

Prior Learning	
Intro to 4 Key concepts: LIAR -media language, representation, audiences, industry	Advertising- Quality Street, NHS 111 print advertisements Film marketing – No Time to Die and The Man with the Golden Gun film posters.



LEARNING JOURNEY Year 10 Media Studies Autumn Term 2: Film Industry and Magazines

Ad Astra

We will be learning about...		British Values DR TIM
Magazines as a media form. How they are constructed How media language is used to communicate meaning How different representations are constructed What social/historical/cultural and political context is relevant to enhance our understanding of the texts Analyse and compare how media products construct and communicate meanings and generate intended interpretations and responses (SWAT codes) Use relevant theories or theoretical perspectives and relevant subject-specific terminology appropriately. Male Gaze, Alvarado's theory of ethnicity Respond through extended discursive writing responses to show knowledge and understanding of media issues.		Democracy – making informed decisions Rule of Law – understand the rules and regulations in advertising Tolerance – cultural, historical, social contexts of texts Individual Liberty – interpret, freedom of expression and creativity Mutual Respect – representations of gender
We will develop our learning each week by focusing on:		Skills/AOs
		RAG Rate
Week 1 Key Learning <u>Retrieval knowledge:</u> SWAT codes, conventions, connotations – DNA and homework will focus on Advertisements, film posters as well as magazines <u>Knowledge:</u> introduction to 007 website: what is a website? What key terms are used associated with websites? What is their purpose? Analyse the 007 website in terms of audience appeal and interaction.		AO1 2a and 2b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions
Week 2 Key Learning <u>Retrieval knowledge:</u> SWAT codes, conventions, connotations – DNA and homework will focus on Advertisements, film posters as well as magazines <u>Knowledge:</u> explore how websites use synergy, convergence to as marketing to promote films. Explore how the film industry regulations are applied to the set products and the website.		AO1 2a and 2b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions
Week 3 Key Learning <u>Retrieval knowledge:</u> SWAT codes, conventions, connotations – DNA and homework will focus on Advertisements as well as magazines <u>Knowledge:</u> introduction to magazines: what is a magazine? What key terms are used associated with magazines? What are the different types of magazines and what are their purposes?		AO1 2a and 2b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions
Week 4 Key Learning <u>Retrieval knowledge:</u> SWAT codes, conventions, connotations – DNA and homework will focus on Advertisements as well as magazines <u>Knowledge:</u> Context of Vogue magazine Analysis of Vogue magazine – analysing media language through main image (pose, gesture, clothing, hair), cover lines, masthead		AO1 2a and 2b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions

Week 5 Key Learning <u>Retrieval knowledge:</u> SWAT codes, conventions, connotations – DNA and homework will focus on Advertisements as well as magazines <u>Knowledge:</u> explore and analyse representations of women constructed in Vogue magazine <u>Assessment: Explore how the magazine cover for Vogue or GQ uses visual codes/images and language to create meanings [15 marks]</u>	AO1 2a and 2b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions	
Week 6 Key Learning <u>Retrieval knowledge:</u> SWAT codes, conventions, connotations – DNA and homework will focus on Advertisements as well as magazines <u>Knowledge:</u> GQ magazine context and media language analysis of main image (pose, gesture, camera shot, clothing, hair) cover lines, masthead	AO1 2a and 2b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions	
Week 7 Key Learning <u>Retrieval knowledge:</u> SWAT codes, conventions, connotations – DNA and homework will focus on Advertisements as well as magazines <u>Knowledge:</u> explore and analyse representations of men constructed in GQ magazine <u>Assessment: Compare the representation of gender in a set text and unseen text [25]</u>	AO1 2a and 2b Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions	

Key Vocabulary

Media Language Conventions – the key things we expect to see on a media text SWAT codes Anchorage – words associated with an image that give it meaning. Typography – font style, appearance, structure of text. Connotation – implied or suggested meaning. Iconography – props, costume, objects and background associated with a genre. Contexts – Social – linked to society & people's values Historical – linked to time text was produced cultural – linked to values and beliefs of a group	Representations – ways groups/individuals, events, issues are presented Stereotypes – an over simplified idea about an individual or group Mulvey's Male Gaze theory – feminist theory where viewers are positioned to see from heterosexual male viewpoint Alvarado's theory of ethnicity – ethnic minority characters are seen in stereotypical ways (comic, mystery, side kick to villain ...) Compare What are the similarities and differences between two texts?
--	---

Future Learning (including real – life)

Revisit: mini assessments, mocks, final GCSE exams, be media savvy individuals able to critique the media and the way it influences our lives. Make links to A Level Media Studies texts and theories.

Homework

Homework will be set once a fortnight by the teacher. Details of individual homework can be found on synergy and students will have printed copies. Encourage your child to review their media theory regularly at home as well as complete homework thoroughly. Students can find useful support on BBC Bitesize and by completing Seneca tasks to review and recall topics covered in lessons.

[GCSE Media Studies - BBC Bitesize](#)

- ✓ **Career Links:**
- ✓ YouTuber / content creator
- ✓ Video editor
- ✓ Camera operator
- ✓ TV or film production assistant
- ✓ Journalist

