

Media Curriculum Map

Intent – The media curriculum at The Hurlingham Academy aims to develop our students' ability to critically engage with media texts of all styles and types. The curriculum is sequenced 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. 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 is built in for termly review. Within the Non-Exam Assessment students will be given an exciting opportunity to independently approach a topic and text type 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 overriding intent of the media course is to encourage passionate, personal interaction with this vast, creative and constantly shifting industry.

		Implementation						
Term	1	2		3	4		5	6
Year 10	CSP: Advertising and Marketing (OMO, NHS, Galaxy) This unit allows students to develop their understanding of how codes and conventions of advertising are used to communicate meaning. The focused study of narrative theory and aspects of intertextuality and contextual factors of adverts develops students' key analytical skills. <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>	CSP: Television (Doctor Who and His Dark Materials) With an initial focus on the BBC as a key institution, students will study how the identified science fiction dramas have developed over time to gain significant cultural significance.. The significance of historical context is highlighted by the invitation to study similarities and differences between television in the 1960s vs. the present day. 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.	Synoptic Assessment	CSP: Radio (Tony Blackburn and KISS Breakfast) <i>In this 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 the methods in which audiences are invited to engage in a media text, alongside a study of the role and relevance of radio in a developing online landscape.</i>	CSP: Music Videos (Arctic Monkeys and Blackpink) Within the music unit, a focus on industry evaluation allows students to explore production budgets, marketing campaigns, merchandising tie-ins and certification. 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.	Synoptic Assessment	CSP: Gaming (Kim Kardashian, Lara Croft) In this unit, students will consider the representation and construction of female characters and voices in modern gaming texts. The CSPs invite 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. 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.	NEA (Non-Exam Assessment) 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 will 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.
Term	1	2		3	4		5	

Year 11	CSP: Magazines (Heat and Tatler) <i>In this CSP unit, students will develop an understanding of print media and the conventions in this more traditional form of text. They will consider the ways in which the conventions of magazines – 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>	CSP: Newspapers (Times and Daily Mirror) <i>In this CSP unit, students will complete the analysis of specific newspaper front pages and stories (selected by AQA and changed annually). Within the study of newspaper texts, students will investigate the representation of social groups, issues or events, identifying how selections made construct versions of reality, convey values and beliefs which reflect the political and ideological position of the media institution.</i>	Synoptic Assessment	CSP: Social and Participatory Media (Marcus Rashford, Kim Kardashian) <i>In this unit, students consider how contemporary social media is used to construct and present deliberate representations to a modern audience. With regards to Kim Kardashian, students are invited to consider critical feminist theory – discussing the perpetuation of a dominant cultural hegemonic set of values.</i>	Revision of GCSE Media Exam CSPs. Interleaving of all topics, skills and strategies.	Synoptic Assessment	Revision of GCSE Media Exam CSPs. Interleaving of all topics, skills and strategies.	Revision of GCSE Media Exam CSPs. Interleaving of all topics, skills and strategies.
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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.