



Media Studies- Teacher ALL 5 lessons



	Topics											
Roughly:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Term 1	Media Language/ Representation (Assessment)		Magazines Heat (Assessment)		Magazine Tatler (Assessment)		Advertising NHS (Assessment)			Advertising OMO (Assessment)		Assessment Formal
Term 2	Advertising Galaxy (Assessment)				Music Video Black Pink Assessment)		Music Video Arctic Monkeys (Assessment)			Marcus Rashford/ Kim K		
Term 3	Marcus Rashford/ Kim K (Assessment) NEA		Kiss FM (Assessment)				Radio One (Assessment)			Film		

Topics- 3/2 split

Roughly:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Term 1 Teacher 1 (3)	Media Language/ Representation		Magazines Heat (Assessment)				Advertising NHS (Assessment)			Advertising OMO		Assessment Formal
Term 1 Teacher 2 (2)	Magazine Tatler (Assessment)						Film- I' Daniel Blake/ Black Widow (Assessment)			Kiss FM		
Term 2 Teacher 1 (3)	Advertising Galaxy (Assessment)			Music Video Black Pink (Assessment)				Music Video Arctic Monkeys (Assessment)				
Term 2 Teacher 2 (2)	Kiss Fm (Assessment)			Radio One (Assessment)						Marcus Rashford/ Kim K		
Term 3 Teacher 1 (3)	Marcus Rashford/ Kim K (Assessment) NEA	Unseen		Kiss Fm/Radio One (Assessment)						Black Pink Game (Assessment)		
Term 3 Teacher 2 (1)	Marcus Rashford/ Kim K			Lara Croft Go						NEA		




	Topics- 4/1 split											
Roughly:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Term 1 Teacher 1 (4)	Media Language/ Representation		Magazines Heat (Assessment)		Magazine Tatler (Assessment)		Advertising NHS (Assessment)			Advertising OMO		Assessment Formal
Term 1 Teacher 2 (1)	Film- I' Daniel Blake/ Black Widow (Assessment)									Kiss FM		
Term 2 Teacher 1 (4)	Advertising Galaxy (Assessment)				Music Video Black Pink (Assessment)			Music Video Arctic Monkeys (Assessment)		Marcus Rashford/Kim K		
Term 2 Teacher 2 (1)	Kiss Fm (Assessment)				Radio One (Assessment)							
Term 3 Teacher 1 (4)	Marcus Rashford/ Kim K (Assessment) NEA		Unseen		Kiss Fm/Radio One (Assessment)					Black Pink Game (Assessment)		
Term 3 Teacher 2 (1)	Lara Croft Go									NEA		



Media: Term 1: Magazines: Heat






In Malbank's media department we will develop creative, conscientious and confident media practitioners, giving students opportunities to understand the world we live in, explore the impact the media has on individuals and groups and take chances creatively so that they can embrace the theoretical framework, communicate their ideas in a sophisticated manner and ultimately contribute to the growing media industries as leaders and team players.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>-An understanding of why they have taken Media and some basic understanding of colours, the impact of images and how this can make us feel.</p> <p>They may not have read fashion magazines a lot and the terminology will be new to them, so all of the Media language will be taught as brand new to them. They will have an understanding of the emotions that the Media can make us feel so this will be drawn out as a starting point.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>- Explore this magazine and take the Media language learnt and apply this to Tatler and any unseen magazine given in the next lessons.</p>
	 <ul style="list-style-type: none"> • To understand and apply key terminology applicable to the study of Heat magazine • To learn how the magazine targets a specific audience- predominantly women • To fully understand the different representations of celebrities and how the magazine is engaging to the audience • To understand the house style and overall layout and how this differs from Tatler once we move onto this 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> • To understand and apply key terminology applicable to the study of Heat magazine • To learn how the magazine targets a specific audience- predominantly women • To fully understand the different representations of celebrities and how the magazine is engaging to the audience • To understand the house style and overall layout and how this differs from Tatler once we move onto this 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> • To write confidently applying the different representation learnt this half term • To analyse using the new terminology and commenting on the audience profile and the needs of a modern audience • To explore the media language confidently in essays and planning including the analysis of celebrities • To write about the learnt terminology, applying it to unseen magazines also. 	



Media: Term 1: Magazines: Tatler

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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - Learnt the basic layout features of a magazine, representation theories and audience theories from the Heat magazine unit. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Apply the representation and Media language terminology to advertising. The theories can be applied across a range of close study products, we develop these skills as the course develops.
	 <ul style="list-style-type: none"> • To understand and remember Key terminology applicable to the study of magazines • To learn how the layout is persuasive in magazines and to target a high end market • To fully understand the different representations that are shown on the front cover of Tatler and who it targets • To understand who Conde Nast are and how they publish global magazines with Tatler being the top targeted magazine 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> • To show understanding and an awareness of the social issues surrounding Tatler • To show initiative by using the knowledge learnt in the study of Heat magazine • To show reliance in using your own analysis skills and reading skills when first shown the magazines • To work in pairs and push each other to achieve the highest possible mark on your first formal essay 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> • To write confidently using the new terminology learnt this half term • To analyse using the new terminology and commenting on the audience • To explore the representations confidently in essays and planning • To write about the learnt terminology, applying it to unseen magazines also. 	



Term 1: Advertising: NHS



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>- Developed a bank of terminology from the study of magazines and unseen products that can now be applied to advertising. Both Close Study product areas are focused on representation and Media language, so this prior knowledge is key to enhance the student's retrieval and apply it to new Media products.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>- To explore the OMO advert and think about the different representation of women in the media, especially in the 1950s. Direct comparisons can be made, although they will not be asked in exams to do this- comparing the representation will help to explore the media language and audience response.</p>
	 <ul style="list-style-type: none"> • To understand and apply key terminology applicable to the study of adverts and moving image • To learn how the advert targets a specific audience- BAME community and how it does this • To fully understand the different representations of celebrities and how the advert engaging to the audience • To understand the intertextuality used and hybridity • To learn how women and modern society are represented 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> • To show understanding and an awareness of the celebrity representations in the advert • To show initiative by using the knowledge learnt leading up to this CSP and applying it confidently • To show reliance in using your own analysis skills and reading skills when first shown the NHS advert and using skills learnt last term • To work in pairs and push each other to achieve the highest possible mark on your formal essays 	
<p>HAND - Skills</p>  <ul style="list-style-type: none"> • To write confidently applying the different representation learnt this half term • To analyse using the new terminology and commenting on the audience profile and the needs of a modern audience • To explore the media language confidently in essays and planning including the analysis of celebrities • To write about the learnt terminology, applying it to unseen adverts also. 		



OMO



In Malbank’s media department we will develop creative, conscientious and confident media practitioners, giving students opportunities to understand the world we live in, explore the impact the media has on individuals and groups and take chances creatively so that they can embrace the theoretical framework, communicate their ideas in a sophisticated manner and ultimately contribute to the growing media industries as leaders and team players.




Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - A good understanding of advertising and how they manipulated and sell their products; also applying the Media language and representation work from magazines. <p>New phrases like hybridity and fandom have been introduced so this works well, looking at some of the older features of OMO.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Apply this older contextual knowledge now to the Galaxy advert that is a hybrid of 1950's glamour and 2000's representation of women and their place in society. Intertextuality from the NHS adverts will work brilliantly with the next advert Galaxy as this is a key focus
	 <ul style="list-style-type: none"> • To understand and apply key terminology applicable to the study of adverts and moving image • To learn how the advert targets a specific audience- Women in the 1950s and how it does this • To fully understand the different representations of housewives and how the advert engaging to the audience • To understand the intertextuality used and the codes and conventions of advertising • To learn how women and traditional society are represented 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> To show understanding and an awareness of women are representations in the advert To show initiative by using the knowledge learnt leading up to this CSP and applying it confidently To show reliance in using your own analysis skills and reading skills when first shown the OMO advert and using skills learnt last term To work in pairs and push each other to achieve the highest possible mark on your formal essays 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> • To write confidently applying the different representation learnt this half term • To analyse using the new terminology and commenting on the audience profile and the needs of a traditional audience • To explore the media language confidently in essays and planning including the analysis of celebrities • To write about the learnt terminology, applying it to unseen adverts also. 	






Galaxy



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - A clear understanding of the 1950's and the representation that was out there, especially for women in advertising. This is then applied to the Galaxy advert- that is a hybrid of both traditional and modern representations. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Look at the next areas of study now: Industry and audience. Although the y will have to explore medial language and representation in music videos, the focus is now on how the audiences are targeted and how the industry does this. The media language work they have done underpins this.
	 <ul style="list-style-type: none"> •To understand and apply key terminology applicable to the study of adverts and moving image •To learn how the advert targets a specific audience- women and how it does this •To fully understand the different representations of Audrey Hepburn and how the advert is engaging to the audience •To understand the intertextuality used and hybridity with 1950s films and the Golden Age of Hollywood •To learn how women and traditional society are represented 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> To show understanding and an awareness of the celebrity representations in the advert To show initiative by using the knowledge learnt leading up to this CSP and applying it confidently To show reliance in using your own analysis skills and reading skills when first shown the Galaxy advert and using skills learnt last term To work in pairs and push each other to achieve the highest possible mark on your formal essays 	
<p>HAND - Skills</p>  <ul style="list-style-type: none"> • To write confidently applying the different representation learnt this half term •To analyse using the new terminology and commenting on the audience profile and the needs of a modern audience •To explore the media language confidently in essays and planning including the analysis of Audrey Hepburn •To write about the learnt terminology, applying it to unseen adverts also. 		

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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - A clear understanding of media language and representation generally and these theories should underpin what they are moving on to here with Industry and audience. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Compare this manufactured industry to an indie band- Arctic Monkey's first album. They are to make direct comparisons- starting to develop the skills necessary for the 20 mark questions as this is the first area of study that requires this.
	 <ul style="list-style-type: none"> •To understand and remember how Blackpink- How you Like That is an example of Korean Pop music in the evolution of their own music industry •To fully understand how Blackpink are part of creative music artist who conform to larger record labels values and ideologies •To understand the music industry and how Blackpink fits into this mainstream music genre •To understand how the music video appeals to the target audience 	
	<p>HEART - Personal Development</p>	
	 <ul style="list-style-type: none"> To show understanding and show an awareness of the music industry To show initiative by using independent research into the music industry To show reliance in using your own analysis skills and reading skills when first shown the music video To work in pairs and push each other to achieve the highest possible mark on your first formal essay 	
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> • To write confidently using the new terminology learnt this half term about industries and audiences •To analyse using the new industry terminology and commenting on the audience •To explore the new Korean industry and audience confidently in essays and planning •To write about the learnt terminology, applying it to unseen CD covers also. 	



Arctic Monkeys



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - A clear understanding of Manufactured bands, especially Koreans music and how they are advertised and promoted to a global market- using social media and music videos specifically. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Television- They should start watching Dis Dark Materials here- looking at the generic conventions of the TV show and how it build up the narrative for the viewer.</p>
	 <ul style="list-style-type: none"> •To understand and remember how Arctic Monkeys IBYLGOTD is a milestone in the evolution of the music industry •To fully understand how Artic Monkey are part of a long-term tradition of creative music artist who reject larger record labels •To understand the music industry and how Arctic Monkey fit into this and subvert the mainstream music genre •To understand how the music video appeals to the target audience 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> To show understanding and show an awareness of the music industry To show initiative by using independent research into the music industry To show reliance in using your own analysis skills and reading skills when first shown the music video To work in pairs and push each other to achieve the highest possible mark on your first formal essay 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> • To write confidently using the new terminology learnt this half term about industries •To analyse using the new industry terminology and commenting on the audience •To explore the industry and audience confidently in essays and planning •To write about the learnt terminology, applying it to unseen CD covers also. 	



His Dark Materials



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - An understanding of generic conventions from their study of Music and magazines. This can be applied when we start looking at TV and the genre of fantasy and teenage drama. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> . Independent film studies. This will allow them to apply their knowledge of Arctic monkey and how companies use alternative marketing strategies to appeal to their niche audience.
	 <ul style="list-style-type: none"> • To understand and learn Key terminology applicable to the study of fantasy/ family TV shows • To learn how the use of mise-en-scene and why this has been used • To fully understand the different representations that are shown during the episode and who it targets • To understand who the BBC are and how they cater for a wider mainstream demographics, • To explore the BBC and how it functions 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> To write confidently using the new terminology learnt this half term To analyse using the new terminology and commenting on the audience To explore the representations confidently in essays and planning To show understanding about the issues of the social issues surrounding HDM To show initiative by applying the knowledge learnt regarding different industries To show reliance in using your own BBC skills and 1960s teenagers are explored here. To work in pairs and push each other to achieve the highest possible mark on your first formal essay 	
<p>HAND - Skills</p>  <ul style="list-style-type: none"> • To write confidently using the new terminology learnt this half term • To analyse using the new terminology and commenting on the audience • To explore the representations confidently in essays and planning • To write about the learnt terminology, applying it to unseen TV work also • To write about the BBC and how 1960s teenagers are explored here. 		



I'Daniel Blake



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - An understanding of independent companies and how they have to approach marketing and advertising in a different way. This will be applied to this unit of work. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Compare this to a Hollywood film- Black Widow and how this compares as an industry. Students needs to prepare for a possible twenty mark question here, so being able to make comparisons is key and understanding how fandom and star power is really important to the audience's needs.</p>
	 <ul style="list-style-type: none"> • To understand and apply key terminology applicable to the study of film industry • To learn how the film conforms to the conventions of Independent films • To fully understand niche audiences that are targeted and how the film engages them • To understand how director power and funding and marketing takes places in the making of the film. 	
	<p>HEART - Personal Development</p>	
	 <ul style="list-style-type: none"> To show understanding and an awareness of the cultural and economical issues surrounding independent films To show initiative by using the knowledge learnt leading up to this CSP To show reliance in using your own analysis skills and reading skills when first shown the industry information To work in pairs and push each other to achieve the highest possible mark on your formal essays 	
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> • To write confidently applying the contextual information learnt this half term • To analyse using the new facts and commenting on the audience profile and the needs of an independent audience • To explore the industry confidently in essays and planning • To write about the learnt terminology, applying it to unseen Hollywood posters also. 	



Black Widow



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - An understanding of independent companies, especially film now and how they have to approach marketing and advertising in a different way. This will be applied to this unit of work and they will be able to make direct comparisons. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p>
	 <ul style="list-style-type: none"> • To understand and apply key terminology applicable to the study of film industry • To learn how the film conforms to the conventions of traditional Hollywood Blockbuster films • To fully understand the mainstream audiences that are targeted and how the film engages them • To understand how star power and funding and marketing takes places in the making of the film. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> To show understanding and an awareness of the cultural and economical issues surrounding the Big five film conglomerates To show initiative by using the knowledge learnt leading up to this CSP, especially in I, Daniel Blake To show reliance in using your own analysis skills and reading skills when first shown the industry information To work in pairs and push each other to achieve the highest possible mark on your formal essays 		
<p>HAND - Skills</p>		
 <ul style="list-style-type: none"> To write confidently applying the contextual information learnt this half term To analyse using the new facts and commenting on the audience profile and the needs of a mass audience To explore the industry confidently in essays and planning To write about the learnt terminology, applying it to unseen Hollywood posters also. 		



Radio One



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - An understanding of companies, especially the BBC from TV. They will look at the industry and audience so have looked at these theories and skills from film and music videos- so they will use the same media language from prior learning 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Compare this area of study to modern radio- Kiss Fm. Looking at how the industry has changed and developed into social media, modern digital technology, but kept some of the same codes and conventions.</p>
	 <ul style="list-style-type: none"> • To understand and apply key terminology applicable to the study of radio • To learn how the show breaks conventions of traditional radio shows at the time of broadcast for BBC • To fully understand the mainstream audiences that are targeted and how the show is engaging to them • To understand who Tony Blackburn is and how they brought their pirate radio audience with them to the show 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> To show understanding and an awareness of the cultural and economical issues surrounding Radio 1 To show initiative by using the knowledge learnt leading up to this CSP To show reliance in using your own analysis skills and reading skills when first shown Radio 1 To work in pairs and push each other to achieve the highest possible mark on your formal essays 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> • To write confidently applying the contextual information learnt this half term • To analyse using the new terminology and commenting on the audience profile and the needs of a 1960s audience • To explore the industry confidently in essays and planning • To write about the learnt terminology, applying it to unseen radio adverts also. 	



Kiss FM



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - An understanding of companies, especially the BBC from Radio one and will understand how conglomerates work from the study of Marvel and Disney from film. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Compare this area of study to modern radio- Kiss Fm. Looking at how the industry has changed and developed into social media, modern digital technology, but kept some for the same codes and conventions.</p>
	 <ul style="list-style-type: none"> •To understand and apply key terminology applicable to the study of radio •To learn how the show conforms to the conventions of traditional radio shows •To fully understand the different audiences that are targeted and how the show is engaging to them •To understand who KISS FM are and how they are part of a wider radio family 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> To show understanding and an awareness of the cultural and economical issues surrounding Kiss FM Radio To show initiative by using the knowledge learnt leading up to this CSP To show reliance in using your own analysis skills and reading skills when first shown KISS FM Radio To work in pairs and push each other to achieve the highest possible mark on your formal essays 	
<p>HAND - Skills</p>  <ul style="list-style-type: none"> • To write confidently applying the contextual information learnt this half term •To analyse using the new terminology and commenting on the audience profile and the needs of a modern audience •To explore the industry confidently in essays and planning •To write about the learnt terminology, applying it to unseen radio adverts also. 		



Doctor Who



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>- An understanding of all media areas now. This is an in depth close study product that draws on all four areas- so students should be able to focus on representation, audience, media language and industry knowledge with some confidence.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Compare this area of study to HDM and how the genres are similar and/or different. Although fifty year apart students should be able to explore this content and revise the television work over the summer as well a prepare the NEA work, ready for the summer.</p>
	 <ul style="list-style-type: none"> • To understand and remember Key terminology applicable to the study of Science Fiction TV shows • To learn how the use of Mise-en-scene and why this has been used • To fully understand the different representations that are shown during the episode and who it targets • To understand who the BBC are and how they cater for a wider mainstream demographics • To explore the BBC and how it functions 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> To show understanding and an awareness of the social issues surrounding Doctor Who To show initiative by using the knowledge learnt in July about HDM To show reliance in using your own analysis skills and reading skills when shown clips and working on them independently To work in pairs and push each other to achieve the highest possible mark on your first formal essay 	
<p>HAND - Skills</p>  <ul style="list-style-type: none"> To write confidently using the new terminology learnt this half term To analyse using the new terminology and commenting on the audience To explore the representations confidently in essays and planning To write about the learnt terminology, applying it to unseen TV work also To write about the BBC and how 1960s teenagers are explored here 		