

| Prior Learning – Set texts for Paper 1 exam |           |            |       |             |      |
|---------------------------------------------|-----------|------------|-------|-------------|------|
| Advertising & marketing                     | Magazines | Newspapers | Radio | Video Games | Film |



## **LEARNING JOURNEY** Year 11 Media Studies Autumn Term 1

*Ad Astra*

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| <p><b>We will be learning about...</b></p> <p>Completing NEA (worth 30% of GCSE)</p> <p>Studying 2 set music artists and their websites, social/participatory media, set music videos</p> <p>Exploring historical texts (music videos from the 1990s and 1980s)</p> <p>What the purpose of a music video is: the 3 different types of music video and their conventions and how to apply this to the set products.</p>                                                                                                                                |  <p><b>British Values DR TIM</b></p> <p>Democracy – making informed decisions</p> <p>Rule of Law – understand the rules and regulations in the music industry</p> <p>Tolerance – social, cultural, historical contexts of media texts</p> <p>Individual Liberty – freedom of expression, interpret meanings</p> <p>Mutual Respect – representations of gender and ethnicity</p> |                        |
| <p><b>We will develop our learning each week by focusing on</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Skills/AOs</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>RAG Rate</b></p> |
| <p><b><u>Week 1 Key Learning</u></b></p> <p><u>Retrieval knowledge:</u> what SWAT means, different camera angles and shots (technical codes), audio codes</p> <p><u>Knowledge:</u> introduction to set music artists and music videos – what is the purpose of a music video?</p> <p>Understand the different types of music videos and the main conventions that they contain.</p> <p>Skill: understand and analyse conventions and types of music videos</p>                                                                                        | <p>AO1 2a and 2b demonstrate knowledge and understanding of contexts of media and their influence on media products and processes.</p>                                                                                                                                                                                                                                                                                                                             |                        |
| <p><b><u>Week 2 Key Learning</u></b></p> <p>Retrieval: C1 KIW revision clock on set product</p> <p>Knowledge: in depth analysis of Taylor Swift's 'The Man' music video – analysing media language and representations</p> <p>Skill: understand and analyse how media language and representations are constructed in 'The Man'</p> <p>Assessment 1: analyse how representations are constructed in the set music videos. [20 marks]</p>                                                                                                              | <p>AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions</p>                                                                                                                                                                                                                                                                                                                                                                     |                        |
| <p><b><u>Week 3 Key Learning</u></b></p> <p>Retrieval: C1 KIW revision clock on set product</p> <p>Knowledge: in depth analysis of Justin Bieber's 'Intentions' music video – analysing media language and representations</p> <p>Skill: understand and analyse how media language and representations are constructed in 'Intentions'</p> <p>NEA lesson to complete production</p>                                                                                                                                                                   | <p>AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions</p>                                                                                                                                                                                                                                                                                                                                                                     |                        |
| <p><b><u>Week 4 Key Learning</u></b></p> <p>Retrieval: C1 KIW revision clock on set product</p> <p>Knowledge: CTG on assessment 1</p> <p>Study historical music video TLC 'Waterfalls' for understanding of how music videos have developed.</p> <p>Study historical music video Duran Duran 'Rio' for understanding of how music videos have developed</p> <p>Skill: understand and evaluate successes and areas for development in responding to exam questions</p> <p>Assessment 2: Why is social media important to music artists? [10 marks]</p> | <p>AO1 2a and 2b demonstrate knowledge and understanding of contexts of media and their influence on media products and processes.</p>                                                                                                                                                                                                                                                                                                                             |                        |
| <p><b><u>Week 5 Key Learning</u></b></p> <p>Retrieval: C1 KIW revision clock on set product</p> <p>Knowledge: understand how the music industry makes money, promotes artists through social media and websites</p> <p>Skill: analyse and evaluate the music industry, evaluate how audiences respond to music artists and their media forms (U&amp;G theory)</p>                                                                                                                                                                                     | <p>AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions</p>                                                                                                                                                                                                                                                                                                                                                                     |                        |
| <p><b><u>Week 6 Key Learning</u></b></p> <p>Retrieval: C2 SB Music artists KIW/deliberate practice questions</p> <p>Knowledge: Understand how audiences are categorised and targeted through marketing</p>                                                                                                                                                                                                                                                                                                                                            | <p>AO1 2a and 2b demonstrate knowledge and understanding of contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                          |                        |

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| Consider the target audience and how the website appeals to this demographic: fandom (e.g., Swifties?) How fans interact with the artist. Is there a sense of personal contact with the artist? How audiences are reached globally using technology such as online platforms. How audiences are more active and interactive as a result.<br>Skill: analyse and evaluate the music industry, evaluate how audiences respond to music artists and their media forms (U&G theory) | AO2 1a and 1b Analyse media products using LIAR to make judgements and draw conclusions |  |
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### Week 7 Key Learning

Retrieval: C2 SB Music artists KIW/deliberate practice questions  
Closing the gap work on assessment 2  
Awe and wonder lesson  
NEA lesson to complete production

| Key Vocabulary                                                           |                                                                                                      |                                                                                                                        |                                                                                                            |                                                                                               |                                                                                                                  |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Conventions<br>Characters<br>Narrative<br>Themes<br>Settings<br>messages | SWAT<br>Analysis<br>Diegetic sound<br>Non-diegetic sounds<br>Iconography<br>Framing<br>Mise en scene | Representations<br>Gender<br>Stereotypes<br>Countertypes<br>Conforming<br>Subverting<br>Diversity<br>Culture<br>Issues | Regulation<br>Production<br>Performance<br>Narrative<br>Hybrid<br>Distribution<br>Websites<br>Social media | Audiences<br>Uses and Gratifications<br>Niche<br>Specialised<br>Mainstream<br>intertextuality | Theories<br>Dyer – Star theory<br>Todorov – narrative theory<br>Propp – character theory<br>Alvarado – ethnicity |

### Future Learning (including real – life)

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

**Career links:**

### Homework

Homework will be set once a fortnight. This will be retrieval work, creative activities and exam style questions. Students will be expected to spend 30 minutes completing the work. Details of individual homework can be found on synergy and students will also have printed copies. Failure to complete homework will result in a 25-minute detention after school.

You can support your child by encouraging them 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  
Blogger  
Editor  
Reporter

