

Curriculum Sequencing Grid: *Media Studies*

Year 12	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Investigating Media Language and Representations.	Explorations of Media Industries & Audiences.	HT5-Consolidation & Deliberate Practice: Media Language, Representation, Institutions and Audiences. HT6-Creating Individual Cross Media.
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	<p>-Exploration of a variety of Section A Set-Texts such as print advert for Tide and the music video for Alicia Keys' Underdog.</p> <p>-In-depth analysis of the set-texts looking at how messages are conveyed via media language and representation.</p> <p>-This will be done via a range of content-analysis, quizzes, knowledge organisers, fact-sheets produced by the exam board and exam style questions.</p>	<p>-Focusing on media institutions and how they produce, market and distribute a product.</p> <p>-How institutions target specific demographics.</p> <p>-Exploring a range of set-texts provided by the Eduqas.</p> <p>-This will be done via prompt questions, fact-sheets, knowledge organisers and in-depth content analysis of the set-texts.</p>	<p>-Consolidating knowledge on the previously explored C1 set-texts for Section A and Section B.</p> <p>-Students will start creating their production piece for their coursework which equates to 30% of their overall mark.</p> <p>-Students will consolidate via knowledge organisers, revision guides, exam style questions, trial exams and quizzes.</p> <p>-The students will start creating their production pieces on Windows Editing Software.</p>
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	-Van Zoonen's Feminist Theory, bell hooks, Gerbner's Cultivation Theory, Semiotics.	-Institution, production, distribution, marketing and target demographics.	- Media Language, Representation, Institutions and Audiences.

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<p>Opportunities for Reading</p>	<p>-Van Zoonen's various essays on feminism.</p>	<p>-Further reading on the set-texts such as specific film companies.</p>	<p>-Youtube tutorials on how to use the editing software to a sophisticated level.</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>-Exposed to a variety of different texts and learning about the patriarchy and how theorists define it.</p>	<p>-Students will be exposed to a variety of different texts and will think critically on how a company targets certain audiences.</p>	<p>-Honing I.T and editing skills that could utilised in a future Media based career.</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Transferring of analysis skills from English.</p>	<p>Transferring of analysis skills from English.</p>	<p>Use of I.T skills on the Windows Editing Software.</p>
<p>Key Assessment</p>	<p>Exam style question marked in line with A-Level Exam Criteria.</p>	<p>Exam style question marked in line with A-Level Exam Criteria.</p>	<p>Exam style question marked in line with A-Level Exam Criteria.</p> <p>Provisional mark for the first draft of the student's coursework-marked in line with A-Level Component 3 Criteria.</p>