	Dallam School **Media Curriculum Overview**	Department: Media Studies Year Group: 10

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: What is Media Studies? An Introduction.	**Theme/ topic:** Analysis of Past and Present Media Products	**Theme/ topic:** Textual Analysis of Media Products	**Theme/ topic:** Summative Assessment	**Theme/ topic:** Reimagined Fairy Tale Task.	**Theme/ topic:** Reimagined Fairy Tale Task.
By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):
• Codes and conventions of genre • Basics of narrative structure • The difference between primary and secondary target audiences **Tier 3 vocab:** • Genre and narrative • Hybrid genre • Technical codes, stylistic codes and written codes	• An analyse of media production over time • Audience demographic profiles and psychometric profiles • Different purposes of media production **Tier 3 vocab:** • Primary and secondary audiences and user generated content	• Identification of genre characteristics • Narrative theory • Representation of people, places, issues and events • Audience interpretation • Deconstruction of media production techniques **Tier 3 vocab:** • Subverting genre characteristics • Iconography	• A summative assessment piece which focuses on the Learning Aim A and Learning Aim B work from half term 2 and half term 3. • This summative assessment will be set by the exam board. **Tier 3 vocab:** • An accumulation of the previous tier 3 vocab from half	• How to adapt and evolve a story into a different genre • Theories of narrative structure • Use of different shot types and camera movement to create effects for the audience **Tier 3 vocab:** • 3 act structure, equilibrium, disequilibrium and new equilibrium	• How to adapt and evolve a story into a different genre • Theories of narrative structure • Use of different shot types and camera movement to create effects for the audience **Tier 3 vocab:** • 3 act structure, equilibrium, disequilibrium and new equilibrium

• 3 act structure, equilibrium, disequilibrium and new equilibrium • Primary and secondary target audiences	• Mass and niche audiences • Socio-economic groups • Psychometrics, e.g. Mainstreamers, Aspirers, Succeeds, Resigned, Explorers, Strugglers, Reformers • Purpose, e.g. escapism, innovation, inspiration, critical acclaim	• Characterisation • Mode of address • Audience identification, positioning and perspective • Mise-en-scene • Various new shot types, including long shot, mid shot, close up and their use of their codes LS, MS and CU. Camera movement terminology, including tracking, crabbing, peds and panning	term 2 and half term 3.	• Storyboard and treatment • Various new shot types, including long shot, mid shot, close up and their use of their codes LS, MS and CU. • Camera movement terminology, including tracking, crabbing, peds and panning	• Storyboard and treatment • Various new shot types, including long shot, mid shot, close up and their use of their codes LS, MS and CU. • Camera movement terminology, including tracking, crabbing, peds and panning
They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):
How to recognise the codes and conventions of several different genres. To recognise and develop a 3 act narrative structure. To understand the basics of audience theory and be able to apply these skills to any given example.	How to develop an understanding of how media products have been created for specific audiences and purposes, across 3 sectors: moving image, publishing and interactive media. Learners will develop an understanding of the relationship between media products, their audiences and purpose, through analysis.	How to explore the relationship between genre, narrative and representation in media products, and develop an understanding of how they are interpreted by audiences. To understand how media products are created to appeal to their audiences through analysis. They will demonstrate this through the deconstruction of 2	The key concepts from half term 2 and half term 3 will be brought together in a summative assessment which is set by the exam board.	How to develop pre-production skills and techniques in the moving image sector. How to develop planning skills relevant to the moving image sector. Be able to apply these skills to a given brief and review their progress and consider how to make improvements.	How to develop pre-production skills and techniques in the moving image sector. How to develop planning skills relevant to the moving image sector. Be able to apply these skills to a given brief and review their progress and consider how to make improvements.

		media products of their choice.			
They will know how to:	They will know how to:	They will know how to:	They will know how to:	They will know how to:	They will know how to:
• Develop a *basic* understanding of codes and conventions • Develop a *basic* understanding of narrative theory • Develop a *basic* understanding of audience theory • Be able to *apply* the above the any given example • Be able to *develop* appropriate examples of the above	• *Identify* media products, their purpose and audience • *Outline* those media products using examples • *Describe* the purpose of the media products • *Discuss* the relationships between the products, their purpose and the audience • *Analyse* the relationships in detail	• *Identify* how genre, narrative and representation engage audience. • *Outline* how audiences are engaged using relevant examples • *Describe* production techniques used in the creation of media products • *Discuss* the relationship between genre, narrative, representation and how production techniques engage audiences • *Analyse* the same relationships with production techniques, using well considered examples	• *Identify* media products, their purpose and audience • *Outline* those media products using examples • *Describe* the purpose of the media products • *Discuss* the relationships between the products, their purpose and the audience • *Analyse* the relationships in detail • *Identify* how genre, narrative and representation engage audience. • *Outline* how audiences are engaged using relevant examples • *Describe* production techniques used in the creation of media products • *Discuss* the relationship between genre, narrative,	• Development *basic* development of production skills and techniques through practical work • Build on this to develop *appropriate* techniques which start to show experimentation • Be able to show *effective* product skills through focused practical work • Have a *comprehensive* development of techniques through creative experimentation	• Development *basic* development of production skills and techniques through practical work • Build on this to develop *appropriate* techniques which start to show experimentation • Be able to show *effective* product skills through focused practical work • Have a *comprehensive* development of techniques through creative experimentation

			representation and how production techniques engage audiences • ***Analyse*** the same relationships with production techniques, using well considered examples		

![Dallam School crest]	**Dallam School** **Media Curriculum Overview**	**Department: Media Studies** **Year Group: 11**	![logo]

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: Second piece of Controlled Assessment	**Theme/ topic:** Second piece of Controlled Assessment	**Theme/ topic:** Recreated Moving Image Product	**Theme/ topic:** Examination Preparation	**Theme/ topic:** Examination Preparation	**Theme/ topic:** Practical Workshops
By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):	By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*):
- Identification of genre characteristics - Narrative theory - Representation of people, places, issues and events - Audience interpretation - Deconstruction of media production techniques **Tier 3 vocab:** - Subverting genre characteristics - Iconography	- Identification of genre characteristics - Narrative theory - Representation of people, places, issues and events - Audience interpretation - Deconstruction of media production techniques **Tier 3 vocab:** - Subverting genre characteristics - Iconography	- Audio and moving image pre-production processes and practices. - Recording and shooting footage and audio. - Applying post-production techniques such as editing and rendering footage. **Tier 3 vocab:** - Pre-production, e.g. shooting script,	- Develop ideas in response to a brief - Develop planning materials in response to a brief - Apply media production skills and techniques to the creative of a media product - Create a media product to meet the requirements of a brief	- Develop ideas in response to a brief - Develop planning materials in response to a brief - Apply media production skills and techniques to the creative of a media product - Create a media product to meet the requirements of a brief	

• Characterisation • Mode of address • Audience identification, positioning and perspective • Mise-en-scene • Various new shot types, including long shot, mid shot, close up and their use of their codes LS, MS and CU. • Camera movement terminology, including tracking, crabbing, peds and panning	• Characterisation • Mode of address • Audience identification, positioning and perspective • Mise-en-scene • Various new shot types, including long shot, mid shot, close up and their use of their codes LS, MS and CU. Camera movement terminology, including tracking, crabbing, peds and panning	screenplay, storyboard, audio script • Production, e.g. preparing copy, image manipulation, graphics, file formats • Post-production, e.g. editing, rendering, exporting, proximity, alignment, contrast • Review process, e.g. evaluation, self-assessment,	**Tier 3 vocab:** • Establishing requirements • Marketplace and competition • Primary and secondary research • Mainstream and niche market • Order and sequencing • All previous Tier 3 vocab to be culminated for this task	**Tier 3 vocab:** • Establishing requirements • Marketplace and competition • Primary and secondary research • Mainstream and niche market • Order and sequencing All previous Tier 3 vocab to be culminated for this task	
They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):	They will understand (key concepts):
How to explore the relationship between genre, narrative and representation in media products, and develop an understanding of how they are interpreted by audiences. To understand how media products are created to appeal to their audiences through analysis. They will demonstrate this through the deconstruction of 2	How to explore the relationship between genre, narrative and representation in media products, and develop an understanding of how they are interpreted by audiences. To understand how media products are created to appeal to their audiences through analysis. They will demonstrate this through the deconstruction of 2	How to apply pre-production, production and post-production processes when reworking an existing media product. How to review progress and consider how to make improvements to techniques. To develop key skills, such as teamwork, time management and communication.	How to respond to a client brief and create a product in one of three given media sectors: moving image, publishing or interactive. To interpret the client's needs and engage in the pre-production, production and post-production processes to create the final media product.	How to respond to a client brief and create a product in one of three given media sectors: moving image, publishing or interactive. To interpret the client's needs and engage in the pre-production, production and post-production processes to create the final media product.	

media products of their choice.	media products of their choice.		How to plan a media product that is fit for audience and purpose.		
They will know how to:	They will know how to:	They will know how to:	They will know how to:	They will know how to:	They will know how to:
• *Identify* how genre, narrative and representation engage audience. • *Outline* how audiences are engaged using relevant examples • *Describe* production techniques used in the creation of media products • *Discuss* the relationship between genre, narrative, representation and how production techniques engage audiences • *Analyse* the same relationships with production techniques, using well considered examples	• *Identify* how genre, narrative and representation engage audience. • *Outline* how audiences are engaged using relevant examples • *Describe* production techniques used in the creation of media products • *Discuss* the relationship between genre, narrative, representation and how production techniques engage audiences • *Analyse* the same relationships with production techniques, using well considered examples	• Develop a *basic* application of pre-production, production and post-production skills when reworking an existing media product. • Build on this to develop *appropriate* techniques which start to show experimentation • Be able to show *effective* production skills through focused practical work • Have a *comprehensive* development of techniques leading to creative outcomes	• *Identify* the requirements of the brief and generate a media product. • *Describe* an appropriate idea for a media product. • *Gather* suitable content to meet the client's needs for the final product. • *Adapt* to using new skills and techniques to carry out practical tasks. • *Create* a final product that is imaginative and technically efficient in order to meet all of the client's needs.	• *Identify* the requirements of the brief and generate a media product. • *Describe* an appropriate idea for a media product. • *Gather* suitable content to meet the client's needs for the final product. • *Adapt* to using new skills and techniques to carry out practical tasks. • *Create* a final product that is imaginative and technically efficient in order to meet all of the client's needs.	