



Queen Elizabeth's Girls' School

Educating Women of the Future

Media Key Stage 4 Curriculum

	Topic/Big Question	Focus
Year 10	How much Media do we consume on an hourly, daily and weekly basis and how influential is the media in our lives today?	<p>Introduction to Media Studies.</p> <p>The Media is a powerful force in all our lives. It affects the way we experience the world we live in – through film and television, newspapers and magazines, advertising and the music industry.</p> <p>In Media Studies, we look at how different types of media products are put together, identify hidden messages, study the meanings conveyed in these messages and the impact of the messages on all of us.</p> <p>Exploring Media habits and creating media timelines. Students are introduced to the key theoretical frameworks of Language, Institution, Audience and Language. There is a strong emphasis on Media Language for both print and moving image texts.</p>
	Why is newspaper circulation in decline and how have newspapers fought back in the digital media age?	<p>We look at case studies on 'The Observer' print newspaper and the twitter and Instagram feeds for The Observer.</p> <p>We also explore issues related to Ownership and Regulation when focusing on print and on-line news. There is an emphasis in looking at both media Language and representation on the front pages of newspapers.</p> <p>Students will explore the 1960s context and how this influenced newspaper front pages of the 'Observer'. This will focus on looking at three covers from the 1960s and how events are influenced by the social/historical context.</p>
	What are the key contextual issues and influences which impact on TV drama from the 1960's to the 2010's?	<p>Television Crime drama from 1960s to modern day 1960s context and influence on programming 2010s context and influence on programming Scheduling, regulation, Public Service Broadcasting, the BBC and ITV ethos and remits 'The Avengers' Series 4 Episode 1 'Cuffs' Series 1 Episode 1.</p>

	Topic/Big Question	Focus
Year 11	NEA	<p>Non-examined unit.</p> <p>Produce the opening 2 minutes of a teen drama aimed at 14 to 18 year old audience.</p> <p>Planning, filming and editing.</p> <p>Planning and research of documentaries (Brief released March of the academic year before the exam) Writing a Statement of Intent for own product Creation of a 2 minute teen drama</p>
	How successful are moving	<p>Music Videos Uptown Funk and If I were a Boy – use of media language, representation explored.</p>

	<p>image creators in enhancing representation and media language in music videos and how is music consumed in different ways by different target audiences?</p>	<p>MOJO magazine – Bauer Media as a diverse company MOJO typical cover conventions and how this appeals to the audience/demonstrates the rock genre, etc. Music magazine genres and the analysis of a range of covers from music magazines on different music genres and hence a different music audience. BBC Radio 1 Live Lounge – a whole episode post 2017 BBC remit as a PSB.</p>
	<p>How are global conglomerates appealing to target audiences through various types of media products and how are they being consumed by audiences?</p>	<p>Context of 2014/modern day e.g. post-feminist era, equality etc Warner Bros as a global conglomerate Lego Posters and trailer and use of representation to appeal to target audience Lego Movie Video Game and key aspects of game play Blumer and Katz's Uses and Gratification Theory Passive and active audiences</p>