Creative Arts Department – Media
Year 11 – Curriculum Map
Two Teacher Model

Year 9	Intent		Implementation		Impact	
	Taught Curriculum	**Learned Curriculum**	**Key Skills**	**Wider activities**	**Summative Assessment**	**Assessment criteria**
Term 1 *7 weeks*	**Component 2: Crime Drama (Teacher A - Double Lesson)** Introduction to Crime Drama and study of 'Luther' episode one. **Component 1: Video Games (Teacher B - Single Lesson)** Study of Video Games - Industry and Audience and study of Fortnite (2017) **Component 3: NEA Coursework** Continuation of Component 3 Coursework as homework throughout half term one **RECAP of key phrases CHEPS and RAIL** *CHEPS - Cultural, historical, economics, political and social context *RAIL - Representation, Audience, Industry and Language	**Teacher A: Crime Drama** Recep of technical codes used in audio-visual media products including camera shots and movement, editing techniques, audio (diegetic and non diegetic), music and sound effects Introduction to industry - BBC and crime genre audiences and crime drama as a sub genre and codes and conventions Detailed study of Luther episode one. Analysis of how media language is used to create meaning (semiotics) and how representations reflect the time of release e.g. women in traditionally male roles Revision of target audiences (demographics, psychographics) and reflection of how they are catered for through content Application of Propp theoretical perspective Theoretical perspective of genre (repetition and difference, intertextuality and hybridity) Representations - key focus on ethnicity, masculinity and woman and how these challenge or reinforce dominant ideologies How industry context shape the products that are made How convergent technology has changed the way we view television programmes and enabled global success Regulation of audio visual products **Teacher B: Video Games** Introduction to Fortnite and context of evolution of the game Introduction to industry and how this links to social and cultural context	Research Interpretation Recall Enquiry Analysis Evaluation Critical thinking	All relevant videos for each area of study can be accessed on the link below. I strongly advise students to use these videos for pre learning and revision. These cover all areas of study and relevant theory. Mrs Fisher - YouTube Fact Sheets Fortnite.pdf - GCSE Media Studies Luther Factsheet 1 - Media Language & Representation Luther Factsheet 2 - Industry, Audience and Contexts Below are key resources that will be used in lessons. Students may find this useful for pre learning, homework tasks and/or revision. Component 2 Section A: Crime Drama Resource https://resource.download.wjec.co.uk/vtc/2013-14/wjec-06/media-studies-television-crime-drama.pdf	Exam Questions: Linked to Crime Genre and Fortnite Homework Focus: Continuation of NEA Coursework	Students will begin to develop the ability to: AO1 - Demonstrate knowledge and understanding of the theoretical framework of media in relation to crime drama and video games AO1 - Be able to discuss contexts (CHEPS) and their influence of crime dramas and video games AO2 - Apply knowledge and understanding of theoretical framework to crime drama and video games AO2: Analyse media products, including in relation to the contexts and theoretical framework of media to make judgements and draw conclusions Students will know and understand: How media products have to evolve to engage with audiences How convergent technology has enabled produces to reach a wider audience (global) How media language is used to convey meaning in products How industry can significantly impact on a media product and how CHEPS can further influence the creation and content produced How theory can be analysed and evaluated against relevant products studied

| | | The impact of technological convergence and how this impacts the way in which audiences interact with games

Economic factors

Video Game regulation and issues with this form of regulation with links to convergent technology

Audiences - including target audience, active and passive audiences

Application of theoretical framework - Blumer and Katz

Dyer's star theory | | | | |
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| **Term 1**
8 weeks | **Component 2: Crime Drama (Teacher A - Double Lesson)** **Continuation of Crime Drama with focus on exam preparation and comparison of Luther and The Sweeney**

Study of 'Luther' episode one and 'The Sweeney' episode one (10 minute extract)

Component The Archers (Teacher B - Single Lesson) Study of The Archers - Industry and Audience ONLY

Component 3: NEA Coursework Continuation of Component 3 Coursework

RECAP of key phrases CHEPS and RAIL

*CHEPS - Cultural, historical, economics, political and social context

*RAIL - Representation, Audience, Industry and Language | **Teacher A: Crime Drama**

Recep of technical codes used in audio-visual media products including camera shots and movement, editing techniques, audio (diegetic and non diegetic), music and sound effects

Introduction to industry - BBC and crime genre audiences and crime drama as a sub genre and codes and conventions

Detailed study of Luther episode one in comparison to The Sweeney. Analysis of how media language is used to create meaning (semiotics) and how representations reflect the time of release e.g. women in traditionally male roles

Application of target audiences (demographics, psychographics) and reflection of how they are catered for through content

Application of Propp theoretical perspective

Theoretical perspective of genre (repetition and difference, intertextuality and hybridity)

Representations - key focus on ethnicity, masculinity and woman and how these challenge or reinforce dominant ideologies

How industry context shape the products that are made

How convergent technology has changed the way we view television programmes and enabled global success | Research
Interpretation
Recall
Enquiry
Analysis
Evaluation
Critical thinking | All relevant videos for each area of study can be accessed on the link below. I strongly advise students to use these videos for pre learning and revision. These cover all areas of study and relevant theory.

Mrs Fisher - YouTube

Fact Sheets

Luther Factsheet 1 - Media Language & Representation

Luther Factsheet 2 - Industry, Audience and Contexts

The Sweeney Factsheet 1 - Media Language & Representation

The Sweeney Factsheet 2 - Audience and Industry

The Archers Factsheet

Below are key resources that will be used in lessons. Students may find this useful for pre learning, homework tasks and/or revision. Component 2 Section A: Crime Drama Resource | | |

		Regulation of audio visual products **Teacher B: Radio** Introduction to The Archers and context Introduction to industry with a specific focus on the BBC and how ownership patterns have impacted on the production The impact of technological convergence and how this impacts the way in which audiences access the programme Economic factors Radio regulation (Ofcom) and issues with this form of regulation with links to convergent technology Audiences - including target audience, active and passive audiences Application of theoretical framework - Blumer and Katz				