

Media Studies

<p>Why do we teach Media Studies at Ark BDA?</p>	<p>Media Studies is designed to widen the intellectual horizons for the students through the analysis of a wide range of media text – all of which have different context relating to the time they were created. This provides the students with deeper knowledge of the world. The subject enables learners to develop wider understand and appreciation of the media both in a historical and contemporary context. In contemporary culture, the media is an invaluable resource that all of us engage with. Critical reading is the centre point of Media Studies as with any new communication source, building the literacy skills is essential. Developing media literacy ensure that students are taught to read and question the viewpoints they may be presented with – to be an active consumer and not just accept the information that they are given. Studying the media not only enables learners to understand the ways in which products are designed to appeal to different groups of people but also how they can be manipulated to have a negative impact on the audiences they are targeting.</p> <p>For instance, when studying component 1, Media Messages, students examine how newspapers such as The Daily Mail and The Guardian represent immigration and linking this to the diversity and culture of BDA, students can draw upon their own experiences of the world. Through the study of these different aspects we are creating generations of students that can make their own calculated judgments of the media they are exposed to. At the same time, the students can become critical thinkers that will also create their own to challenge others. Media Studies shows the students how prejudice and social issues are interwoven into the media and how they can tackle them. Our aim is to empower students by teaching them the production of media. We want to motivate them to be proactive and even create their own media that can have a positive impact on the world and make a change. Media is the driving force for change, and through delivering this course we are allowing our students to have their hands on the wheel.</p>
<p>How do we deliver our Christian values in Media Studies?</p>	<p>Students learn to develop love and compassion by exploring the important values of respect and tolerance presented throughout the course. The set texts within the curriculum show the students the social injustice and prejudice prevalent in the world around them. It also allows them to reflect on stereotypes and representations of social groups and the negative impact this can have on generations of people.</p> <p>This awareness forms a generation that will lead with integrity and is brave to tackle social issues and truly make a change. From the feedback in Media Studies and the production unit, resilience and commitment to their work is developed. Students are also encouraged to have courage to take the learning beyond the curriculum and become active participants of media production and consumption. The study of Media creates active leaders of the community that develop a strong awareness of injustice and leads to them challenging inequality in various ways</p>
<p>How do we build core skills and knowledge over time?</p>	<p>Media Studies builds on several different core skills and whilst applying academic theorists to support their learning. As aforementioned, critical thinking is the centre point of Media Studies – combined with decision making and analysis, the students are equipped with consuming media texts and breaking them down.</p> <p>The assignments throughout media allow the students to become independent and build on research skills. The skill of appreciation and historical understanding of how context shape the media texts of that time is developed, adding further depth to their learning. The essay writing throughout Media studies shows two things – the academic writing skills our students have and their ability to consume information and articulate themselves effectively. This is reinforced with the application of subject-specific terminology used to analyse and compare media texts – allowing them to better express their thoughts and interpretation of media texts.</p> <p>Application of academic texts allows the students to be analytical and teaches them techniques that will be also applied to higher education. Through the knowledge they will gain from looking at different academic figures such as Stuart Hall, they also will understand different social concepts and theories.</p> <p>Finally, the element of practical skills that is developed for the students gives them an advantage of not only understanding media but also knowing how to effectively create it. Production skills allow the student to take role of a Media Producer, allowing them to fully understand what it takes to build a media text.</p>
<p>How does the study of Media prepare students for life beyond Ark BDA?</p>	<p>Media Studies will create active consumers in our society – the students will have the skills to evaluate and analyse the media texts that are being directed towards them and not take it at face value.</p> <p>Media Studies equips the students to engage with social, political and cultural text through a plethora of different media platforms – with the rising of Fake News now is more important than ever to have the ability to consume the news and be proactive about what is being presented.</p> <p>Media Studies is a humanities subject linking into Social Sciences – so having this foundation in GCSE & A Level can lead the students to pursue industry jobs, apprenticeships and higher education in similar fields.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Introduction to Course Overview of key framework Introduction to Production	Study of set products for Print Media - Lego Movie Posters - MOJO Magazine Production of media text - Print	Study of set products for Radio - The Live Lounge, BBC Radio 1 Study of set products for Music Videos - Mark Ronson, Bruno Mars – Uptown Funk - Beyoncé – If I Were a Boy Production of media text - Music	Study of set product - Lego franchise The Lego Movie Film Trailer The Lego Video Game Production of media text - Lego	In-Depth Study of set products Online and Social and Participatory Media - The Observer/Guardian Newspaper - The Observer Long Form TV Drama - Cuffs, Series 1, Episode 1, BBC 1 Revision over half term	Revision and Exam practice Non-exam Assessment - Research and planning (continuing over summer ready for pitch at start of Autumn term) Statement of Intent
	Key questions	What is Media Studies ? How has the media industry evolved over time? What are the effects of media language ? How does representation influence media production?	Analyse the language, audience and industry elements in the print advertising for The Lego Movie. How does the use of media language allow MOJO to address its target audience ? How does the representation in MOJO address its target audience ? How does MOJO differ from other music magazines?	Compare and contrast the two music videos. What <i>stereotypes</i> are represented in the two music videos? How do <i>fandoms</i> contribute to construction of audience identity? How has the development of media industries impacted Radio 1?	How does The Lego Movie use representation to target its audience? What is the effect of intertextuality in media texts? How does its social & cultural context impact The Lego Move Game? How does the video game industry regulate its content?	How is the Observers ethos presented to the audience through language and representation ? Why is political context important in news? How does the Observers online presence expand its audience reach? How does Cuffs reflect on its social and cultural context?	What are the key frameworks and what are their effects and purpose? What is the purpose of a brief ? Why is market research important when creating media texts? What practical skills for you need to improve on over the summer?
	Content	<ul style="list-style-type: none"> - What Media Studies is, key frameworks and terminology - History of Media Industry, offline to online - Media Language Representation, Stereotypes, Beliefs & Values - Audience, Types effects and uses 	<ul style="list-style-type: none"> - Media industries in relation to the advertising and marketing of The Lego Movie - Media language and representations in The Lego Movie posters - Social and cultural contexts, targeting audiences, and different audience interpretation for the Lego Movie - Audience analysis for MOJO 	<ul style="list-style-type: none"> - Radio in terms of media industries, audience, and contexts - Radio 1 audience - Analyse the media language and representations in set music videos in terms of social/cultural contexts - Differences in audience interpretations - Audiences use of fandom and 	<ul style="list-style-type: none"> - The Lego Movie as a case study - Media language, representations and audience addressed in The Lego Movie TV trailer and all-Lego ad break - The Lego Movie Game in terms of audience and media language (use of intertextuality only) - The influence of social/cultural contexts 	<ul style="list-style-type: none"> - Explore website and social media of The Observer/Guardian - Media language and genre conventions on newspaper - Political contexts for newspapers - Analysis of newspaper covers past and present day - Analyse the media language & representations in terms of the audience address and the ethos of the online Observer - Screening of Cuffs - Media Language: to analyse crime drama 	<ul style="list-style-type: none"> - Key Terms and framework - Conventions of newspapers - Representation of gender in music videos - Music Magazine - NEA introduction to briefs - Market research into selected brief - Action plan for summer - NEA Pitch Prep - Statement of intent template

		- Production, Photoshop	- Social/cultural context music magazines & MOJO - Production of a print text	music videos to construct identity - Production of a media text	- Investigating media industry behind the game	genre conventions and narrative in Cuffs - Analyse the media language elements and audience address in key sequences from Cuffs - Analyse the representations and audience address in Cuffs - Analyse how Cuffs is influenced by contemporary social and cultural contexts - Explore television media industries , especially regulation , and how Cuffs fits the BBC	
	Assessment	Homework Booklet Questions in class 5-12 marks	Homework Booklet Production print text check Formal Assessment: Key Frameworks & Print Media	Homework Booklet Questions in class 5-12 marks	Homework Booklet Questions in class Formal Assessment: Music, Radio & The Lego Movie	Homework Booklet Questions in class 5-12 marks	Homework Booklet Knowledge Organisers Formal Assessment: Music, Radio & The Lego Movie

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	NEA Pitch Statement of Intent Production	Introducing Academic Ideas and arguments to the case studies: Language Representations Industries Audience Revisit notions of Context Start applying to set texts NEA Finalisation	Applying Academic Ideas and arguments to the in depth studies: News, Online and Social and Participatory Media Long form television series - Avengers	Exam technique; - Unseen practices for A 01/A Mock Paper; - A 01/A - A 02/B Revision of Paper 1: - Long Form TV Drama - Lego Movie - Lego Video Game - Lego Movie Posters	Revision of Paper 2 - Magazines - Radio - Music Videos - News, Online - Social and Participatory Media Final Mocks - Exam practice - Feedback	Exam Season
	Key questions	What is the purpose of a pitch ? How can you improve your presentational skills?	How do you effectively construct an argument in relation to case study? What is the importance of academic writing?	What affect does the media industry have on The Observer?	Exam based questions referring to each framework	Exam based questions referring to each framework	

		<p>What production skills have you gained?</p> <p>Why do you need a statement of intent before producing a media text?</p>	<p>Why is context important in the production of media texts?</p>	<p>How does The Avengers reflect on its social and cultural context?</p> <p>How does representation differ from Cuffs to The Avengers?</p> <p>How does narrative theory apply to The Avengers and Cuffs?</p>			
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	Content	<p>Writing statement of intent</p> <p>NEA pre-production stage</p> <p>NEA production stage</p> <p>NEA post-production stage</p>	<p>Exam writing skills</p> <p>How to construct an argument</p> <p>Understanding the actions words and their requirements (compare, analyse etc.)</p> <p>Past questions on the different frameworks</p> <p>Denotation and connotation</p> <p>Uses and gratifications (Blumler and Katz).</p> <p>NEA overview and unofficial submission to teacher</p>	<p>Screen of The Avengers episode.</p> <p>Analyse representation in The Avengers</p> <p>Analyse key differences in representations between The Avengers and Cuffs</p> <p>Analyse how these reflect historical social and cultural contexts</p> <p>Sample other mid-60s TV products</p> <p>Analyse media language in The Avengers – analysing key sequences in terms of ML elements</p> <p>Analyse The Avengers episode in terms of ‘macro’ media language (genre and narrative)</p> <p>Apply narrative theory to The Avengers and Cuffs</p>	<p>Revision for exam paper 1 including the following:</p> <p>Textual analysis of Cuffs and The Avengers extracts.</p> <p>Perspectives on representation (selection, construction and mediation) including feminist theory (patriarchy, objectification, gender stereotyping).</p> <p>Genre (repetition/variation, change, hybridity, intertextuality) and narrative theory (Propp).</p> <p>Media industries terminology (conglomerate, vertical integration, diversification, convergence, PSB, names of regulators).</p> <p>Textual analysis of The Lego Movie advertising.</p>	<p>Revision for exam paper 2 including the following:</p> <p>Textual analysis comparison of MOJO magazine and other unseen music magazines.</p> <p>Active and passive audiences.</p> <p>Textual analysis of the print and online Observer.</p> <p>Comparison of contemporary and historical editions of the Observer in relation to contexts.</p> <p>Compare the media language and representations in the Observer Twitter feed and Instagram feed with the Newspaper website</p> <p>To analyse and exemplify audience participation in the social media feeds and Comment is Free pages</p>	
	Assessment	<p>Homework Booklet</p> <p>Production in class</p> <p>Essay question in class</p>	<p>Homework Booklet</p> <p>Essay question in class</p>	<p>Homework Booklet</p> <p>Essay question in class</p>	<p>Homework</p> <p>Exam question practise</p> <p>Mock papers</p>	<p>Homework</p> <p>Exam question practise</p> <p>Mock paper</p>	

BTEC

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Introduction to Course Overview of key framework Introduction to Production	Component 1: Exploring media products Introduction to Learning aim A	Component 1: Exploring media products Learning aim B	Component 2: Developing Digital Media Production Skills Learning Aim A	Component 2: Developing Digital Media Production Skills Learning Aim B	Component 2: Developing Digital Media Production Skills Learning Aim C
	Key questions	What is Media Studies ? How has the media industry evolved over time? What are the effects of media language ? How does representation influence media production?	A: Investigate media products A1 Media products, audiences, and purpose	B: Explore how media products are created to provide meaning and engage audiences B1 Genre, narrative, representation and audience interpretation	A: Develop media production skills and techniques A1 Practical skills and techniques	B: Apply media production skills and techniques B1 Pre-production processes and practices	C: Review own progress and development of skills and practices C1 Review of progress and development

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	3: Create a Media Product in Response to a Brief	3: Create a Media Product in Response to a Brief	3: Create a Media Product in Response to a Brief	3: Create a Media Product in Response to a Brief	3: Create a Media Product in Response to a Brief	3: Create a Media Product in Response to a Brief
	Key questions	A: Develop ideas in response to a brief A1 Responding to a brief	B: Develop planning materials in response to a brief B1 Planning materials	B: Develop planning materials in response to a brief B1 Planning materials	C: Apply media production skills and techniques to the creation of a media product	Component 3 summative assessment Learning Aim A Learning Aim B	Component 3 summative assessment Learning Aim C