

**Key Stage 4 Curriculum Journey:**

The curriculum in Media Studies will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer’s craft and developing their understanding of how and where English as a subject has its place in culture

THE YEAR 11 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5 – 6
Topic and learning focus	Music Videos and Industry		Half term 3 - Crime drama including Luther and The Sweeney. Half term 4 is spent revisiting and revising set texts from the first year.		Students are in exams
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> understand the conventions of music videos recognise different genres of music videos appreciate a range of different purposes behind the production of music videos recognise how audiences are identified and targeted 		<ul style="list-style-type: none"> recognise the genre conventions of crime television explain how the plot and character representations communicate meanings identify the texts’ target audience review the key media concepts learnt over the course 		
Core Knowledge and skills	<ul style="list-style-type: none"> explain how narratives are constructed through camerawork, sound and editing understand the differences between mainstream and independent music video production analyse how different representations have been constructed and their associated meanings apply a range of narrative theories to the set music video texts explain the influence of context on production and reception 		<ul style="list-style-type: none"> explain how narratives are constructed through camerawork, sound and editing analyse how different representations have been constructed and their associated meanings explain the influence of context on production and reception analyse how television production positions audiences apply theories of genre to television explain the key textual features for each of the areas of study over the course 		
Developmental Knowledge and Skills	<ul style="list-style-type: none"> explain the influence of technology on music video production and consumption undertake a detailed textual analysis of music video texts evaluate the effects of new technologies on production, exhibition and reception of music videos 		<ul style="list-style-type: none"> apply a range of narrative, representation and identity theories to the set texts evaluate different patterns of audience consumption for television analyse and apply a range of theories to each of the areas of study across the course 		
Complex Knowledge	<ul style="list-style-type: none"> examine ideological influences and interpretations (both cultural and theoretical) evaluate the challenges of regulating and controlling music videos 		<ul style="list-style-type: none"> evaluate the impact of new technologies on television production, exhibition and consumption (particularly streaming and on-demand services) 		



Links with the National Curriculum	<ul style="list-style-type: none"> • read easily, fluently and with good understanding • write in sentences using Standard English • understand and use linguistic and literary terminology 	<ul style="list-style-type: none"> • read easily, fluently and with good understanding • write in sentences using Standard English • understand and use linguistic and literary terminology 		
Literacy (including reading)	<ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information • understand and critically evaluate texts • speak confidently, audibly and effectively, • consolidate and build on their knowledge of grammar and vocabulary 	<ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information • understand and critically evaluate texts • speak confidently, audibly and effectively • understand and critically analyse a range of texts • consolidate and build on their knowledge of grammar and vocabulary 		
Cultural Capital	<ul style="list-style-type: none"> • reflection on self and self-identity in relation to others and to society 	<ul style="list-style-type: none"> • reflection on self and self-identity in relation to others and to society 		
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> • developing skills of empathy and emotional intelligence; understanding of difference and equality. • Developing understanding of different cultural representations and influence of context • Pupils begin to develop an awareness that the media is constructed towards a biased viewpoint and is not always universally agreed through analysis of the producers' intentions. 	<ul style="list-style-type: none"> • developing skills of empathy and emotional intelligence; understanding of difference and equality. Developing understanding of different cultural representations and influence of context • pupils explore how the choice of all elements within Media Language are used to affect its implied and explicit meaning. 		
Fundamental British Values	<ul style="list-style-type: none"> • compassion and tolerance (textual references) • respect for others (textual references) • individual liberty • mutual respect and tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> • compassion and tolerance (textual references) • respect for others (textual references) • mutual respect and tolerance of those with different faiths and beliefs. • individual liberty allows students the right to decide their own viewpoint 		



Assessment	<p>Half term 1 Assessment 1: Extended writing (in essay format) <i>'How is gender represented'</i> (referring specifically to the text studied).</p> <p>Assessment 2: Extended writing (in essay format) on <i>'How do music videos reflect the contexts or influence in which they are made'</i> (referring specifically to the text studied). Opportunities for learners to re-draft and develop writing following feedback.</p>	<p>Half term 2 November Mock exams: Complete paper 1 and section B of paper 2 Component 1 Paper 1 - Newspapers - Video Games - Advertising - Film posters Component 2 Paper 2 - Music Videos</p>	<p>Half term 3 Assessment 1: Extended writing (in essay format) 'How far are the (mise en scene element) in this extract typical of the genre?' (referring specifically to the text studied). Explore examples from the extract to support your points. Assessment 2: Extended writing (in essay format) on 'how crime dramas are aimed at a range of audiences with reference to theory' (referring specifically to the text studied). Opportunities for learners to re-draft and develop writing following feedback.</p>	<p>Half term 4 Assessment checkpoints: Exam practice questions for each set text.</p>		
-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	--	--