	Dallam School	Department: Media Studies
	Curriculum Overview	**Year Group: 12**

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:** Unit 10: Fictional Film Making (Coursework unit)	**Theme/ topic:** Unit 10: Fictional Film Making (Coursework unit)	**Theme/ topic:** Unit 1: Representations (Examination unit)	**Theme/ topic:** Unit 1: Representations (Examination unit)	**Theme/ topic:** Exam and 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*):
- Codes and conventions of genre - Basics of narrative structure - The difference between primary and secondary target audiences - An introduction to moving image editing **Tier 3 vocab:** - Genre and narrative - Hybrid genre	- Investigate how conventions of narrative storytelling are used by filmmakers, looking at format and generic conventions. - Create and gather materials in preparation for a film production - Demonstrate a range of production elements, including camera, lighting, direction and sound	- Investigate how conventions of narrative storytelling are used by filmmakers, looking at format and generic conventions. - Create and gather materials in preparation for a film production - Demonstrate a range of production elements, including camera, lighting, direction and sound	- An analysis of the use of stereotypes within the industry and exploring the reason of their use - To understand the process of Reception Theory and be able to apply to a given media text - To understand the Hypodermic Needle Theory and explore it in terms of passive audiences - To understand the use of Uses and	- An analysis of gender representation in the media, with reference to the Male Gaze Theory - An analysis of the use of hegemony with the print media industry - Thorough analysis of the use of semiotics within a media product - Analysis of the production techniques and an exploration into the	- Revise and complete Unit 1: Representations external exam - Lighting workshop - Sound workshop - Greenscreen workshop **Tier 3 vocab:** - All the key vocab from the previous 2 terms - High-key and low-key lighting

• Technical codes, stylistic codes and written codes • Mise-en-scene • Semiotics • Propp's character theory • 3 act structure, equilibrium, disequilibrium and new equilibrium • Todorov's narrative theory • Primary and secondary target audiences, including audience demographic profiles and psychometric profiles	• To use editing skills to a near-professional standard • To review and evaluate work thoroughly **Tier 3 vocab:** • 3 act structure, equilibrium, disequilibrium and new equilibrium • Todorov's narrative theory • Storyboard, screenplay, camera scripts, location recce, treatment, risk assessment • 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	• To use editing skills to a near-professional standard • To review and evaluate work thoroughly **Tier 3 vocab:** • 3 act structure, equilibrium, disequilibrium and new equilibrium • Todorov's narrative theory • Storyboard, screenplay, camera scripts, location recce, treatment, risk assessment • 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	Gratifications theory and explore the reasons why we engage with different media texts **Tier 3 vocab:** • Stereotypes • Primary and secondary audiences and user generated content • Mass and niche audiences • Socio-economic groups • Passive, negotiated and oppositional audiences • Psychometrics, e.g. Mainstreamers, Aspirers, Succeeds, Resigned, Explorers, Strugglers, Reformers • Purpose, e.g. escapism, innovation, inspiration, critical acclaim	reasons why media is made for a specific audience **Tier 3 vocab:** • 4 waves of feminism • Misogyny and objectification • Semiotics in terms of signs, symbols and signification • Connotation and denotation • Hegemony and influence, with a look at the political system • 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	• Diegetic and non-diegetic sounds • Chromakeying
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, with a focus on	To understand the codes and conventions of a fictional film production.	To understand the codes and conventions of a fictional film production.	How to develop an understanding of how stereotypes have been created for specific	Learners will develop an understanding of the relationship of gender across the media, with	How to consolidate knowledge into the context of the exam.

mise-en-scene, semiotics and Propp's character theory. To recognise and develop a 3 act narrative structure and Todorov's narrative theory. To understand the basics of audience theory and be able to apply these skills to any given example.	Produce material for a fictional film of a specified genre. Apply post-production techniques to a fictional film utilising codes and conventions of a specified genre.	Produce material for a fictional film of a specified genre. Apply post-production techniques to a fictional film utilising codes and conventions of a specified genre.	audiences and purposes. Learners will look at the use of Reception Theory across multiple different media products and will develop an understanding of the relationship between media products, their audiences and purpose, through analysis. Leaners will build on the above knowledge to consider passive audiences and how they are influenced, with reference to the Hypodermic Needle Theory. Explore the reasons why audiences engage with different pieces of media across 3 sectors: moving image, publishing and interactive media. The use of Uses and Gratifications Theory here is central to understanding different audience positions.	a consideration on how feminism has influenced the representations of females. The Male and Female Gaze are considered in terms of misogyny and objectification. Leaners will build on prior knowledge to consider passive audiences and how they are influenced, with reference to the Hegemony and our political system. Be able to apply these skills and theories learnt in this unit to a textual analysis across a multitude of sectors.	How to take part in workshops and classes where learners can develop practical techniques and skills. Be able to learn and apply new practical skills through experimenting, reflecting and refining to create a final product. To develop key skills, such as teamwork, time management and communication.

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** an understanding of codes and conventions • **Develop** an understanding of narrative theory • **Develop** an understanding of audience theory • **Apply** the above the any given example • **Develop** appropriate examples of the above	• **Analyse** the narrative and stylistic codes and conventions of different film genres using detailed examples to illustrate points • **Consistently** demonstrate organised, professional working practices when producing material for fictional film production • Use post-production techniques **confidently** to create a final production that is creative within the codes and conventions of a genre	• **Analyse** the narrative and stylistic codes and conventions of different film genres using detailed examples to illustrate points • **Consistently** demonstrate organised, professional working practices when producing material for fictional film production • Use post-production techniques **confidently** to create a final production that is creative within the codes and conventions of a genre	• **Demonstrate** knowledge and understanding of media terminology, semiotics, theories, concepts and messages • **Apply** knowledge and understanding of media concepts, semiotics, theories and formal techniques to constructed representations • **Analyse** media texts to deconstruct representations and decode messages and evaluate their effectiveness and impact • **Make connections** between messages underpinning media representations and their related values and effects on wider society	• **Demonstrate** knowledge and understanding of media terminology, semiotics, theories, concepts and messages • **Apply** knowledge and understanding of media concepts, semiotics, theories and formal techniques to constructed representations • **Analyse** media texts to deconstruct representations and decode messages and evaluate their effectiveness and impact • **Make connections** between messages underpinning media representations and their related values and effects on wider society	• Describe own development and application of skills and techniques • Explain own development and be able to identify strengths and areas of improvement • Analyse own development and set targets for improvement

	Dallam School **Curriculum Overview**	**Department: Media Studies** **Year Group: 13**	

AUTMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: Unit 8: Responding to a Brief (Examination unit)	**Theme/ topic:** Unit 8: Responding to a Brief (Examination unit)	**Theme/ topic: Unit 8 Exam and Unit 4:** Pre-Production Portfolio (Coursework Unit)	**Theme/ topic:** Unit 4: Pre-Production Portfolio (Coursework Unit)	**Theme/ topic:** Unit 4: Pre-Production Portfolio (Coursework Unit)	
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*):	
• Develop ideas in response to a commissioned brief with ideas based on the required content proposed by the client • Explanations of intent to respond to carry out the requirements of the brief • Develop an understanding of	• Develop ideas in response to a brief which meet the needs of the client • Develop planning materials in response to a brief with reference to the given target audience • Apply media production skills and techniques to the plan a media product based on	• *Unit 8* - Revise and complete Unit 8: Responding to a Brief external exam • *Unit 4* - The importance of pre-production in a practical environment • Gain an understanding of the requirements of the planning stage, from finance and	• The importance of pre-production in a practical environment • Gain an understanding of the requirements of the planning stage, from finance and logistics to regulations. • Develop the pre-production skills and experience	• The importance of pre-production in a practical environment • Gain an understanding of the requirements of the planning stage, from finance and logistics to regulations. • Develop the pre-production skills and experience	

the stages of all a commission
• Develop planning materials and production skills in response to a brief with reference to the given target audience, based on primary and secondary research
• Plan a media product to meet the requirements of a brief and that will appeal to the target audience
 	
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,
	primary and secondary research
	• Plan a media product to meet the requirements of a brief and that will appeal to the target audience
	
	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
		logistics to regulations.
		• Develop the pre-production skills and experience
		• needed to carry out your own tasks and to produce a digital media product
		• Create a portfolio and manage the pre-production for your own creative media production
		
		Tier 3 vocab:
		
		• *Unit 8* - All the key vocab from the previous 2 years for their Unit 8 exam.
		• *Unit 4* - Logistics
		• Primate, public and joint financing
		• Facilities
		• Clearances and codes of practice
		• Templates and formats
		• Auditing
		• Portfolio
		• Self-evaluation
			needed to carry out your own tasks and to produce a digital media product
			• Create a portfolio and manage the pre-production for your own creative media production
			
			Tier 3 vocab:
			
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				Tier 3 vocab:
				
				• Logistics
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				• Clearances and codes of practice
				• Templates and formats
				• Auditing
				• Portfolio
				  Self-evaluation	

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):	
To demonstrate knowledge and	How to respond to a client brief and create a	*Unit 8* - How to consolidate knowledge	To understand the requirements of pre-	To understand the requirements of pre-	

understanding of media production processes and considerations to a brief. To apply knowledge to media production processes in context and show an ability to adapt to changes in requirements To analyse and interpret information related to purpose, technical and logistical requirements of the brief. To respond creatively to a brief.	product in the moving image sector. How to use primary and secondary research to formulate and plan a brief that will appeal to the client and the target audience. To interpret the client's needs and engage in the pre-production, processes to plan the final media product. How to plan a media product that is fit for audience and purpose.	into the context of the exam. *Unit 4* - To understand the requirements of pre-production of a digital media product. To carry out pre-production for a digital media product. To produce a pre-production portfolio for a creative media production. To review pre-production of a digital media product.	production of a digital media product. To carry out pre-production for a digital media product. To produce a pre-production portfolio for a creative media production. To review pre-production of a digital media product.	production of a digital media product. To carry out pre-production for a digital media product. To produce a pre-production portfolio for a creative media production. To review pre-production of a digital media product.	
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:	
• **Apply** a thorough knowledge and understanding of the pre-production process • **Interpret** complex information provided and gathered • **Creatively** demonstrate a supplicated understanding to the clients brief • **Justify** their solution throughout, evidencing this in	• **Apply** a thorough knowledge and understanding of the pre-production process • **Interpret** complex information provided and gathered • **Creatively** demonstrate a supplicated understanding to the clients brief **Justify** their solution throughout, evidencing this in	• *Unit 8* - **Apply** a thorough knowledge and understanding of the pre-production process • **Interpret** complex information provided and gathered • **Creatively** demonstrate a supplicated understanding to the clients brief **Justify** their solution throughout, evidencing this in	• **Evaluate** the extent to which pre-production requirements, processes and documentation contributes to the success of planning and delivering a specific digital media product • **Manage** pre-production procedures consistently to produce comprehensive pre-	• **Evaluate** the extent to which pre-production requirements, processes and documentation contributes to the success of planning and delivering a specific digital media product • **Manage** pre-production procedures consistently to produce comprehensive pre-	

the ability to communicate clearly	the ability to communicate clearly	the ability to communicate clearly • *Unit 8 - **Evaluate*** the extent to which pre-production requirements, processes and documentation contributes to the success of planning and delivering a specific digital media product • ***Manage*** pre-production procedures consistently to produce comprehensive pre-production planning material, showing professional practice throughout • ***Evaluate*** the effectiveness of the project management, referring to its impact on pre-production	production planning material, showing professional practice throughout • ***Evaluate*** the effectiveness of the project management, referring to its impact on pre-production	production planning material, showing professional practice throughout • ***Evaluate*** the effectiveness of the project management, referring to its impact on pre-production	