

**CURRICULUM MAP**

Subject	Media GCSE
Head of Department	D. Neesham

SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”

We want students to:

succeed *(we strive to provide pathways to support their success)*

embrace challenge, *build resilience, overcome setbacks and become increasingly independent in pursuit of their goals*

be aware of their responsibilities *and feel confident to participate and contribute to society. (Curriculum Intent)*

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

We aim for our students to have an understanding of a wide variety of media products and platforms, how they have developed over time and the processes necessary to produce them. Furthermore, we encourage students to consider how media is a reflection of the values that a society holds and the symbiotic relationship that exists between the members of a society and the media they consume. We aim to imbue an awareness of how media impacts people on a global level, how it might impact more locally and how individuals may be shaped in terms of their media consumption.

We strive to examine different aspects of society and the groups that it is made up of in order to better understand the world at large; examining technological advance, representation of different groups and moral and technical standards all feed into how media students are encouraged to better know themselves and the world around them through the lens of media.

We also endeavour to develop key skills that prove an aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products. Students will learn photography, videography, sound recording and Audio-visual editing at a basic level with a chance to develop more specialist skills in one of these areas. Our intention is that students follow a process that underpins effective ways of working in media, such as responding to briefs and feedback, planning and generating ideas. We aim to help students build upon their personal management and communication skills and cultivate knowledge of processes and attitudes in the sector.



YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: Introduction/Advertising	UNIT OF WORK: Advertising/Magazines	UNIT OF WORK: Music Video/Radio	UNIT OF WORK: Radio/Film	UNIT OF WORK: Video Games	UNIT OF WORK: Video Games/NEA Prep
	Weeks 1-3: An Introduction to Media Studies Weeks 4-5: Advertising – OMO Print ad Weeks 6-7: Advertising – Galaxy TV ad feat. Audrey Hepburn	Weeks 1-3: Advertising: NHS 'Represent' Campaign feat. Lady Leshurr Weeks 4-5: Magazine covers: Tatler Weeks 5-6: Magazine Covers: Heat	Weeks 1-2: Music Video – Arctic Monkeys Weeks 3-5: Music Video – BlackPink Week 6: Radio – Radio 1 Launch	Week 1-2: Radio – Kiss FM Week 3-4: Film – Black Widow Week 5-6: Film – I, Daniel Blake	Weeks 1-3: Video games - Lara Croft: Go Weeks 4-6: Video Games - Kim Kardashian: Hollywood	Weeks 1-4: OLSP Media - Marcus Rashford Weeks 5-7: Moving Image NEA Skills Building
KEY SKILLS	<p>Gaining knowledge of fundamental concepts and associated terminology in Media</p> <p>Reading media texts for meaning (semiotics)</p> <p>Gaining knowledge of Narrative theories (Propp's characters and Todorov's 5 stages) and applying them to real life examples</p> <p>Understanding how certain media products are relatable to and represent specific groups</p> <p>Understanding how certain media products relate to historical/social context</p>		<p>Gaining knowledge and understanding of how different media industries work in different ways (e.g. 'manufactured' musical groups, engaging an online audience, big corp vs independent production companies)</p> <p>Gaining knowledge and understanding of how different groups in society are targeted</p> <p>Gaining knowledge of audience theories (Hall's Reception theory) and applying them to real life examples</p> <p>Understanding how certain media products relate to historical/social context</p>		<p>Reading media texts for meaning (semiotics)</p> <p>Developing knowledge and understanding of how different media industries work in different ways (e.g. console vs. mobile gaming)</p> <p>Developing knowledge and understanding of how different groups in society are targeted</p> <p>Understanding how certain media products are relatable to and represent specific groups</p> <p>Gaining knowledge of media concepts (convergence, intertextuality) and applying them to real life examples</p> <p>Understanding how certain media products relate to historical/social context</p> <p>Learning/developing practical skills in order to create an original media product (e.g. using camera/sound equipment and editing software)</p>	
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Drawing on skills acquired in English</p> <p>Note-taking in class directly informs discussion and forms a basis for revising for end of topic tests</p> <p>Questioning helps to secure understanding and application of new ideas/terminology</p>		<p>A multi-sensory angle – clips of radio programmes and films as well as music videos are used to exemplify real life examples of what is studied theoretically</p> <p>Note-taking in class directly informs discussion and forms a basis for revising for end of topic tests</p> <p>Questioning helps to secure understanding and application of new ideas/terminology</p>		<p>Students can apply their existing knowledge of audience/industry/media language/representation to new areas and examples</p> <p>Note-taking in class directly informs discussion and forms a basis for revising for end of topic tests</p> <p>Questioning helps to secure understanding and application of new ideas/terminology</p> <p>Collaboration/group work during NEA skill building lessons helps to develop, sustain and solidify understanding</p>	






LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Drawing on skills acquired in English – interpreting authorial intent and implied meaning/effect on a reader.		Links to Business/Economics – funding/marketing/distribution of media products		Links to Business/Economics – how industries change over time	
	Examination of how race/gender/disability/age/place/time is represented in the media and how these stereotypes change according to time/place		Examination of different physical and psychological profiles regarding audience segmentation – ‘what ‘kind of person’ are you and how are your media choices representative of this’?		Examination of how gender/age/class is represented in the media and how these stereotypes change according to time/place/target audience	
FORMATIVE ASSESSMENTS	Short comprehension and some low-tariff analysis questions at the end of each product study (week 3 for the intro, week 5 for OMO, week 7 for Galaxy). Peer assessed.		Short comprehension and some low-tariff analysis questions at the end of each product study (week 2 for NHS Represent, week 5 for Tatler, week 6 for Heat). Peer assessed		Short comprehension and some low-tariff analysis questions at the end of each product study (week 2 for Kiss FM, week 4 for Black Widow, week 6 for I, Daniel Blake). Peer assessed.	
	Short comprehension and some low-tariff analysis questions at the end of each product study (week 2 for NHS Represent, week 5 for Tatler, week 6 for Heat). Peer assessed		Short comprehension and some low-tariff analysis questions at the end of each product study (week 2 for Arctic Monkeys, week 5 for Blackpink, week 6 for Radio 1). Peer assessed		Short comprehension and some low-tariff analysis questions at the end of each product study (week 3 for Lara Croft: Go, week 6 for Kim Kardashian: Hollywood). Peer assessed.	
SUMMATIVE ASSESSMENTS	Advertising End of Topic test – Autumn 2, Week 3		Music Video End of Topic Test – Spring 1, Week 5		OLSP/Games End of Topic Test – Summer 2 Week 4	
	Magazine Cover End of Topic Test – Autumn 2, Week 7		Yr 10 Mock Exams: 22nd March – 1st April Full Paper 1			
FEEDBACK LESSONS PLANNED	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 		Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 		Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	
	Sign/Signifier Denotation/Connotation Semiotics Representation Audience Industry (Media) Language Codes/conventions Mass/niche/target audience Traditional/subverted Stereotype Propp's Narrative Theory (and associated terms) Todorov's Narrative Theory (and associated terms) Hall's Reception Theory (and associated terms) Uses and Gratifications Theory (and associated terms) Genre Hybridity Intertextuality Graphic Brand Logo		Demographic Psychographic Aspirer* Mainstreamer* Resigned* Succeeder* Explorer* Reformer* Struggler* Anchorage		Platform Marketing Disruptive/guerrilla marketing Promote/promotion Distribution Certification Regulation Consume/consumption Funding BBFC Classification Independent (record label/production company) 'Manufactured' Band P2P File sharing Social Media Performance video Narrative video Demographic (GEARS) Psychographic (See previous box*) Uses and Gratifications Theory (and associated terms) Hall's Reception Theory (and associated terms)	
SPECIALIST VOCABULARY			Pirate Radio Merchandise Public Funding Commercial Radio Streaming Blockbuster Star power Director Power Auteur Director		Brand Social Media Mobile gaming Participatory Media Platform Gameplay Celebrity Stereotypes Uses and Gratifications Theory (and associated terms) Masculinity/masculine Femininity/feminine Convergence Feminist/feminism PEGI Classification (Female) Protagonist Representation Traditional/subverted stereotype Intertextuality Genre (NICS) Codes and conventions (of genre) Target Audience	
					Pan Zoom ECU (extreme close-up) CU (close-up) MS (mid shot) LS (long shot) ELS (extreme long shot) ES (establishing shot) OTS (over the shoulder shot) Diegetic sound Non-diegetic sound Dolly Tripod	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: NEA	UNIT OF WORK: NEA/Exam Revision	UNIT OF WORK: Television	UNIT OF WORK: Newspapers	UNIT OF WORK: Exam period	UNIT OF WORK: Exam Period
	Week 1 <ul style="list-style-type: none"> Intro to brief and Statement of Intent Planning initial narrative/ideas Week 2: <ul style="list-style-type: none"> Market Research Data Analysis Week 3: <ul style="list-style-type: none"> Mindmapping Ideas Week 4: <ul style="list-style-type: none"> Shot types and storyboards Weeks 5-6: <ul style="list-style-type: none"> Production Planning Call sheet Week 7: <ul style="list-style-type: none"> Final Deadline for all prep Folders put together Editing tutorial 	Weeks 1-3: Filming and editing completed. <ul style="list-style-type: none"> Lessons used for uploading/downloading footage and editing Tutorials can be accessed to help assist individuals independently Drop-in sessions after school for small group 1-to-1 editing Week 4 Final redraft of Statement of Intent Week 5-7 <ul style="list-style-type: none"> Practice questions Example responses Knowledge organisers Key vocab revision Assessment review 	Weeks 1-3: TV – Dr. Who Weeks 4-6: TV – His Dark Materials	Week 1-3: Newspapers – Daily Mirror <ul style="list-style-type: none"> Front Page analysis Amazon Story analysis Week 3-6: Newspapers – The Times <ul style="list-style-type: none"> Front page analysis Amazon Story Analysis 	Week 1: Mock Exam feedback Exam Revision <ul style="list-style-type: none"> Practice questions Example responses Knowledge organisers Key vocab revision Assessment review 	
KEY SKILLS	Working to deadlines Generating original ideas Meeting a brief Understanding different shot types and camera movements Conducting research Sequencing events/creating a narrative/emulating conventions of the form	Working to deadlines Organisation Meeting a brief Collaboration Giving direction and clear instruction Using editing software Review/justification of choices	Developing knowledge and understanding of how different groups in society are targeted Gaining knowledge of theories (Neale’s Genre Theory) and applying them to real life examples Understanding how certain media products relate to historical/social context Understanding how certain media products are relatable to and represent specific groups Reading media texts for meaning (semiotics) Developing knowledge and understanding of how different media industries work in different ways (e.g. tabloid vs. broadsheet journalism)		Exam Skills <ul style="list-style-type: none"> - Recall of information - Vocab tests - Practice questions - Timed responses - Improving on feedback to practice questions/mock exams 	



<p>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</p>	<p>-Fundamental editing methods are taught in class and students can build on them in their own way -Youtube tutorials help to consolidate and improve editing/recording skills -Collaboration between students helps to generate ideas and carry out practical tasks -Planning activities (e.g. mind-mapping, story boarding and research techniques) are not unique to the subject, thus applying existing skills in a new way. -NEA brief is based on a product from the course of study, hence students will already be aware of key conventions of the form</p>		<p>A multi-sensory angle – episodes of the TV products as well as interviews with cast and crew are used to exemplify real life examples of what is studied theoretically</p> <p>Note-taking in class directly informs discussion and forms a basis for revising for end of topic tests</p> <p>Questioning helps to secure understanding and application of new ideas/terminology</p>	<p>All products have been studied and assessed, as well as feedback given and acted upon. This period is used to sharpen and hone gaps in the knowledge and skillset of students.</p>	
<p>LINKS TO THE WORLD <small>i.e. links to careers; equality; gender, class, ethnicity, etc.; different</small></p>	<p>-Gives an idea of how moving image media products are made, from planning, through to post-production – a great insight into several media industries/roles. -The brief will ask to target and/or represent certain groups, meaning one must take a sociological approach to considering a cast and/or audience -Crossovers with Art, Drama, ICT, English, Music.</p>		<p>-A relevant discussion and study of two ubiquitous media forms -Discussion around political bias and fact vs. opinion -Examination of how the same event can be reframed in different ways for a particular purpose and how this is done in newspapers -Study of technology in relation to society over time</p>	<p>N/A</p>	
<p>FORMATIVE ASSESSMENTS</p>	<p>-Deadlines for each element are weekly. Anything not handed in at the end of the week will be logged and NND served with DNE on Friday afternoon. -Students can be guided along the way and given qualitative feedback on elements of their final product. Once marking and moderation is completed in Autumn 2, students can be told what mark they have received but should not be given a grade, as this may change. Once students have received a final mark then they cannot make adjustments to the product.</p>		<p>Short comprehension and some low-tariff analysis questions at the end of each product study (week 3 for Dr. Who, week 6 for His Dark Materials). Peer assessed.</p>	<p>Short comprehension and some low-tariff analysis questions at the end of each product study (Week 3 for Daily Mirror, week 6 for The Times). Peer assessed.</p>	<p>GCSE Exam Period</p>
<p>SUMMATIVE ASSESSMENTS</p>	<p>Final Deadline for NEA – Autumn 2, Week 4 Y11 mock exams start last week of November Full Paper 1</p>		<p>Television End of Topic Test – Spring 1, Week 5 Practice Paper 2 – Spring 2 Week 6</p>		
<p>FEEDBACK LESSONS PLANNED</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p></p>		<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p></p>		<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p></p>
<p>SPECIALIST VOCABULARY</p>	<p>Product Brief Statement of Intent Market Research Target demographic ECU (extreme close-up) MS (mid shot) ELS (extreme long shot) OTS (over the shoulder shot) Diegetic sound Non-diegetic sound Linear/Non-linear Narrative Propp's Narrative Theory (and associated terms) Psychographic (See previous box*)</p>	<p>Tripod Dolly Pan Zoom CU (close-up) LS (long shot) ES (establishing shot)</p>	<p>Character Propp's Narrative Theory (and associated terms) Todorov's Narrative Theory (and associated terms) Hall's Reception Theory (and associated terms) Uses and Gratifications Theory (and associated terms) ABCDE Audience classification Enigma Genre (NICS) BBC Remit Public Broadcaster Funding License Fee Demographic Audience</p>	<p>Traditional/subverted stereotype Representation Spread Political spectrum Byline Pug PCC Market position Regulation Circulation IPSO Tabloid Distribution Political Bias Marketing</p>	
<p>QUALITY FIRST TEACHING</p>	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 				



Rutlish School