

## Curriculum Sequencing Grid: *Media Studies*

Year 13	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	-Media Language, Representation, Institutions, Audiences.  -Creating Individual Media.	HT3-Explorations of the Printed Press  -Creating Individual Media  HT4-Analysis of Media in the Online Age  -Creating Individual Media	Bespoke Consolidation & Deliberate Practice.
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>What... How.... Why....</li> </ul>	-Students will be analysing the genre of Nordic Noir, looking specifically at The Bridge.  -They will also analyse the set-text, Life on Mars.  -Looking at regulation, marketing and fandom.  -Students will also be creating their production piece, different elements of a magazine.  -Students will access this Component 2 work via deep analysis of the set-texts and creating their coursework on Windows Editing Software.	-Students will explore and analyse the printed publications Woman's Realm and Huck.  -Looking at issues that affect production, distribution, circulation and consumption.  -Discovering how social context shapes a publication.  -Students in HT4 will focus on the websites for Zoella and Attitude.  -Analysis of how consumers turn into producers.  -Production wise students will be creating their front page and double page spread for a magazine that will promote the band from their music video. Overall, this equates to 30% of the course.	-Students to consolidate their understanding of C1 and C2.  -This will take place via quizzes, knowledge organisers, revision guides, exam style questions, trial-exams.
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	-Van Zoonen, Hall, Gerbner's Cultivation Theory.	-Hall's Reception Theory, Post-Modernism.	-The previously mentioned theories and terms.

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<b>Opportunities for Reading</b>	-Students can read Van Zoonen's essays on feminism.	-Opportunity to do wider reading around the institutions who produce the publications and the websites.	-A variety of Youtube or Prezi presentations that analyse and interpret the set-texts.
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	-Exposed to a wide variety of Media Theorist's perspectives on issues such as gender and race.	-Students will read articles about Kurdish female fighters opposing I.S. Perhaps exposed to content they haven't considered.	-A range of set-texts to expose the students to a range of different ideas and theories.
<b>Cross Curricular Links</b> (Authentic Connections)	Transferring of analysis skills from English.  I.T skills using the Windows Editing Software.	Transferring of analysis skills from English.  I.T skills using the Windows Editing Software.	Transferring of analysis skills from English.
<b>Key Assessment</b>	Statement of Aims and Intentions and first draft of production work will be assessed based upon the Media A-Level Criteria.	Exam style question and production work will be assessed based upon the Media A-Level Criteria.	Exam style questions and trial exams that will be assessed based upon the Media A-Level Criteria.