



## Intent

## Curriculum Statement:

The Media Studies curriculum at Corby Business Academy will promote a passion for all mediums of media. We aim to develop and embed a core knowledge and understanding of both **analytical** and **creative** skills. A basis for Media Studies at each Key Stage will be a foundation of the Key Concepts: **Media Language, Representation, Audience** and **Media Industries**.

- Students will be able to analyse and employ creatively the use of **Media Language** to show how meaning can be communicated through a media text.
- Students will be able to analyse and employ creatively the use of **Representations** to show how stereotypes and countertypes of groups, places and events can be constructed to reinforce or challenge ideologies.
- Students will be able to analyse and employ creatively the way in which a media text targets, reaches and addresses the needs of an **Audience**.
- Students will be able to analyse the impact of **Media Industries** in relation to production, marketing, distribution and regulation.

Students will also consider the **Contexts** of when and how the media text was produced in relation to **Social & Cultural, Historical, Economic** and **Political** factors.

Students build on the knowledge of these **Key Concepts** and **Contexts** to analyse and then create media texts using key terminology and applying relevant theoretical perspectives.

The curriculum will enable students to work together to develop **analytical** and **creative** skills. The skills of teamwork and independent learning are key to all areas of the curriculum.

Assessment of student learning will be measured through regular feedback and skills testing. **Analytical** and **creative** skills will be assessed at regular points, ensuring that progress is being made in all areas of the curriculum. Students will have opportunities to be made aware of academic and career-based opportunities throughout the curriculum. There is a commitment to ensure the transferable **analytical** and **creative** skills can be used in many different career pathways.

**Big Ideas:**

- Media Language
- Representation
- Audiences
- Industries
- Contexts



Implementation					
Year 12- Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<p><b>Introduction to Key Concepts &amp; Contexts:</b> Students will be introduced to the four key concepts of the subject. They will learn the terminology used to analyse these areas of media texts. Students will apply theories and contexts.</p>	<p>Key Concepts terminology and theoretical concepts:</p> <ul style="list-style-type: none"> <li>Media Language</li> <li>Representation</li> <li>Audiences</li> <li>Industries</li> <li>Contexts</li> </ul>	<ul style="list-style-type: none"> <li>Mini assessment starters</li> <li>End of term assessment</li> </ul>	<p>239 thousand people employed in the film, TV, video, radio and photography sub-sector of the UK's creative industries.</p>	<p>How representations of groups in the media have changed over time and the impact this has had on social values and cultures. Social, historical, economic and political contexts of media products and the impact on wider society of ideologies of media companies.</p>
Term 2 & 3	<p><b>Component 1: Media Products, Industries and Audiences</b> <b>Section A: Question 1 &amp; 2</b> <b>Analysing Media Language &amp; Representation</b> Students will analyse media language and the significance of genre. Students will consider representations and will explore representations of events, issues, individuals and social groups in the media, using relevant theoretical perspectives or theories in their analysis of media products.</p>	<p><b>Set Texts:</b></p> <ul style="list-style-type: none"> <li><i>Tide</i> print advertisement</li> <li><i>WaterAid</i> advertisement</li> <li><i>Kiss of the Vampire</i></li> <li><i>Dream, Dizzee Rascal</i></li> <li><i>Riptide, Vance Joy</i></li> <li><i>Daily Mirror, March 13, 2019 front page and article on 'Brexit' vote</i></li> <li><i>The Times, March 13, 2019 front page</i></li> </ul>	<p>Research &amp; Analysis tasks with written feedback Practice questions In-class mocks</p>	<p>82 thousand people were employed in jobs in motion picture, video and television program production activities. National data sources estimate that there are 73,000 journalists working in the UK. 139,352 people were employed in the Music Creators' sector.</p>	<p>Designed to enable learners to develop a knowledge and understanding of how genres change over time. Students will be able to explore how media language, representations, messages and values, themes and issues in the specified sitcoms reflect the key social, cultural, political and historical contexts in which they are produced.</p>
Term 4	<p><b>Component 1: Media Products, Industries and Audiences</b> <b>Section B: Question 3 &amp; 4</b> <b>Understanding Media Industries</b> In this section, learners will develop knowledge and understanding of key aspects of media industries and media audiences to reflect identity and social, cultural and historical circumstances</p>	<p><b>Set Texts:</b></p> <ul style="list-style-type: none"> <li><i>Tide</i> print advertisement</li> <li><i>WaterAid</i> advertisement</li> <li><i>Black Panther</i></li> <li><i>I, Daniel Blake</i></li> <li><i>Daily Mirror</i></li> <li><i>The Times</i></li> <li><i>Late Night Woman's Hour</i></li> <li><i>Assassin's Creed III: Liberation</i></li> </ul>	<p>Research &amp; Analysis tasks with written feedback Practice questions In-class mocks</p>	<p>239 thousand people employed in the film, TV, video, radio and photography sub-sector of the UK's creative industries.  National data sources estimate that there are 73,000 journalists working in the UK.</p>	<p>Designed to develop a knowledge and understanding of audiences and industries. Students will be able to explore the impacts of economic factors on production, distribution and marketing.</p>
Term 5 & 6	<p><b>Component 3: Cross Media Production</b> <i>Non-Exam Assessment</i> In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by the exam board.</p>	<p>A cross-media production to market and promote a new film in a genre (or sub-genre/ hybrid) of your choice. Create print marketing materials for a new film and associated audio/ audio-visual material to promote the same film. <b>Statement of Aims and Intentions:</b> Students will be required to complete a brief outline of their aims for the media production. 5000 words.</p>	<p>Ongoing feedback for improvements. Summative assessment of finished products using exam board mark schemes.</p>	<p>197 thousand people were employed in the advertising and marketing sub-sector of the UK's creative industries.</p>	<p>Development of creative skills in production, marketing and distribution. Planning and production skills alongside leadership and teamwork. Specialist skills with regard to editing technologies.</p>



Implementation					
Year 13- Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<p><b>Component 3: Cross Media Production</b> <i>Non-Exam Assessment</i></p> <p>In this component, learners must apply their knowledge and understanding of media language and representation to an individual media production for an intended audience in response to a choice of briefs set by the exam board.</p>	<p>A cross-media production to market and promote a new film in a genre (or sub-genre/ hybrid) of your choice. Create print marketing materials for a new film and associated audio/ audio-visual material to promote the same film.</p>	<p>Ongoing feedback for improvements. Summative assessment of finished products using exam board mark schemes.</p>	<p>197 thousand people were employed in the advertising and marketing sub-sector of the UK's creative industries.</p>	<p>Development of creative skills in production, marketing and distribution. Planning and production skills alongside leadership and teamwork. Specialist skills with regard to editing technologies.</p>
Term 2	<p><b>Component 2: Media Forma and Products in Depth</b> <b>Section A: Television in the Global Age</b></p> <p>Through an in-depth study of two contrasting programmes produced in different social and cultural contexts, learners will explore the dynamics that shape contemporary television production, distribution and circulation.</p>	<p><b>Set Texts:</b> <i>Life On Mars</i> (UK) <i>Series 1, Episode 1: (2006)</i> <i>Original Broadcaster: BBC One (UK)</i> <b>The Bridge</b> <i>(Denmark/Sweden)</i> <i>Season 3, Episode 1 (2015)</i> <i>Original Broadcaster: SVT1 (Sweden)</i> <i>DR1 (Denmark)</i> <i>UK Broadcaster: BBC Four</i></p>	<p>Research &amp; Analysis tasks with written feedback Practice questions In-class mocks</p>	<p>82 thousand people were employed in jobs in motion picture, video and television program production activities.</p>	<p>Designed to enable learners to develop a knowledge and understanding of how genres change over time. Students will be able to explore how media language, representations, messages and values, themes and issues in the specified sitcoms reflect the key social, cultural, political and historical contexts in which they are produced. Designed to develop a knowledge and understanding of audiences and industries. Students will be able to explore the impacts of economic factors on production, distribution and marketing.</p>
Term 3	<p><b>Component 2: Media Forma and Products in Depth</b> <b>Section B: Magazines</b></p> <p>Students will study two magazines in depth, developing an understanding of the contextual factors that shape their production, distribution, circulation and consumption.</p>	<p><b>Set Texts:</b> <i>Woman's Realm</i> <i>(7-13 February 1965)</i> <i>(IPC)</i>  <b>Huck</b> <i>(Feb/Mar 2016, Issue 54)</i> <i>(TCO London)</i></p>	<p>Research &amp; Analysis tasks with written feedback Practice questions In-class mocks</p>	<p>National data sources estimate that there are 73,000 journalists working in the UK</p>	<p>Designed to enable learners to develop a knowledge and understanding of how genres change over time. Students will be able to explore how media language, representations, messages and values, themes and issues in the specified sitcoms reflect the key social, cultural, political and historical contexts in which they are produced. Designed to develop a knowledge and understanding of audiences and industries. Students will be able to explore the impacts of economic factors on production, distribution and marketing.</p>
Term 4	<p><b>Component 2: Media Forma and Products in Depth</b> <b>Section C: Media in the online age</b></p> <p>Through an in-depth study of two contrasting online products, learners will look at the role played by blogs and websites in the media today.</p>	<p><b>Set Texts:</b> <i>Zoella/Zoe Sugg</i> <i>Attitude</i></p>	<p>Research &amp; Analysis tasks with written feedback Practice questions In-class mocks</p>	<p>27 thousand people were employed in the Computer Game sub-sector of the UK's creative industries</p>	<p>Designed to enable learners to develop a knowledge and understanding of how genres change over time. Students will be able to explore how media language, representations, messages and values, themes and issues in the specified sitcoms reflect the key social, cultural, political and historical contexts in which they are produced. Designed to develop a knowledge and understanding of audiences and industries. Students will be able to explore the impacts of economic factors on production, distribution and marketing.</p>
Term 5	<p><b>Recapping/ Retrieval/ Revision</b> <b>Component 1 &amp; Component 2</b></p>	<p>All Component 1 &amp; 2 set texts</p>	<p>Practice questions In-class mocks</p>		
	<p>• Examination period May/June</p> <p><b>Component 1:</b> <b>Media Products, Industries and Audiences</b> <i>Examination</i> <i>2 hours 15 minutes</i> <i>35% of qualification</i> <i>90 marks</i></p>	<p><b>Component 2:</b> <b>Media Forms and Products in depth</b> <i>Examination</i> <i>2 hours 30 minutes</i> <i>35% of qualification</i> <i>90 marks</i></p>	<p>Examinations</p>		