

KS5 Curriculum Mapping and Skills Criteria

Curriculum Intent

To introduce and develop students' understanding and knowledge of media texts and issues.

Throughout the course, students will expand on their KS4 analytical skills. We often use the media products at the heart of our curriculum to explore fundamental ideas such as Love, Respect, Honesty, Responsibility and Justice which will then help develop the students so that they are ready to navigate life beyond school with Catholic values underpinning their choices. They will develop a wide variety of transferable skills, the ability to structure critical analytical writing, and assess representations in the media and the impact of these on society. The ideological construction of these representations will also be the basis of many discussions. They will also learn about the structure of media organisations, the effect this has on media products and the nature of target audiences and media consumption. Students will also increase their media literacy which is of increasing importance in a digital age where young people's use of the media is impacting their lives so much. We will study and discuss relevant context: local, national, social, political and global issues. In addition to this, students will progress their practical (IT/ photography/ creative) skills by creating original print media forms (magazines and film marketing) following studying them for exam content.

	Term 1	Term 2	Term3
Implementation <i>Year 12</i>	Course Introduction: - Intro to basic key concept terms: ML & RANG Component 1: Advertising: -Super.Human (developing key concept: ML &R) - Film Poster - Kiss of the Vampire - Tide washing powder (Developing ML: Print Codes) Film Marketing: -Black Panther -I, Daniel Blake Teacher 2: Newspapers (The Mirror and The Times) (Long and thin - 1 lesson every 2 weeks)	Music Video: - Betonce, Formation - Vance Joy, Riptide - (Developing ML Audio/ Visual Codes, Narrative and Genre) Radio: - Late Night Woman's Hour Podcast Video Games: - Assassin's Creed III Teacher 2: Newspapers (The Mirror and The Times) (Long and thin - 1 lesson every 2 weeks)	Coursework (both teachers) - Pre-production paperwork - Planning and research folders - Photography/ Production for BOTH tasks - Production Task 1: photoshop

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	Trips: Harry Potter Studios, Into Film Screenings & Industry Talks		
Impact Assessment	<i>In class assessment:</i> - Progress of photoshop skills (support requirements for real thing) - Short analysis paragraphs and questions - Whole class discussions and contributions to analysis - Mock exam Q1 (WA) - plan and write part, then full Q, then timed and formally assessed - Application of theoretical framework instruction and handouts - FORMAL ASSESSMENT 1: ANALYTICAL ESSAY MEDIA LANGUAGE AND REPRESENTATION) <i>Homework Tasks:</i> - Research in the form of draft similar product analyses - Redrafting the above - Project Evaluation - Overall project grade (as would be with coursework) - Mock exam Q: Q2 representation unseen comparison (print advertising)	<i>In class assessment:</i> - Short analysis paragraphs and questions - Whole class discussions and contributions to analysis - Peer assessment of written work - DIRT of formal assessment - Exam style question: Section A = MV - Exam style Q practice: Section B = Radio and VG - Note taking practice and support - FORMAL ASSESSMENT 2: PAPER 1 EXAM Q4 (audiences) - Mock coursework task (if time allows) which introduces: - media research including media analysis - pre-production systems - production (photoshop) <i>Homework Tasks:</i> - Contextual Research - Additional text prep. notes - Exam Q3 practice: section B/ film industry - Application of theoretical framework - Coursework planning when briefs are released (March)	<i>In class assessment and homework:</i> - Whole class discussions and contributions to introductions - Tight deadlines set every lesson for PPP - Constant feedback and tracking - All PPP work will be completed in class and at home - Photography - ASSESSMENT: COURSEWORK ANALYSIS OF SIMILAR PRODUCTS (ANALYSIS USING ALL MEDIA CONCEPTS - SYNOPTIC ASSESSMENT) Starting analysis to allow for teacher support and completion for homework - feedback from teacher so Ss can improve and complete others to a better standard - Revision for mock - FORMAL ASSESSMENT 1: FULL PAPER 1 MOCK

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Implementation Year 13	Term 1	Term 2	Term3
	Coursework Production 2 Statement of Aims and Intentions Component 2: TV Case Studies: - Peaky Blinders - The Bridge (Not in the English Lang.)	Coursework Interventions Magazine Case Studies: - Vogue (Hist.) - The Big Issue (Non-mainstream) Online Media: - Zoella - Attitude	Revision Component 1: 2 weeks Component 2: 2 weeks Exam question focus Revision resources for each case study text (my spidergrams and Ss own)
Impact Assessment	<i>In class assessment:</i> - <i>Progress of photoshop skills (support requirements for real thing)</i> - <i>Short analysis paragraphs and questions</i> - <i>Whole class discussions and contributions to analysis</i> - <i>Mock exam Qs - prep at home/ in class then the writing at a different time</i> - <i>Application of theoretical framework</i> - FORMAL ASSESSMENT 1: FULL PAPER 1 MOCK <i>Homework Tasks:</i> - <i>Contextual Research</i> - <i>Additional text prep. notes</i> - <i>Exam Q practice</i> - <i>Application of theoretical framework</i>	<i>In class assessment:</i> - <i>Progress of photoshop skills (support requirements for real thing)</i> - <i>Short analysis paragraphs and questions</i> - <i>Whole class discussions and contributions to analysis</i> - <i>Mock exam Qs - prep at home/ in class then the writing at a different time</i> - FORMAL ASSESSMENT 2: FULL PAPER 1 MOCK (including VG Q) - PAPER 2 ASSESSMENTS QUESTION BY QUESTION IN CLASS FOLLOWING EACH CASE STUDY (peer and T assessed) <i>Homework Tasks:</i> - <i>Contextual Research</i> - <i>Additional text prep. notes</i> - Exam Q practise: paper 2 - <i>Application of theoretical framework</i> -	<i>In class assessment and homework:</i> - <i>Short analysis paragraphs and questions relating to exam Qs only</i> - <i>Whole class discussions and contributions to analysis/ revision</i> - <i>Peer assessment of practice exam responses</i> - <i>DIRT of above</i> - <i>Completion of revision sources and spider-grams</i> - PAPER 2 ASSESSMENTS QUESTION BY QUESTION IN CLASS FOLLOWING EACH CASE STUDY. If time allows, complete paper 2 sitting with agreement from HOD. EXAM DATES: COMPONENT 1 FRIDAY 27TH MAY AM COMPONENT 2 WEDNESDAY 8TH JUNE PM