

KS4 Curriculum Overview: Year 11

Media Studies

Media plays a central role in contemporary culture, society, and politics. It shapes our perceptions of the world through the representations, ideas and points view offered. The Media curriculum exposes learners to a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Learners will work from the product outwards to debate key critical questions related the social, cultural, political and economic role of the Media.

Term / Length of Unit	Outline	Key Vocabulary	Reading Strategy	Knowledge/Skills End Points	Home Learning	Assessment
Year 11 Autumn 1.1	<p>Sitcoms: Aim: Students to explore the history and conventions of sitcoms including Friends, and to consider how Man Like Mobeen has challenged these ideas. They also consider the programme's context including audiences and industry.</p> <p>Revision of Component 1 content 2 weeks before PPEs.</p>	Archetypes Audience positioning Post-colonial	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<p>Threshold concepts:</p> <ol style="list-style-type: none"> 1. I can confidently explain the conventions of a sitcom 2. I can explain how Man Like Mobeen in typical and atypical for the genre 3. I can explain how an Man Like Mobeen was created and distributed 2. I can confidently use Media Theory in my written work 	<p>Media task: Fortnightly exam style questions to be set by class teacher(s).</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Audience (Friends) 2. Media Language (Man Like Mobeen) 1. Representation (Man Like Mobeen)
Year 11 Autumn 1.2-2.1	<p>Radio: Students to explore how The BBC targets a range of audience, as well as how audiences interact with the product, they will also consider how technology has changed the radio landscape</p>	Public Service Broadcaster Licence Fee Niche Audience	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<p>Threshold concepts:</p> <ol style="list-style-type: none"> 1. I can explain the audiences Desert Island Discs targets 3. I can discuss how distribution of Desert Island Discs has changed over time 4. I can explain why public sector broadcasters are different from commercial broadcasters 4. I can confidently use Media Theory in my written work 	<p>Media task: Fortnightly exam style questions to be set by class teacher(s).</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 2. Audience Short Qs 3. Industry

Year 11 Spring 2.1 -2.2	<p><u>Music Marketing</u></p> <p><u>Aim:</u> Students to study how musical artists are marketed in 21st Century, exploring representation in music videos, as well as considering online marketing campaigns.</p>	Star Persona Intertextual Concept Double-standard	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<p><u>Threshold concepts:</u></p> <p>1. I can explain the history of music video and the conventions of Pop</p> <p>2. I can explain how modern videos are disseminated by modern audiences</p> <p>3. I can discuss the appeal of pop artists like Stormzy and Taylor Swift</p> <p>4. I can confidently use Media Theory in my written work</p>	<p><u>Media task:</u></p> <p>Fortnightly exam style questions to be set by class teacher(s).</p>	<p><u>Assessment:</u></p> <p>1. Representation Q (TLC / Waterfalls)</p> <p>2 Industry Q (Taylor Swift / The Man)</p> <p>3 Media Language (The Man / Superheroes)</p>
Year 11 Summer 3.1	<p><u>Revision:</u></p> <p>For students to consolidate their learning Students to prepare for the upcoming GCSE through revision of 5, 8, 12, 15, 20, 25, mark questions and a range of media theories. This module can be flexible to adapt to the needs of the group.</p>	Representation Audiences Industries Media Language Context	<ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons 	<p><u>Threshold concepts:</u></p> <p>1. I understand the structure of the two media papers</p> <p>2. I can explain the difference between the types of questions I might be asked</p> <p>3. I can use MAIR in my written work</p>	<p><u>Media task:</u></p> <p>Fortnightly exam style questions to be set by class teacher(s).</p>	<p><u>Assessment:</u></p> <p>Statement of Aims Finished Media Product (worth 30% over overall GCSE)</p>