

## Media Curriculum Map

**Intent** – The Media Studies curriculum at The Hurlingham Academy aims to develop our students' confidence in critically engaging with media texts of all styles and types. Across the course of study, students will develop an understanding of and analytical approach to television, radio, music, video games, advertising, film, print media and online and social participatory media. The curriculum is designed in order to encourage critical evaluation skills and personal approaches to a variety of texts- within the study of these close study products (CSPs), students will be prompted to consider their own experience and approach to the media industry and analytically consider the role that it plays in their own lives. Within the Media curriculum there are frequent opportunities for cross curricular links with aspects of English Language, History, Politics and Psychology and Sociology. Each of the eighteen CSPs will be used as a representative example of their specific sub-category of media text and are designed to invite close scrutiny and analytical evaluation. The Media curriculum includes a deliberate focus on broadening students' media technical language, something that is supported by our knowledge organisers, as students are actively encouraged to experiment with the application and use of technical and theoretical terminology throughout their studies. The development of analytical skills across Year 10 also builds the required familiarity with the rigorous requirements of the GCSE exams and frequent and purposeful practise of key exam questions and styles is built in for termly review. Within the Non-Exam Assessment students will be given an exciting opportunity to independently approach a topic of their choice within the AQA stipulated task. This independent coursework task will allow students to creatively design and produce a media product of their own and actively apply the theoretical approaches to the industry that they have acquired across the course. The freedom of personal choice in their design represents the overriding intent of the Media course, which is to encourage passionate, personal interaction with this vast, creative and constantly shifting industry.

		Implementation					
Term	1	2	3	4	5	6	
<b>Year 10</b>	<p><b>Key Concepts:</b>  <b>3 Weeks:</b> The key concepts represent the toolkit required by media students in order to engage with media texts critically and analytically. The four concepts are: industry, language, representation and audience. At the beginning of their Media course, students will be exposed to audience theory and consider the ways in which audiences are manipulated by media texts. They will critically evaluate the extent to which these audiences are aware of their own manipulation and consider their own experiences of media manipulation. Media language will be introduced to students to allow them to articulate ideas about the production of media texts and technically consider their construction of reality. The concept of representation, perhaps most crucial, will involve a comprehensive consideration of varied groups within society and the multitude of ways in which these groups are constructed within mainstream media texts.</p> <p><b>CSP: Advertising and Marketing (OMO, NHS, Galaxy)</b>            In this unit, a focus on semiotic analysis allows students to develop their understanding of how codes and conventions of adverts and marketing materials are used to communicate meaning. The focused study of narrative theory and aspects of intertextuality and contextual factors of the adverts builds on the elements of representation and branding that has been covered in earlier units.  <i>Through considering three very different campaigns, students will improve their ability to make precise, evaluative cross references and show a specific understanding of how consumer culture is subject to contextual attitudes and beliefs.</i></p>	<p><b>CSP: Television (Doctor Who and His Dark Materials)</b>            In this unit, students are introduced to their first two CSPs (both 'in-depth'). With an initial focus on the specifics of the BBC industry and its' production expectations, students will study how 'His Dark Materials' has garnered cultural significance and demonstrates emerging trends in the development of media. Through the study of character construction, students will discuss and debate the raised issues of social significance, particularly through the representations of groups and individuals. The significance of historical context is highlighted by the invitation to study similarities and differences between this product and another television product: Dr Who, An Unearthly Child (1963). Through cross referencing these two texts, principles of development of genre conventions and the impact of new technologies on the production process will be critically explored.</p>	<p><b>Television CSPs Continued (4 weeks- including Spring Assessment)</b></p> <p><b>Intro the Social And Participatory Media (see across)</b></p>	<p><b>CSP: Social and Participatory Media (Marcus Rashford, Kim Kardashian, Lara Croft)</b>            In this unit, students will consider the representation and construction of female characters and voices in modern media texts and the impact of this on audience experience. The study of varied SPM texts invites a scrutiny of the extent to which online media embodies and reinforces gender stereotyping. With regards to Kim Kardashian, her representation is central to the creation of her brand but some critics argue that she trivialises female gender identity. Considering all three female characters students will explore and investigate related interests, concerns, values and beliefs. In addition to their own responses, students will consider the critical reception of these three female characters. Ultimately, students will use audience theory to analyse the demographics and psychographics of target audiences for each product and investigate why they have proven to be so popular.</p>	<p><b>CSP: Film and Music (Doctor Strange and Black Widow; Arctic Monkeys and One Direction)</b>            Within the film and music unit, a focus on industry research and evaluation allows students to explore production budgets, release campaigns, merchandising tie-ins and certification. Within the study of Black Widow, students will consider the nature of globalization and analyse a critique of the effect that the domination of Hollywood has on national cinema production worldwide. Students will critically consider budgets of films and draw conclusions on the subsequent effects on audiences. The study of two contrasting music videos also allows students the opportunity to study convergence between media industries, the role of video in reaching audiences and the relationship between producers and audiences.</p>	<p><b>NEA (Non-Exam Assessment)</b>            For this non-exam assessment unit, students must complete an independent piece of media production. This needs to meet the requirements of a brief, created by AQA and changed each academic year. Students are given broad freedom within the chosen brief to select a topic and focus for their product. They will then independently draft a Statement of Intent which outlines their focus and intentions before designing, producing and editing an individual media production for an intended audience, applying their knowledge and understanding of media language and representation.</p>	

Term	1	2	3	4	5		
Year 11	<p><b>NEA Completion 1 Month</b></p> <p>Students will continue to design, produce and edit an individual media production for an intended audience, applying their knowledge and understanding of media language and representation. This represents 30% of the GCSE and is subsequently given increased class time. During this unit, revision of some of the topics, skills and strategies covered in Year 10 will be referred to and revised.</p> <p><b>CSP: Magazines, Newspapers</b></p> <p><i>In this final CSP unit, students will complete the analysis of specific newspaper front pages and stories (selected by AQA and changed annually). This will allow them to develop an understanding of the ways in which the conventions of newspapers – headlines, selection of image, choice of written language, formatting – are used to communicate meaning. It will also include revision of technical vocabulary and semiotic choices and narrative theories.</i></p>	<p><b>CSP: Magazines, Newspapers Ctd.</b></p> <p><i>In this final CSP unit, students will complete the analysis of specific newspaper front pages and stories (selected by AQA and changed annually). This will allow them to develop an understanding of the ways in which the conventions of newspapers – headlines, selection of image, choice of written language, formatting – are used to communicate meaning. It will also include revision of technical vocabulary and semiotic choices and narrative theories. Within the study of both the newspaper and magazine chosen sources, students will investigate the representation of social groups, issues or events featured, identifying how selections made construct versions of reality, convey particular points of view, messages, values and beliefs which reflect the political and ideological position of the media institution. Within the study of the two Radio CSPs, students will also be invited to further consider this type of representation, alongside a study of the role and relevance of radio in an online landscape.</i></p>	<p><b>CSP: Radio</b></p> <p><i>In this final CSP unit, students will complete the analysis of specific radio shows on BBC and Kiss. The study of the two Radio CSPs, students will also be invited to further consider this type of representation, alongside a study of the role and relevance of radio in an online landscape.</i></p>	<p><b>Revision of GCSE Media Exam CSPs.</b></p> <p><b>Interleaving of all topics, skills and strategies.</b></p>	<p><b>Revision of GCSE Media Exam CSPs.</b></p> <p><b>Interleaving of all topics, skills and strategies.</b></p>	<p><b>GCSE EXAMINATIONS</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Synoptic Assessment</p>

**Impact:** To ensure that all students successfully master the broad and wide-ranging bank of technical language, theories and concepts within Media, formative assessment will take place for students in the form of weekly knowledge organiser quizzes. Teachers will additionally monitor and assess the application of this core knowledge within termly GCSE style written assessments which mirror the expectations of the final Year 11 papers. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Particularly in Year 11, a large proportion of curriculum time is given to interleaved revision of the broad curriculum content to ensure that the students are confident to approach and respond to each area of the course. The impact of the very independent NEA project will be seen through positive and passionate content created by the students and their confidence in utilising and manipulating the media equipment. Regular reference to such a great variety of media texts will positively impact their confidence at approaching new texts of any style or type and demonstrating a personal approach and response to these. The impact of building students' passionate and purposeful engagement in Media Studies will be assessed through students' engagement with media texts outside of the classroom, perhaps through vlogging, online magazines or personal research that demonstrates the students broadening media literate communication skills.