



## Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations Curriculum Area: Media Studies GCSE (AQA 8572)



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Syllabus</b>	AQA Media Studies GCSE. New Specification 8572  Music Videos CSP	AQA Media Studies GCSE. New Specification 8572  TV CSP	AQA Media Studies GCSE. New Specification 8572  Participatory/ Online Media CSP	AQA Media Studies GCSE. New Specification 8572  Video Games CSP KK Lara Croft	AQA Media Studies GCSE. New Specification 8572  Newspapers CSP	AQA Media Studies GCSE. New Specification 8572  Film CSP Radio CSP
<b>Knowledge</b>	Students will study 2 music videos:  <u>Arctic Monkeys I bet you look good on the dancefloor (2005)</u>  <u>One direction History (2005)</u>  <b>Media Audience.</b> How do the videos target and address their audiences? What are the pleasures and rewards for the audience? How do the audiences consume and use music video like these? How and why do audience responses vary? Do these responses to music video change over time?  <b>Media Industry</b> What is the relationship between the music industry, artists and fans? How have technological developments enabled bands/artists like Arctic Monkeys to self-produce What are the implications of these challenges to mainstream music producers and publishers? How are music videos rated and regulated in the UK?	Students will study 2 episodes:  <u>Class (2016) Episode 4: Co-owner of a Lonely Heart.</u>  <u>Doctor Who (1963) Episode 1: An Unearthly Child.</u>  <b>Media Language</b> What codes and conventions are used to communicate meaning? Identify the genre - any elements of hybridity or intertextuality? How would students describe the narrative structure? How useful are narrative theories (such as Propp) in the analysis and understanding of this product?  <b>Media Representation</b> Of Place, education, masculinity and femininity, heterosexuality and homosexuality, ability and disability, class and age. A number of stereotypes are featured - identify these and explain their functions.	Students will study:  <u>Zoella</u> (You Tube, Twitter, Instagram).  <b>Media Language</b> Explore the genre conventions of each online, social and participatory form that Zoella uses. Deconstruct photographic images on her Facebook page and/or Instagram and consider their function in creating Zoella's brand. What is the nature of the relationship Zoella enjoys with her followers? How have these various codes become established as conventions of this media form? What is the narrative structure of a typical Zoella presentation on her YouTube channel?  <b>Media Representation</b> Of Zoella herself, people she can be seen with, the products she endorses and settings she inhabits. Study of the extent to which she embodies and reinforces gender stereotyping. Clearly her representation is central to the creation of her brand but some critics argue that	Students will study 2 video games:  <u>Kim Kardashian Hollywood Game</u>  <u>Lara Croft Go</u>  <b>Media Language</b> What narrative ingredients are used in each game? What types of characters do we meet, where are they and what are they doing? How does the player impact on the action? How would you describe the visual appeal of each game? How does the choice of elements in <i>KKH</i> and <i>Lara Croft Go</i> represent the world in a way that puts over messages and values?  <b>Media Representation</b> Of femininity and masculinity, place, class and age need to be studied and analysed. To what extent has Kardashian been able to control her representation here? What types of stereotypes are featured in the game? How do they appeal to the target audience for the game? Are there any types of social	Students will study 2 Newspaper headline and story:  <u>The Daily Mirror 15<sup>th</sup> March 2017</u>  <u>The Times 15<sup>th</sup> March 2017</u>  <b>Media Language</b> How are the conventions of newspapers – headlines, selection of image, choice of written language, formatting – are used to communicate meaning. How do choices made in the construction of the front page and story influence meaning, including creating narratives? Compare the front pages and the same story in both Newspapers.  <b>Media Representation</b> What is the representation of social groups, issues or events featured on the front page and in the news story? Identify how selections made construct versions of reality, convey particular points of view, messages, values and beliefs which reflect the political and ideological	Students will study 2 films:  <u>I, Daniel Blake (2016)</u>  <u>Doctor Strange (2016)</u>  <b>Media Industry</b> What production companies were involved in the making of each film? Define 'Independent cinema'. What was the production budget of each film? How were audiences targeted? Discuss 'Director Power'. How was the film released? How successful was each film at the box office? What certification did the films receive and why? What merchandising tie-ins were associated with this film? How many countries was each film distributed to? How does this help with understanding the nature of globalisation? What effect does the domination of Hollywood have on national cinema production worldwide?



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	<p>How did Arctic Monkeys exploit the online presence and niche nature of their fan base? What is the relationship between the video (and the timing of its release) and other One Direction products such as singles and albums? How influential are record companies (like Simon Cowell's Syco) in determining the form and content of music videos like History? What role has music video played in One Direction's global commercial success?</p>	<p><b>Media Audience</b> What was the critical reception of <i>Class</i> and the size of its audience? Who was the target audience for <i>Class</i>? How did this affect its marketing and distribution? What evidence is there of specific audience targeting in Episode 4? How did <i>Dr Who</i> fans react to <i>Class</i>? What pleasures, uses and gratifications are available to the audience of <i>Class</i>? What are the factors that influence whether or not audiences accept or reject the preferred readings of this product?</p> <p><b>Media Industry</b> Students will explore the role of BBC3 within the BBC as a whole and the broader issues arising from the convergence of broadcast and online platforms for television. How are programmes such as <i>Class</i> funded and commissioned? How are television programmes regulated on different platforms (e.g. broadcast, on-demand, video)? Explore the role of the BBC as a public service broadcaster in the 1960s. What are the similarities and differences between <i>An Unearthly Child</i> and <i>Co-Owner of a Lonely Heart</i> in terms of production processes and technologies? Consider the difference between the television environment of the early 1960s and today's multi-</p>	<p>she trivialises female gender identity. Through how she represents herself and her world across the online, social and participatory forms she uses, investigate her interests, her concerns, her friendships, values and beliefs. What sort of critical reception has Zoella had? How fair are the criticisms and positive endorsements?</p> <p><b>Media Audience</b> Demographics &amp; Psychographics TA. Nature of her appeal. Audience participation. Gratification. Preferred &amp; oppositional reading.</p> <p><b>Media Industry</b> Students will need to investigate the development of Zoella as a commercial brand. How does she use her online presence for self-promotion? How has she generated a substantial income through her online, social and participatory forms? Who has she formed collaborations with and what are the benefits for her commercial partners in this move away from more traditional forms of marketing and promotion? What are the implications for traditional media industries of the success of online vloggers such as Zoella?</p>	<p>groups not represented? Discuss a feminist approach to the representations in the game.</p> <p><b>Media Audience</b> Students will investigate how the demographics of game players has shifted away from the dominance of male players and describe the target audience for this video game. What types of pleasures does playing the game offer them? Is Uses and Gratification theory helpful in understanding the appeal of this game? Consider the types of influence this product might have on audiences. Critics of gaming often point to their negative influence on audiences and this might be a good place to begin your investigation. Examine the material used to advertise and market the game. What does this tell you about the intended target audience?</p> <p><b>Media Industry</b> What effect has the institution responsible for <i>KKH</i> and <i>Lara Croft Go</i> had on the product? How does the game and Kim Kardashian's online presence demonstrate convergence? Has <i>KKH</i> and <i>Lara Croft Go</i> been commercially successful? How are video games rated and regulated?</p>	<p>position of each Newspaper.</p> <p><b>Media Audience</b> The target audience for the Daily Mirror will be defined in terms of NRS categories and demographics and may be compared with that of The Times. How does each newspaper attract its audience? What pleasures are offered to readers of each newspaper? Does the newspaper position its reader to be Active or Passive? What opportunities are offered to audiences to negotiate or reject the preferred reading?</p> <p><b>Media Industry</b> What is the market position of each product? What are the circulation figures and how have they changed? Who owns each newspaper and how is the organisation responding to the challenges to traditional newspapers from digital platforms? How and why are British newspapers regulated?</p>	<p>Students will study 2 radio shows.</p> <p><b>Radio 1 Tony Blackburn 1967</b> <b>Beats 1 Radio Julie Adenuga</b></p> <p><b>Media Industry – Radio.</b> How was the BBC funded at the time and why was the decision made to make big changes in their radio provision? How was Radio 1 influenced by the BBC's role as a public service provider? Who worked for Radio 1 as presenters and how did they influence the style and musical approach of the station? What are the reasons for Apple getting involved in radio? How much of a threat is Beats 1 (and similar music sources) to traditional media industries?</p> <p><b>Media Audience</b> What an audience was the BBC hoping to capture with newly launched Radio 1? How did the BBC perceive the youth audience's needs and tastes? How were young people able to gain access to their music in 1967? How does Beats 1 target its audience and what is the appeal of the shows (including Julie Adenuga's) that they offer? How does Beats 1 fulfil the needs of listeners and contribute to their sense of identity? How is the consumption and use of music different today?</p>
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	<p><b>Extended</b> writing piece based on exam question, checking understanding on media audience. <i>How does each band address their audiences in their music videos?</i></p> <p><b>Marking Point 2</b> <b>Extended</b> writing piece checking understanding on media industry. <i>How have technical developments enabled bands like the Arctic Monkeys to self-produce their own artistic output?</i></p> <p><b>Marking Point 3</b> Extended writing piece linking both products. <i>How do both bands use the videos to project their image to their audience?</i></p>	<p><b>Extended</b> writing piece based on exam question <i>Consider the representation of teenagers in Dr Who and Link to social context.</i></p> <p><b>Marking Point 2</b> <b>Extended</b> writing piece. <i>Consider the representation of teenagers in Class. Link to social context.</i></p> <p><b>Marking Point 3</b> Progress Assessment. <i>Consider the technical limitations of 1963, which caused TV Drama to be slower.</i></p>	<p><b>Extended</b> writing piece based on exam question <i>Deconstruct Zoella's use of conventions in her different online platforms.</i></p> <p><b>Marking Point 2</b> <b>Extended</b> writing piece. <i>How has Zoella developed as a commercial brand?</i></p> <p><b>Marking Point 3</b> Extended writing piece. <i>What is the feminist interpretation of Zoella's representation?</i></p>	<p><b>Extended</b> writing piece based on exam question. <i>Investigate the narrative structure in both video games.</i></p> <p><b>Marking Point 2</b> <b>Extended</b> writing piece. <i>How do both video games demonstrate convergence?</i></p> <p><b>Marking Point 3</b> Extended writing piece. <i>What is the feminist interpretation of Kim Kardashian and Lara Croft?</i></p>	<p><b>Extended</b> writing piece based on exam question <i>How do the 2 Newspapers approach the reporting of the Muirfield story?</i></p> <p><b>Marking Point 2</b> <b>Extended</b> writing piece. <i>How do each Newspapers address their audience?</i></p> <p><b>Marking Point 3</b> Extended writing piece. <i>How and why are British newspapers regulated?</i></p>	<p><b>Extended</b> writing piece based on exam question <i>Compare the influence of the film industry in the production, distribution and promotion of both films.</i></p> <p><b>Marking Point 2</b> Progress Assessment. GCSE style exam paper.</p> <p><b>Marking Point 3</b> Extended writing piece. <i>Consider the gratification for the respective audiences for both radio shows.</i></p>
<b>Cultural Enrichment</b>	<p><b>READ</b> Extension research work – becoming familiar with the Music Mags.</p> <p><b>WATCH</b> <a href="https://www.bbc.co.uk/programmes/b06g64wb">https://www.bbc.co.uk/programmes/b06g64wb</a> <b>One Direction 'This is Us' 2015 PG</b></p>	<p><b>READ</b> Extension research work – becoming familiar with the history of the BBC and <i>Dr Who</i>.</p> <p><b>WATCH</b> <a href="http://www.bbc.co.uk/historyofthebbc">http://www.bbc.co.uk/historyofthebbc</a> <a href="http://www.bbc.co.uk/doctorwho/classic/news/briefhistory/index.html">http://www.bbc.co.uk/doctorwho/classic/news/briefhistory/index.html</a></p> <p><b>VISIT</b> BBC media city Salford. <a href="http://www.bbc.co.uk/showsandtours/tours/media-city">http://www.bbc.co.uk/showsandtours/tours/media-city</a></p>	<p><b>READ</b> Extension research work – becoming familiar with the history of online participatory Social media.</p> <p><b>WATCH</b> <a href="https://www.youtube.com/channel/UCWRV5AVOIKR1Flvt310Cw">https://www.youtube.com/channel/UCWRV5AVOIKR1Flvt310Cw</a></p>	<p><b>READ</b> Extension research work – becoming familiar with the social development of the Kardashian brand, and of gaming.</p> <p><b>WATCH</b> <i>Keeping up with the Kardashians</i> – Netflix &amp; 'E' <i>Lara Croft: Tomb Raider</i> Films.</p>	<p><b>READ</b> Extension research work – becoming familiar with the social development of Newspapers in the UK.</p> <p><b>VISIT</b> <a href="https://www.bl.uk/collection-guides/british-newspaper-archive#">https://www.bl.uk/collection-guides/british-newspaper-archive#</a></p>	<p><b>READ</b> Extension research work – becoming familiar with the Film Industry – both Hollywood and UK Independent.</p> <p><b>WATCH</b> <i>I, Daniel Blake</i> (Loach, 2016) <i>Dr Strange</i> (Derrickson, 2016)</p> <p><b>VISIT</b> <b>BBC Radio Sport/ 5 Live/ 6/ Breakfast.</b> <a href="http://www.bbc.co.uk/showsandtours/tours/media-city">http://www.bbc.co.uk/showsandtours/tours/media-city</a></p> <p>London Film Museum <a href="http://londonfilmmuseum.com/">http://londonfilmmuseum.com/</a></p>



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<p><b>Character</b></p>	 <p><b>QofS – Optimism</b> Students will tackle the new topic with curiosity. They will work with optimism, questioning and analysing all aspects of the different media platforms and texts.</p>	 <p><b>QofS – Empathy</b> Students will begin to understand the power and influence the media has on their life and accept their social responsibility to be fair and honest with their work and opinions.</p>	  <p><b>QofS - Creativity &amp; Curiosity</b> Students will start to view the media with a new sense of curiosity, questioning and analysing all aspects of advertising and marketing. They will develop their skills at working independently and cooperatively</p>	  <p><b>QofS – Responsibility &amp; Reflection</b> Students will work to ensure that their creativity is used to represent all members of society with equality and equity. Students will take the opportunity to reflect on their work. They will celebrate their successes and acknowledge their weaknesses.</p>	  <p><b>QofS – Practice &amp; Resiliency</b> Students will use time allotted to refine the work they are producing. To use prior evaluations and reviews to improve their practice.</p>	 <p><b>QofS – Motivation</b> Students will develop their ability to push themselves and remain motivated and on task whilst working independently.</p>
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