Year 10 Media Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Introduction to Media Studies *Media Language and Representation*	Paper 1: Television *Vigil, (Series 1 Episode 1) and The Avengers (Series 4, Episode 1 – The Gravediggers)*		Paper 1: Promoting Media *The Lego Movie - Advertisement and Video Game*	Component 3: Creating Media *Non-Examination Assessment*	
Ethos Links	STEM – technology	STEM – changes in technology and industry Character – respect, responsibility and kindness seen in TV shows		STEM – impact of technology on media	STEM – use of technology in creating media products	
Knowledge	By the end of this unit students will know and understand: ➢ What is a media text? ➢ What is meant by the term media language? ➢ What forms of media language can be used to create and communicate meaning in media products? *including types of camera angles, shot types and sound?* ➢ What is mise-en-scene? ➢ What is meant by a media industry and audience? ➢ How do media texts use intertextuality to create meaning for an audience? ➢ How do media texts meet and subvert codes and conventions of media language to create meaning?	By the end of this unit students will know and understand: ➢ What are the conventions of police procedural dramas, and how is this seen in the two set media text episodes? ➢ What is the plot of the two set media text episodes, Vigil and The Avengers? ➢ What are the key characters of the two set media text episodes? ➢ How is media language used to create meaning in the set episodes? ➢ How is media language used to create representations in the set episodes? ➢ What is public service broadcasting, and how does this apply to the BBC? ➢ How are television channels and programmes funded, and how does this link to the set episodes?		By the end of this unit students will know and understand: ➢ What is a media conglomerate? ➢ How is the film industry structured, and how has it changed over time? ➢ What is the difference between mainstream and independent film? ➢ What is the production and distribution process in the film industry? ➢ What is vertical and horizontal integration? ➢ How was The Lego Movie produced and distributed? ➢ How has technology impacted the film industry? ➢ How are films marketed and promoted, with reference to the Lego Movie?	By the end of this unit students will know and understand: ➢ How media communicate meaning through their forms, codes and conventions ➢ How the media portray events, issues, individuals and social groups ➢ How media audiences are identified and targeted	

	➢ How do media producers make choices to represent specific events, social groups and ideas, and for what purpose? ➢ How are stereotypes established? Why do they change? How are they used to impact on an audience? ➢ How do representations convey particular viewpoints, messages, values and beliefs?	➢ What are Blumler and Katz theories on Uses and Gratifications? How do these apply to the set episodes? ➢ What are the social, cultural and historical contexts of the two set episodes? ➢ How do social, cultural and historical contexts influences the plot, characters and representations in television programmes? ➢ What is Propp's narrative theory and how does this apply to television? ➢ How are television programmes regulated, and why is this important? ➢ How do audiences respond to television, and how has this changed over time? ➢ How can audiences be classified?	➢ How is media language used in the promotional material for The Lego Movie? ➢ How are the film and video game industries regulated? ➢ How do film producers use trailers and posters to target specific audiences? ➢ How do Blumler and Katz theory on Uses and Gratifications apply to video games? ➢ What are the benefits of releasing a video game related to a film?	
Skills	By the end of this unit students will be able to: ➢ Analyse how media language is used in moving and print image to create meaning ➢ Use appropriate subject terminology accurately ➢ Explain how media language can create stereotypes and anti-stereotypes ➢ Make judgements on how meaning is created by media producers	By the end of this unit students will be able to: ➢ Analyse elements of media language including mise-en-scene, editing, camerawork and sound, explaining how these create meaning within extracts of the set episodes ➢ Explain how social, historical and cultural contexts influence the representations in television, with reference to the set episodes ➢ Use appropriate subject terminology for television, with accuracy ➢ Make judgements on how characters reflect stereotypes and anti-stereotypes in the set episodes	By the end of this unit students will be able to: ➢ Analyse how media language is used to create meaning and appeal in The Lego Movie posters, trailer and TV Spot.	By the end of this unit students will be able to: ➢ Apply their knowledge and understanding of media language and representation to communicate meaning in a media production ➢ Use media language to create their own independent media productions for an intended audience ➢ Research, plan and produce the creation of their own independent media production which is clearly aimed at an intended audience.
Key Vocabulary	➢ Representation/Misrepresentation ➢ Connotation	➢ Verisimilitude ➢ Mise-en-scene	➢ Vertical integration ➢ Diversification	➢ Research ➢ Communication

	➢ Denotation ➢ Codes ➢ Conventions ➢ Genre ➢ Intertextuality ➢ Construct ➢ Convey ➢ Social group ➢ Stereotype *Audio/Visual/Editing* ➢ Establishing shot ➢ Low angle ➢ High angle ➢ Canted angle ➢ Aerial Shot ➢ Tracks ➢ Steadicam ➢ Point of view shot ➢ Shallow focus ➢ Shot/reverse shot ➢ Non-continuity editing ➢ Cross cutting ➢ Fast-paced editing ➢ Post-production effects ➢ Diegetic sound ➢ Non-diegetic sound ➢ Sound effects ➢ Voiceover *Mise-en-scene* ➢ Low key lighting ➢ High key lighting ➢ Location/set ➢ Costume ➢ Props	➢ Public service broadcasting ➢ Regulation ➢ Intertextuality ➢ Procedural drama ➢ Social interaction ➢ Personal identity ➢ Surveillance ➢ Entertainment ➢ Educate ➢ Inform ➢ TV License ➢ OFCOM ➢ Commercial ➢ Subscription ➢ Mass/Niche Audience ➢ Context ➢ Character ➢ Plot ➢ Meaning	➢ Horizontal integration ➢ Conglomerate ➢ Blockbuster ➢ Tent pole production ➢ Production ➢ Distribution ➢ Circulation ➢ Computer Generated Imagery ➢ Ensemble ➢ Marketing ➢ Convergence ➢ Diversification ➢ Regulation	➢ Denotation ➢ Connotation ➢ Intended audience ➢ Brief ➢ Representation ➢ Stereotype ➢ Anti-stereotype ➢ Technology ➢ Production ➢ Intent

	➢ Blocking			
Assessment	Media language/ representation question	Paper 1, Section A: Television	Paper 1, Section B: Promoting Media	First draft of NEA reviewed