

Curriculum Map

Subject: Media Studies

Year: 9



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content and Knowledge	Introduction to Media Studies and its Key frameworks: Media language Representation Media Industries Audiences Context	Practical Skills: Using InDesign and Using Photoshop	Case studies: Advertising Magazines	Case Study: Film	Case Study: Radio & Video Games	Case Studies: Newspapers
Skills	Demonstrate skills of enquiry, critical thinking, decision-making and analysis. Acquire knowledge and understanding of a range of important media issues. Use specialist subject-specific terminology appropriately.	Develop practical skills by providing opportunities for creative media production. Develop practical and decision-making skills Apply knowledge and understanding of media language and representation to a media	The various forms of media language used to create and communicate meanings in media products. Use the codes and conventions of media language (i.e. genre conventions, theory) and how these have developed. Understand the choices the media producers make about how to represent particular events, social groups and ideas i.e. stereotypes, gender (feminine and masculine) and ethnicity. Apply representations (including self representations) convey particular		Understand the nature of media production and the effects of the different ownership as well as its models and how it is regulated. Commenting on the impact of evolution of media industries. Develop knowledge on how the media operate to reach all	See skills for Spring 1 and Spring 2 and Summer 1. All these skills apply to the Newspapers case studies.

	Analyse how media products construct and communicate meaning and generate intended interpretations and responses.	production Use media language to express and communicate meaning to an intended audience.	viewpoints, messages, values and beliefs, which may be reinforced. This will be supported by theory and keywords process of selection, construction and mediation. Demonstrate how representations reflect the social, historical and cultural contexts in which they were produced.	kinds of audiences. Commenting on the ways in which audiences may interpret the same media products, how they connect to the media product Apply the theoretical perspectives on audiences - active and passive, response and interpretation	
Key Questions	<p>Media language: how the media through their forms, codes and conventions communicate meanings? Relates to Spring 1, Spring 2 and Summer 2.</p> <p>Representation: how the media portray events, issues, individuals and social groups? Relates to Spring 1, Spring 2 and Summer 2.</p> <p>Media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms? Relates to Spring 2, Summer 1 and 2.</p> <p>Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves? Relates to Spring 2, Summer 1 and Summer 2.</p>				
Assessment	Keywords Assessment Application of theoretical concepts to a practise	Final draft of media product	<p>Case Study Topic Tests based on exam questions.</p> <p>Halfway through each term, a mini-assessment will be done based on the previous term.</p>		

Literacy/numeracy/SM SC/Character	<p>Opportunities for discussion and structured 'talk' will be encouraged through presentations and group work.</p> <p>Students are invited to assess their values based on the ideas of representation of ethnicity and gender.</p> <p>The continued use of imagination will be evident through using Photoshop and In Design which in turn reinforces the moral and ethical values by exploring the way in which photography displays people and places.</p> <p>Imagination and creativity is demonstrated through the use of software.</p>		<p>Advertising and Magazine case studies both explore gender, ethnicity and stereotyping ensuring students get a balanced viewpoint and understand the moral issues around representation. Literacy is encouraged through the use of case study literature.</p>	<p>Literacy is encouraged through the use of case study literature. Moral Development is reinforced when learning about the laws to do with the film industry. British values are explored through the film poster and the difference between old and new ideas of representation.</p>	<p>Literacy is encouraged through the use of case study literature. Students are challenged in their writing as they are asked to complete a mini assessment of the work. The law and regulatory bodies are discussed and students are encouraged to think about the way age appropriate content affects children.</p>	<p>British values are discussed and considered and students are asked to consider their own political values. They are asked to investigate their own moral and ethical standpoints on immigration and Brexit. Literacy is encouraged through the use of case study literature. Key terminology is reinforced.</p>
Enrichment opportunities and futures			https://www.condenastcollege.ac.uk/courses/	https://oppsinbucks.org/book-free-school-visits-to-pinewood-studio/	https://www.thenvm.org/schools	https://www.theguardian.com/gnmeducationcentre