Long Term Plan Year 12 GCE Media Studies (two teachers)

"Cultivating Curiosity, Creativity and Critical Thinking"

AO1 Demonstrate knowledge and understanding of: the theoretical framework of media; contexts of media and their influence on media products and processes.
AO2 Apply knowledge and understanding of the theoretical framework of media to: analyse media products, including in relation to their contexts and through the use of academic theories; make judgements and draw conclusions.
AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

Teacher One

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential Theory	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	**Component One Section A**	**Media Language**: how the media through their forms, codes, conventions and techniques communicate meanings **Representation**: how the media portray events, issues, individuals and social groups **Texts:** Advertising and Marketing (*Tide* Advert, *Kiss of The Vampire* film poster (1963) & Wateraid advert), Music Video (*Formation*) , **Media Contexts**: Socio-Historic, Political, Cultural and Institutional.	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett	Note taking Applying Theory Essay writing Application of terminology Writing about the media. Textual and Semiotic. Analysis Research on socio-historic contexts.	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through semiotics.	All skills taught are required in H.E	Extend semiotics to includes Barthes Five Codes.	Students understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others	The set texts include: Gender roles in post war UK and US The 1960s and the birth of the women's movement. Black history & experience in contemporary USA. Right and Left Wing Politics in the UK.	
2	**Component One: Section B**	**Audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves. **Media Industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms. **Media Contexts**: Socio-Historic, Cultural and Institutional. Texts: *Black Panther* and *Kiss of a Vampire* (Film Marketing) Assassin's Creed (Video	**Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Note taking Applying Theory Essay writing Application of terminology Writing about the media. Research on socio-historic contexts	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through semiotics	All skills taught are required in H.E	Extend theories to include some A2 theory.	Students understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others	The 1960s Political Ideology left v right	

		Games) **The Daily Mirror* (Newspaper Industry) *Late Night Woman's Hour* (Radio) Wateraid (audience only) *Also include Daily Mirror media language and representation as in both Section A & B of the spec.								
3	**Component Three**: NEA	Students create an individual media production comprising a single media product created in response to a choice of briefs set by WJEC/Eduqas, applying knowledge and understanding of the theoretical framework	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Research Skills Photography skills Adobe Photoshop Graphic Design Textual Analysis Evaluative Skills	Cultivating creativity to produce their own media texts.	/	Higher Level Adobe Photoshop Skills to push work to A/B grade.	Students use imagination and creativity in their learning and can reflect on their experiences	Depends on chosen NEA Brief. See Medium Term Plan.	/
4	Revision of Component One Section A **Media Language and Representation**	• *Tide* • *Formation* • *Daily Mirror* • *WaterAid* • *Kiss of the Vampire*	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett	Revision Skills (mind mapping, revision cards, quizzes, audio visual revision etc)						
5	Revision of Component One Section B **Audience and Industry**	• *Daily Mirror* • *WaterAid* • *Kiss of the Vampire* • *Black Panther*	**Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Revision Skills (mind mapping, revision cards, quizzes, audio visual revision etc)						
6	Move to Year 13 NEA Component Three	Students create two media productions from two platforms created in response to a choice of briefs set by WJEC/Eduqas,	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov	Research Skills Photography skills Adobe Photoshop Graphic Design	Cultivating creativity to produce their own media texts.	See medium term plan.	All skills taught are relevant for HE.	Extend theories to include some A2 theory.	Students use imagination and creativity in their learning and can	Depend s on the chosen brief

		applying knowledge and understanding of the theoretical framework, appropriate theory and technical skills.	**Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Textual Analysis Evaluative Skills				More episodes of the show to compare etc.	reflect on their experiences	(see Medium Term Plan)

Teacher Two

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential Theory	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Introduction to the Theoretical Framework. **Component Two** - Section A: TV in the Global Age (*Life on Mars* (S1: E1))	**Media Language**: how the media through their forms, codes, conventions and techniques communicate meanings **Representation**: how the media portray events, issues, individuals and social groups. **Audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves. **Media Industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms. **Media Contexts**: Socio-Historic, Cultural and Institutional.	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Note taking Applying Theory Essay writing Application of terminology Writing about the media. Textual and Semiotic. Analysis Research on socio-historic contexts (2000s & 1970s) . Institutional - BBC	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through texts.	See medium Term plans	All skills taught are relevant for HE.	Extend theories to include some A2 theory. More episodes of the show to compare etc.	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through semiotics.	Research into the 1970s - worker's rights, plus the racism and misogyny of the era.	/

2	**Component Two** - Section B: Magazines & C: Media in the Online Age)	***Vogue* Magazine (1963)** **Zoella** **Media Language**: how the media through their forms, codes, conventions and techniques communicate meanings **Representation**: how the media portray events, issues, individuals and social groups. **Audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves. **Media Industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms. **Media Contexts**: Socio-Historic, Cultural and Institutional.	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Note taking Applying Theory Essay writing Application of terminology Writing about the media. Textual and Semiotic. Analysis Research on socio-historic contexts (1960s) . Institutional - Online Media Publishing.	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through texts.	See medium Term plans	All skills taught are relevant for HE.	Extend theories to include some A2 theory. More episodes of the show to compare etc.	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through semiotics.	Research into the 1960s - feminism Consumerism Civil Rights .	/
3	**Component Three**: NEA	Students create an individual media production comprising a single media product created in response to a choice of briefs set by WJEC/Eduqas, applying knowledge and understanding of the theoretical framework	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Research Skills Photography skills Adobe Photoshop Graphic Design Textual Analysis Evaluative Skills	Cultivating creativity to produce their own media texts.	/	Higher Level Adobe Photoshop Skills to push work to A/B grade.	Depends on chosen NEA Brief. See Medium Term Plan.	Students use imagination and creativity in their learning and can reflect on their experiences	/	/

4	*Revision of Component 2: TV in the Global Age.*	***Life on Mars* (S1:E1)** **Media Language**: how the media through their forms, codes, conventions and techniques communicate meanings **Representation**: how the media portray events, issues, individuals and social groups. **Audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves. **Media Industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms. **Media Contexts**: Socio-Historic, Cultural and Institutional.	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Revision Skills (mind mapping, revision cards, quizzes, audio visual revision etc)	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through texts.	See medium Term plans	All skills taught are relevant for HE.	Extend theories to include some A2 theory. More episodes of the show to compare etc.	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through semiotics.	Research into the 1970s - worker's rights, plus the racism and misogyny of the era.	/
5	Revision	***Vogue* Magazine (1963)** **Zoella** **Media Language**: how the media through their forms, codes, conventions and techniques communicate meanings **Representation**: how the media portray events, issues, individuals and social groups. **Audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Revision Skills (mind mapping, revision cards, quizzes, audio visual revision etc)	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through texts.	See medium term plan	All skills taught are relevant for HE.	Extend theories to include some A2 theory. More episodes of the show to compare etc.	Cultivating curiosity about the relationship between the media and its audience and how messages are passed through semiotics.	Social Change in the 1960s Rise of online media.	/

		producers themselves. **Media Industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms. **Media Contexts**: Socio-Historic, Cultural and Institutional.									
6	Move to Year 13 NEA Component Three	Students create two media productions from two platforms created in response to a choice of briefs set by WJEC/Eduqas, applying knowledge and understanding of the theoretical framework, appropriate theory and technical skills.	**Media Language** Semiotics - Barthes Genre Theory - Neale Narratology -Todorov **Representation** Stuart Hall Identity Theory - David Gauntlett **Media effects -** Albert Bandura **Cultivation theory -** George Gerbner **Reception theory** - Stuart Hall **Power and media industries -** Curran and Seaton	Research Skills Photography skills Adobe Photoshop Graphic Design Textual Analysis Evaluative Skills	Cultivating creativity to produce their own media texts.	See medium term plan.	All skills taught are relevant for HE.	Extend theories to include some A2 theory. More episodes of the show to compare etc.	Students use imagination and creativity in their learning and can reflect on their experiences	Depends on the chosen brief (see Medium Term Plan)	/