

**CURRICULUM MAP**

Subject	Media GCSE
Head of Department	D. Neesham

SCHOOL 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. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

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; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- 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: <u>Language and Representation</u> <ul style="list-style-type: none">AdvertisingMagazine Covers		<u>Audience and Industry</u> <ul style="list-style-type: none">Music VideoRadioFilm		UNIT OF WORK: Video Games	UNIT OF WORK: NEA Pre-Production and filming
	Weeks 1-2: Intro to Media Studies Advertising – OMO Print ad Weeks 3-4: Advertising – Galaxy TV ad feat. Audrey Hepburn Weeks 5-6: Advertising: NHS 'Represent' Campaign feat. Lady Leshurr Week 7: Advertising assessment Magazine Covers: Tatler	Week 1: Assessment Feedback Magazine covers: Tatler Weeks 2-3: Magazine Covers: Heat Weeks 4-5: Magazine covers assessment Music Video – Arctic Monkeys Week 6-7: Music Video – BlackPink Magazine covers Assessment feedback	Weeks 1-2: Music Video Assessment Radio – Radio 1 Launch Weeks 3-4: Radio – Kiss FM Week 5-6: Radio Assessment Music Video Assessment Feedback Viewinig: 'I, Daniel Blake'	Week 1-2: Radio Assessment Feedback Film – I, Daniel Blake Week 3-4: Film – Black Widow Week 5-6: Paper 1 Mock Prep	Weeks 1-2: Mock Exam Feedback Video games - Lara Croft: Go Weeks 3-5: Video Games - Kim Kardashian: Hollywood Week 6 - NEA: <ul style="list-style-type: none">Intro to briefmindmap initial ideas	Week 1: <ul style="list-style-type: none">Camera anglesStoryboarding Week 2: <ul style="list-style-type: none">Script writing Week 3: <ul style="list-style-type: none">Shooting DemosDevelop Call sheet Week 4-6: <ul style="list-style-type: none">Editing Basics
KEY SKILLS	Gaining knowledge of fundamental concepts and associated terminology in Media Reading media texts for meaning (semiotics) Gaining knowledge of Narrative theories (Propp's characters and Todorov's 5 stages) and applying them to real life examples Understanding how certain media products are relatable to and represent specific groups Understanding how certain media products relate to historical/social context		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) Gaining knowledge and understanding of how different groups in society are targeted Gaining knowledge of audience theories (Hall's Reception theory) and applying them to real life examples Understanding how certain media products relate to historical/social context		Reading media texts for meaning (semiotics) Developing knowledge and understanding of how different media industries work in different ways (e.g. console vs. mobile gaming) Developing knowledge and understanding of how different groups in society are targeted Understanding how certain media products are relatable to and represent specific groups Gaining knowledge of media concepts (convergence, intertextuality) and applying them to real life examples Understanding how certain media products relate to historical/social context Learning/developing practical skills in order to create an original media product (e.g. using camera/sound equipment and editing software)	
	HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Drawing on skills acquired in English Note-taking in class directly informs discussion and forms a basis for revising for end of topic tests Questioning helps to secure understanding and application of new ideas/terminology		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 Note-taking in class directly informs discussion and forms a basis for revising for end of topic tests Questioning helps to secure understanding and application of new ideas/terminology		Students can apply their existing knowledge of audience/industry/media language/representation to new areas and examples Note-taking in class directly informs discussion and forms a basis for revising for end of topic tests Questioning helps to secure understanding and application of new ideas/terminology Collaboration/group work during NEA skill building lessons helps to develop, sustain and solidify understanding



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. Examination of how race/gender/disability/age/place/time is represented in the media and how these stereotypes change according to time/place Careers - A look into different media industries and what is involved	Links to Business/Economics – funding/marketing/distribution of media products 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’? Careers - A look into different media industries and what is involved	Links to Business/Economics – how industries change over time Examination of how gender/age/class is represented in the media and how these stereotypes change according to time/place/target audience How celebrities can use their platform to raise awareness of/give aid to groups that struggle in our society Careers – practical audio/visual recording skills; learning and developing ICT skills and using editing software
FORMATIVE ASSESSMENTS	Comprehension and analysis activities are embedded throughout the lessons. These include practice questions with peer assessment, improving mediocre responses, annotating exemplar answers and some creative tasks designed to hone skills used for NEA.		
SUMMATIVE ASSESSMENTS	Advertising Assessment – Autumn 1, Week 7 Magazine Cover End of Topic Test – Autumn 2, Week 6	Music Video and Radio Assessment – Spring 1, Week 6 Yr 10 Mock Exams: 22nd March – 1st April Full Paper 1	Deadlines for each NEA element are weekly. 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 of Y11, 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. OLSP/Games End of Topic Test – (Y11) Autumn 2, Week 2
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. 
SPECIALIST VOCABULARY	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) 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) 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



		Hall's Reception Theory (and associated terms)	Codes and conventions (of genre) Target Audience
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 Post-production	UNIT OF WORK: <u>In-Depth Study</u> Online, social and participatory Media	UNIT OF WORK: <u>In-depth Study</u> <ul style="list-style-type: none"> Television Newspapers 		UNIT OF WORK: Exam period	UNIT OF WORK: Exam Period
	Weeks 1-3: Filming and editing completed. <ul style="list-style-type: none"> Lessons used for editing Tutorials can be accessed to help assist individuals independently Drop-in sessions after school for small group 1-to-1 editing Week 4 <ul style="list-style-type: none"> Statement of Intent Candidate Record forms <p style="text-align: center;">Final Deadline for NEA</p> Weeks 5-7: OLSP Media - Marcus Rashford	Weeks 1-2: Complete OLSP media – Marcus Rashford OLSP/Games Assessment Week 3: <ul style="list-style-type: none"> 20 Markers practice/Assessment feedback Week 5-7 Mock Exam Revision <ul style="list-style-type: none"> Practice questions Example responses Knowledge organisers Key vocab revision Assessment review 	Weeks 1-3: Mock Exam Feedback TV – Dr. Who Weeks 4-6: TV – His Dark Materials End of Television Topic Test (Paper 2 Section A)	Week 1-3: Newspapers – Daily Mirror <ul style="list-style-type: none"> Front Page analysis Inside Story analysis Week 3-6: Newspapers – The Times <ul style="list-style-type: none"> Front page analysis Inside Story Analysis Practice Paper 2 T.V. and Newspapers	Week 1: Week 1: Return Paper 2 and feed back 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 		



HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>-Fundamental editing methods are taught in class and students can build on them in their own way</p> <p>-Youtube tutorials help to consolidate and improve editing/recording skills</p> <p>-Collaboration between students helps to generate ideas and carry out practical tasks</p> <p>-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.</p> <p>-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>
LINKS TO THE WORLD <small>i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</small>	<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.</p> <p>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</p> <p>Crossovers with Art, Drama, ICT, English, Music.</p>	<p>A relevant discussion and study of two ubiquitous media forms</p> <p>Discussion around political bias and fact vs. opinion</p> <p>Examination of how the same event can be reframed in different ways for a particular purpose and how this is done in newspapers</p> <p>Study of technology in relation to society over time</p>	<p>N/A</p>
FORMATIVE ASSESSMENTS	<p>Comprehension and analysis activities are embedded throughout the lessons. These include practice questions with peer assessment, improving mediocre responses, annotating exemplar answers and some creative tasks designed to hone skills used for NEA.</p>		<p>GCSE Exam Period</p>
SUMMATIVE ASSESSMENTS	<p>Final Deadline for NEA – Autumn 1, Week 4</p> <p>OLSP/Games End of Topic Test – Autumn 2, Week 2</p> <p>Y11 mock exams start last week of November</p> <p>Full Paper 1</p>	<p>Television Assessment – Spring 1, Week 6</p> <p>Practice Paper 2 – Spring 2 Week 6</p>	
FEEDBACK LESSONS PLANNED	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p><input checked="" type="checkbox"/></p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p><input checked="" type="checkbox"/></p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p><input checked="" type="checkbox"/></p>
SPECIALIST VOCABULARY	<p>Product Brief</p> <p>Statement of Intent</p> <p>Linear/Non-linear Narrative</p> <p>Propp's Narrative Theory (and associated terms)</p> <p>Market Research</p> <p>Target demographic</p> <p>Psychographic (See previous box*)</p> <p>Pan</p> <p>Zoom</p> <p>ECU (extreme close-up)</p> <p>CU (close-up)</p> <p>MS (mid shot)</p> <p>LS (long shot)</p>	<p>Character</p> <p>Propp's Narrative Theory (and associated terms)</p> <p>Todorov's Narrative Theory (and associated terms)</p> <p>Hall's Reception Theory (and associated terms)</p> <p>Uses and Gratifications Theory (and associated terms)</p> <p>Enigma</p> <p>Genre (NICS)</p> <p>BBC</p> <p>Remit</p> <p>Public Broadcaster</p> <p>Funding</p> <p>License Fee</p> <p>Demographic</p> <p>Broadsheet</p> <p>Masthead</p> <p>Slogan</p> <p>Dateline</p> <p>Kicker</p> <p>Splash</p> <p>Leader</p> <p>Standfirst</p>	



	<p>ELS (extreme long shot) ES (establishing shot) OTS (over the shoulder shot) Diegetic sound Non-diegetic sound Dolly Tripod</p>	<p>Audience Traditional/subverted stereotype Representation Marketing Press Freedom/intrusion Political Bias Tabloid Market position Regulation PCC</p>	<p>Strapline Pug Spread Byline Political spectrum Distribution ABCDE Audience classification Circulation IPSO</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 		