texts, terminology and key theory. /25 (percentage on SIMS)	•	•