

	Week	Year 10	
Term One Part One	1	Induction to theoretical framework	
	2	Induction to practical work	
	3	Component One Section A: Advertising & Marketing: Intro & analysis - <i>Quality Street</i>	Introduction to marketing and advertising – purpose/defining features of these forms. Commercial print advertising – brief history/overview. Analysis of <i>Quality Street</i> print advert – media language and representation (gender). Historical and social/ cultural contexts.
	4	Analysis: <i>This Girl Can</i>	Introduction to non-commercial print advertising. Analysis of <i>This Girl Can</i> print advert – media language and representation (gender). Social/ cultural contexts. Compare representations in the contemporary and historical adverts.
	5	Comparative analysis with other products	Comparative analysis of different print adverts e.g. historical adverts for a different product (food/ soft drink products, cosmetics); a contemporary advert for QS or other products; different non-commercial adverts, public information etc.
	6	Practical application - plan/draft an advert	
	7	Film marketing: analysis of <i>Bond</i> posters	Introduction to film marketing. The Bond Franchise – brief history/overview (could show some clips/ trailers). Analysis of <i>The Man with the Golden Gun</i> and <i>Spectre</i> posters Media language, including codes and conventions, and contexts/ changes over time e.g. in relation to technology.
		Half-term	
	1	Exam focus on advertising & marketing	Practice analytical tasks for unseen analysis in Component 1 Section A exam.
	2	Component One Section B: Film Industry & <i>Spectre</i>	
Term One Part Two	3	Film Industry & Film Marketing: <i>Spectre</i> poster Practical task – poster design	Representation of gender, including feminist theoretical perspectives, and contexts/ changes over time. Comparative analysis with other film posters (e.g. different representations of gender).

			Possible practical tasks e.g. planning or designing a draft for a film poster/ DVD cover and/or training on DTP software.
	4	Component One Section A: Magazines Analysis - GQ ML & reps gender & ethnicity	
	5	Analysis: <i>Pride</i> ML & reps gender & ethnicity	
	6	Comparative analysis with other products	
	7	Exam focus Draft magazine practical work over holiday	
		Christmas	

Term Two Part One

	Week	Year 10	
	1	Component One Section A: Newspapers Introduction & overview	Introduction to newspapers – overview of codes and conventions, notions of representing reality, tabloid/broadsheets, political leanings etc. Initial analysis of set products: <i>The Guardian</i> front cover from 4 September 2015 and <i>The Sun</i> front cover from 18 December 2015 – codes and conventions.
	2	Analysis: <i>The Guardian</i> ML & rep	Detailed analysis of <i>The Guardian</i> front cover from 4 September 2015 – media language and representation (issues/ events, ethnicity, age). Theoretical perspectives on representation linked to <i>The Guardian</i> e.g. Why have specific elements of media language (image, headline etc.) been selected? How is the social group (Syrian refugees) and the issue (the migrant crisis) represented? What messages and values are communicated? Learners will need to explore some of the background context to this issue. There are plenty of sources of information - this BBC Newsround report gives a concise and accessible overview with video clips: http://www.bbc.co.uk/newsround/16979186 First News also has some special reports on Syria: https://live.firstnews.co.uk/investigates/ Explore social, cultural and political contexts in relation to the <i>Guardian</i> article.
	3	Analysis: <i>The Sun</i> ML & rep	Detailed analysis of <i>The Sun</i> front cover from 18 December 2015 – media language and representation (issues/ events). Theoretical perspectives on representation linked to <i>The Sun</i> as above. Explore social, cultural and political contexts in relation to the <i>Sun</i> article. News websites (including those detailed above) can be used to gain background information on the issue of immigration.
	4	Comparative analysis with other products	Comparative analysis of different newspapers e.g. different representations of the same issues in different newspapers or representations of different events, different representations of ethnicity or young people etc. Practice analytical tasks for analysis in Component 1 Section A exam.
	5	Component One Section B: Industry & <i>The Sun</i>	Introduction to industry – <i>The Sun</i> (Refer to one complete edition here) Explore ownership; funding issues including advertising; political leaning.

			Regulatory issues in relation to the newspaper industry and <i>The Sun</i> , social/historical background (e.g. relating to the phone hacking scandal and Leveson Report). Explore the impact of technology and evolving, online media – <i>The Sun</i> website, Twitter feed etc.
	6	Audience & <i>The Sun</i>	Audience and <i>The Sun</i> (Refer to one complete edition here) Target audience, categorisation, circulation and readership figures. Audience responses – including actual responses to a particular edition or issue. Online media - active/ interactive audience? Theoretical perspectives on audiences – responses/ readings (reception); Uses and Gratifications. <i>Possible practical tasks e.g. writing an article about a local issue or event – while this is not an option for Component 3, learners could gain valuable experience in writing copy and/ or training on DTP software.</i>
		Half-term	
Term Two Part Two	1	Exam focus – newspapers (set product and comparison with unseen)	Exam focus on comparing a set product with an unseen and/ or section B questions.
	2	Component One Section B: Video Games Introduction & overview of <i>Pokémon Go</i>	
	3	Industry & <i>Pokémon Go</i>	
	4	Audience & <i>Pokémon Go</i>	
	5	Revision Component 1	
	6	Mock exam – Component 1	
		Easter	

	Week	Year 10	
Term Three Part One	1	Component 3 Introduction to briefs, initial ideas / research	Introduction to briefs. Initial research/ ideas. Learners select brief, choose a specific sub-genre. Refresher training on equipment/ software.
	2	Research – analyse similar product Refresher training on equipment/ software	Analysis of similar products (media language & representations). Identify specific codes and conventions of the form/ style/ genre. Identify target audience of similar products & analyse how the product engages and appeals to the audience. Homework: Secondary research e.g. media packs, research into representation etc. Refresher training on equipment/ software.
	3	Research – target audience, secondary research. Refresher training on equipment/software	
	4	Research & Planning - Draft of initial ideas, pitch concept, treatment	Draft of initial ideas, applying findings from research/ analysis. Audience research to test out ideas. Pitch concept for project to teacher/ class–feedback. Homework: develop a full treatment.
	5	Planning - storyboarding, scripting, layout designs etc.	Detailed planning: storyboarding, scripting, layout designs as appropriate. Practicalities: location recces, permissions, shooting schedule, planning of resources, cast, crew. Write Statement of Aims and submit. Teacher authenticates and signs off Research & Planning and Statement of Aims.
	6	Planning - shooting schedule, planning of resources, cast, crew etc. Submit Statement of Aims	
		Half-term	
Term Three Part Two	1	Production – filming, photographing, constructing layout, copywriting etc.	Production tasks appropriate to the brief: filming/ photography, writing copy. Design of print or online products.
	2	Production – filming, photographing, constructing layout, copywriting etc.	
	3	Production – editing/constructing design	Editing/ design tasks appropriate to the brief. Develop a full draft/ rough cut of production. Teacher reviews work, gives general feedback, signs cover sheet to authenticate.
	4	Production – editing/constructing design; Teacher review of full draft/rough cut	
	5	Production Re-shoot/re-drafting as necessary Final editing/design/polish	Re-shoot/ re-drafting as necessary. Final editing/ design/ polish. Submission of media production; completion of cover sheet. Teacher authenticates work and signs cover sheet.
	6	Production Final editing/design/polish. Submission of media production	
		Summer	

	Week	Year 11	
Term One Part One	1	Induction – audio visual analysis	
	2	Component Two Section A: TV genre (Crime Drama or Sitcom); introduction to genre	
	3	Analysis of full-length product (<i>Luther</i> or <i>Unbreakable Kimmy Schmidt</i>) – viewing/key codes	
	4	Analysis of key sequences – specific elements of media language	
	5	Analysis of representations – gender, ethnicity etc.	
	6	Exploration of relevant contexts in relation to full-length product	
	7	Exam practice – media language/ representations	
		Half-term	
Term One Part Two	1	Industry issues in relation to full-length product	
	2	Audience issues in relation to full-length product	
	3	Introduction to second product: view 10 minute sequence, initial comparison of ML & reps	
	4	Detailed comparison of products, linked to contexts and industry	
	5	Exam practice – audiences and industry	
	6	Component One Section B: Radio Industry & <i>The Archers</i> (BBC, PSB); sense of evolving media product	Introduction to Radio/ BBC – public service broadcasting, licence fee funding, production processes. The Archers: Evolving nature of the show – history, original purpose (e.g. educating farmers), development, social/ cultural contexts. Research tasks: BBC website, listen to some older clips. Listen to one episode of <i>The Archers</i> and explore themes/ issues and contexts in relation to the BBC and PSB remit
	7	Audience & <i>The Archers</i> : target audience, global audience, responses, fandom	Audience: Targeting and categorisation – who is <i>The Archers'</i> audience? How has it maintained an audience for 65 years? How are audiences reached/ how do they consume the product?

			<p>Audience responses – including actual responses to a particular storyline related to the episode studied.</p> <p>Theoretical perspectives on audiences including different readings and uses & gratifications theory.</p>
		Christmas	

	Week	Year 11	
Term Two Part One	1	Component One Section B: Radio Industry & <i>The Archers</i> (BBC, PSB); sense of evolving media product	Distribution/ circulation of the programme, linked to technological developments, including the impact of convergence and different platforms: Online – iPlayer, podcast, omnibus Social media – Twitter, Facebook - interactivity Website – blog, features, interviews, links to fan sites, fan fiction – huge community of interactive fans Global scale (iPlayer app) - large/ specialised audiences e.g. ex-pat community
	2	Component Two Section B: Music video & online media - overview of topic & music industry	Introduction to the music video form & conventions. Consider the purpose of music video and online media – primarily as marketing tool to sell the artist & music. Brief outline of industry (major/ independent labels, impact of technology on music – downloading etc.).
	3	Analysis of contemporary video 1 (Taylor Swift or Katy Perry) – ML & rep (gender)	Contemporary Music Videos (two artists) Analysis of elements of media language and meanings in the music video form. Intertextuality as a key feature of music videos (e.g. Taylor Swift <i>Bad Blood</i> references action/ adventure film genre). Analysis of construction of representations in relation to contexts and theoretical perspectives (e.g. stereotyping, feminist perspectives). Representation of gender (e.g. powerful female representations, action heroines, link to feminist perspectives – both strong but sexualised). Representation of ethnicity (e.g. powerful male representations - Pharrell Williams and Bruno Mars constructed as strong, successful, empowering).
	4	Contexts of contemporary music videos, audience response	
	5	Analysis of contemporary video 2 (Bruno Mars or Pharrell Williams) – ML & rep (ethnicity)	
	6	Analysis of older music video (Michael Jackson or Duran Duran)	

			<p>Consider feminist perspectives, historical context – 1980s & the feminist movement.</p> <p>Representation of ethnicity – <i>Black & White</i> – strong message about equality; reinforcing dominant values.</p> <p>Range of representations of different cultures, reflecting social context & move towards racial equality.</p>
		Half-term	
Term Two Part Two	1	Comparison of older video with contemporary video; exam practice - media language & representation	<p>Comparing contemporary and older music videos – similarities & differences</p> <p>How codes and conventions have changed over time (genre). How representations have changed over time: - <i>E.g. Rio</i> with <i>Taylor Swift</i> or <i>Katy Perry</i> – interesting comparisons of gender representation. - <i>E.g. Black or White</i> with Pharrell Williams or Bruno Mars, especially Pharrell – both strong, positive messages, range of cultures, universal message.</p> <p>Context – how contexts have influenced changes.</p>
	2	Analysis of online, social and participatory media for Taylor Swift or Katy Perry	<p>Online, social and participatory media – Katy Perry or Taylor Swift Analyse official websites – codes and conventions, construction of the star persona or ‘brand’.</p> <p>Convergence - how are ‘brand values’ reinforced across the artist’s online/ social media platforms? How does the online presence reinforce the persona/messages of the video? Are similar codes (e.g. colour, repeated imagery) used? Are the messages similar?</p> <p>Production/ ownership – major or independent record label? How is this evident in the music video/ website? Is the ‘brand’ evident? How does the website promote/ sell the artist & music? Is there a shop – music/ merchandise? Is a tour advertised? What other methods of promotion are used on social media? What do websites offer audiences – interactive features/ inclusivity?</p> <p>Consider Uses and Gratifications – personal identity and social interaction.</p> <p>Link to fandom – sense of personal involvement (Taylor Swift’s blog & photo diary – like a friend; Katy Perry’s fans called ‘Katycats’)</p>
	3	Industry and audience issues	

	4	Analysis of online, social and participatory media for Bruno Mars or Pharrell	Online, social and participatory media – Pharrell Williams or Bruno Mars
	Week	Year 11	
Term Three Part One	1	Revision of all topics/exam practice	
	5	Revision of all topics/exam practice	
	2	Revision of all topics/exam practice	
	3	Revision of all topics/exam practice	
	4	Revision of all topics/exam practice	
	5	Revision of all topics/exam practice	
	6	Revision of all topics/exam practice	
		Half-term	
Term Three Part Two	1	Revision of all topics/exam practice	
	2	Revision of all topics/exam practice	
			used on social media? What do websites offer audiences – interactive features/ inclusivity? Consider Uses and Gratifications – especially personal identity and social interaction e.g. Pharrell Williams – social involvement aspect of website – links to message of the video.
	6	Exam practice - industry and audience	Revision & practice question on Industries, audiences or contexts. If offering music video as an option for production work in Component 3, learners could storyboard a music video for an unreleased track for one of the artists, or undertake filming/ editing tasks as preparation.
		Easter	

George Stephenson High School Secondary Scheme of Work: Year 10

Unit	Lessons	Key Progression Indicators Knowledge, Understanding and Skills

Media Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Divide this row into the number you need by right-clicking and then splitting cells (1 row – x columns) – you can then drag the dividing sections to the size you wish.												

Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39

George Stephenson High School Secondary Scheme of Work: Year 11

Unit	Lessons	Key Progression Indicators Knowledge, Understanding and Skills

Media Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
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Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39