

Media Studies Yr12 (KS5)	Topic Area	Key recovery knowledge/skills (what <u>has to be learnt</u>)	Knowledge/Skills re-visited later	What does good look like?	Resources/support at home
Autumn 1	Introduction to media	What are the key concepts in Media Studies? Representation, audiences, institutions, media language.	Textual analysis. Context of media products	Being able to understand the key areas of the media framework and how they interlink.	Resources will be placed on Google Classroom.
Autumn 2	Adverts and Film	How the film industry is funded and organised. How Disney maintains their audiences and markets their films. How adverts are constructed to deliver sophisticated messages. How audiences react to advertising.	Context of media companies Regulation Advertising strategies Business integration Audience reactions Textual analysis	Showing the ability to deconstruct media texts as well as understand how the institutions impact upon meaning.	Resources will be placed on Google Classroom.

<p>Spring 1</p>	<p>Computer games and music video</p>	<p>How music videos are constructed using media language.</p> <p>How artists create a brand image for themselves.</p> <p>How computer games maintain popularity and relevance.</p> <p>How computer games are funded and regulated.</p>	<p>Context of media companies</p> <p>Regulation</p> <p>Audience participation</p> <p>Context of artists</p> <p>Textual analysis</p>	<p>Show understanding of how media texts are constructed and how they impact upon their audiences.</p> <p>Show understanding of how media texts are constantly evolving.</p>	<p>Resources will be placed on Google Classroom.</p>
<p>Spring 2</p>	<p>Radio and Magazines</p>	<p>How the BBC is structured and funded.</p> <p>How BBC radio maintains its audience.</p> <p>How BBC radio makes media choices to appeal to their listeners.</p> <p>How magazines are funded.</p> <p>How magazines use media language to communicate.</p>	<p>Context of media companies</p> <p>Regulation</p> <p>Audience reactions</p> <p>Textual analysis</p> <p>Audience participation</p>	<p>Show understanding of how the BBC's historical and social context impacts upon the Breakfast Show and how it constantly evolves in order to change with the times.</p>	<p>Resources will be placed on Google Classroom.</p>
<p>Summer 1</p>	<p>Revision for Y12 exams</p>	<p>Revisiting all of the previous topics for the Y12 exam.</p>		<p>Showing the ability to discuss all the media texts with</p>	<p>Resources will be placed on Google Classroom.</p>

Summer 2	and coursework	Begin coursework (brief unknown until March 2022)		confidence and understand their impact.	
	Coursework planning and research	Unknown as brief not written.	Coursework continued in Y13	Demonstrate awareness of the codes and conventions of the specified genre.	Resources will be placed on Google Classroom.
Media Studies Yr13	Topic Area	Key recovery knowledge/skills (what <u>has</u> to be learnt)	Knowledge/Skills re-visited later	What does good look like?	Resources/support at home
Autumn 1	Media - coursework	<p>How do artists market themselves using websites and music videos?</p> <p>How to create a music video and a website (new skills not taught before)</p>	<p>Photoshopping</p> <p>Web design</p> <p>Targeting audiences</p>	Show understanding of the specified genre. Good organisational skills.	<p>Lots of resources on Classrooms. Endless online real life examples.</p> <p>Examples of previous students' work</p>
Autumn 2	Continuation of coursework	Students to produce and make their coursework	Same as above	Show understanding of the specified	Lots of resources on Classrooms. Endless online real life examples.

				genre. Good organisational skills.	Examples of previous students' work
Spring 1	Long Form TV/News	<p>The conventions of long form TV drama</p> <p>How is long form TV drama funded and produced?</p> <p>How are audiences targeted by long form TV drama?</p> <p>How are newspapers funded?</p> <p>How do newspapers target their audiences?</p>	<p>Analysis of texts</p> <p>Comparison skills</p> <p>Context of media texts</p> <p>Theories of audience, institutions</p>	<p>Show understanding of how the medium of LFTVD is used to create meaning.</p> <p>Show understanding of the contexts and influences upon LFTVD</p>	Lots of resources online, YouTube is good for these topics
Spring 2	Long form TV/News/theorists	<p>How to compare English language and foreign produced TV dramas.</p> <p>How to compare the production of different TV dramas and how this is reflected in the product.</p> <p>How to compare newspaper covers in terms of their ideology.</p>	<p>Theories of media language.</p> <p>How to evaluate theories.</p>	Show ability to apply theories to LFTVD and to evaluate and criticise the theories.	Lots of resources online, YouTube is good for these topics

		<p>How to use theories in relation to news and long form TV.</p> <p>How to evaluate theories in regards to the texts</p>			
Summer 1		<p>Revision of all topics.</p> <p>How are films funded/produced?</p> <p>How do adverts and music videos use media language?</p> <p>How does Radio One target audiences?</p> <p>How does Minecraft keep users engaged?</p>	All topics and skills	Show understanding of all texts and apply theories to them.	All resources on Classrooms, revision sessions.
Summer 2		Study leave			