

Curriculum Sequencing Grid: Media Studies

Year 10	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Analysing Tabloid and Broadsheet Newspapers.	-HT3-Exploring Print and Television Advertising. -HT4-Examining the film industry -Understanding newspaper and film institutions.	HT5-Researching The Archers HT6-Understanding Conventions: Games -Creating Productions.
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	-The ability to distinguish between tabloid and broadsheet newspapers. -Conventions and the features of newspapers. -Political bias in the press. -How technology has changed the print industry. -These issues will be explored via a range of set newspaper examples and via a variety of investment model methods such as consolidation quizzes, spatial modelling and exam style questions.	-Looking at how advertising appeals to consumers. -Analysis of gender and ethnicity stereotypes and how they shape advertising. -The ability to identify conventions within the film industry. -How films are effectively marketed. -This will be done via content analysis of a range of adverts, prompted questions based upon visual stimulus, looking at a range of examples and establishing patterns.	-The ability to identify radio conventions. -Analysis of gender and ethnicity stereotypes and why producers use them. -Exposed to a range of games and examples and analyse the use of conventions. -The ability to produce an engaging and effective piece of coursework. A key skill for Y11, as the coursework equates to 30% of the course.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	-Construction, mediation and composition. -Galtung and Ruge-News Values.	HT3-Brand reach, cross-media convergence and codes. HT4-Conventions, iconography and Torodov's Narrative Theory.	HT5-Conventions, subversion and codes. HT6-Semiotics and Katz and Blumler's Uses and Gratifications Theory.

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Opportunities for Reading	Students should be exploring different tabloid and broadsheet newspapers in their own time.	Students can read brief extracts relating to relevant theories such as the aforementioned Todorov.	Students can watch and make notes on further examples of music videos.
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	-The students will develop the ability to think critically and take mediated or oppositional readings of texts.	-The students will be exposed to a variety of print and film examples that they previously may not have encountered such as the genre of Nordic Noir.	-Honing I.T skills on Photoshop.
Cross Curricular Links (Authentic Connections)	Transferring of analysis skills from English.	Transferring of analysis skills from English.	Use of I.T skills on Photoshop or Fireworks.
Key Assessment	Exam style question, once a half-term. Marked using Media GCSE Reform Criteria.	Exam style question, once a half-term. Marked using Media GCSE Reform Criteria.	The mock piece of coursework, a poster for a charity of their choice will be marked using the Media GCSE Reform Criteria.