

<u>YEAR 9</u>	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
1	<ul style="list-style-type: none"> -Intro to course/ LIAR/ Media platforms -Magazine/ newspaper industries -Main stream vs. niche and broadsheet, tabloids and local. -Print as a dying medium 	<ul style="list-style-type: none"> -Ownership/ conglomerates k. What is a conglomerate and what do they own? -Regulatory bodies. Students should understand IPSO (Independent Press Standards Organisation) 	<ul style="list-style-type: none"> -Conventions of a magazine/ newspaper. -Genre and audience and consider how it impacts the conventions of print media texts. <p>WIN task week: Magazine cover comparison.</p>	<ul style="list-style-type: none"> -Genre -What is genre? What are the different generic conventions of different print media texts? -Hybridity - Main stream vs. niche. 	<ul style="list-style-type: none"> -Camera shots/ angles and effects. -Cropping and anchoring to create meaning. -Denotation connotation -Symbolism 	<ul style="list-style-type: none"> -Audience- geographic, demographic, psychographic - They should be confident with the key terms geographic, demographic and psychographic. 	<p>WIN Assessment Week</p> <p>Paper 1 style (media industries and media audiences and a little on representation)</p> <p>Focus area: Print</p>	<p>Further exploration of audience. Students to carry out independent research...</p> <p>This will be an overflow week for lost lessons at the start of term/ to cover any topics that need further depth dependent on class.</p>
2	<ul style="list-style-type: none"> -Intro to representation -The ways in which the media represent (rather than simply present) the world, and construct versions of reality. -The choices media producers make about how to represent particular events, social groups and ideas. <p>WIN feedback</p>	<ul style="list-style-type: none"> -Audience positioning. -Selective representation, biased and prejudicial representation. 	<ul style="list-style-type: none"> -Stereotypes (how they become established, how they vary over time, positive and negative stereotypes, effects of stereotypes) -The different functions and uses of stereotypes. -How stereotypes enable audiences to interpret media quickly. 	<ul style="list-style-type: none"> -Role of individuals as producers (as well as consumers) of media messages in which the self is represented (look at social media). -They need to think about how they will be potentially 'representing themselves on their magazine cover). <p>WIN TASK</p> <p>STUDENTS TO START COLLECTING IMAGES FOR THEIR MAGAZINE COVER...</p>	<ul style="list-style-type: none"> -Representations of, age, sexuality, gender. -The social, cultural and political significance of particular representations in terms of the themes or issues that they address 	<p>NEA style assessment</p> <p>WIN task</p> <div style="border: 1px solid black; padding: 5px;"> <p>Brief : Create a front page and a single page spread feature for a new magazine that is dedicated, exclusively, to the promotion of a musician/ band.</p> <p>The target audience is their existing fan base (age 13-16).</p> <p>2 pages in total, including at least 3 original images.</p> </div>	<p>NEA style assessment</p> <p>WIN task</p>	
3	<ul style="list-style-type: none"> -Sound terminology (diegetic, non-diegetic, contrapuntal, 	<ul style="list-style-type: none"> Technical terminology: editing and camera movement terminology and 	<ul style="list-style-type: none"> Genre (generic conventions, hybridity, intertextuality) 	<p>WIN task</p> <p>Film poster assessment week based on a brief (give brief to</p>	<ul style="list-style-type: none"> -Narrative theory , narrative development, enigma codes, closure 	<p>WIN task Paper 2</p> <p>Section A style (Screening of a short extract and</p>		

	parallel, SFX, score, voiceover etc) -Camera shot and sound analysis of a clip (will also test prior knowledge of camera shots)	analysis of these elements with regards to a clip Developments in tech/ CGI NEA WIN FEEDBACK	Conventions of a film poster/ trailer/ dvd cover	students prior for homework.	-Analysing narrative -Coverage of Todorov, Propp, Barthes and Strauss	questions based on it)		
4	-Assessment feedback from the last half term/ unpick paper and undertake any redrafting. -Film industry research WIN FEEDBACK	-The film industry -conglomerates and vertical and horizontal integration. -Independent vs. Mainstream film companies.	-Cross Media ownership and Cross Media promotion. -cross-media campaign. WIN task	-Film production and finance -Introduction to 'Juno' independent film case study. Students will be watching the full film.	-Research Juno and the stages of production. The film will be watched between weeks 4 and 5 and lessons can interlace.	WIN assessment Film assessment- with a particular focus on 'Juno'		
5	-Guerrilla advertising and marketing -Viral, trailers, tasters, teasers WIN task	-Market research -An investigation into (BARB, RAJAR, Pamco, Nielsen) WIN feedback	-The ASA (what is appropriate, what are the rules, what has been banned?)	-Reception theories revisited (relating to adverts) -Uses and gratification (relating to advertisements)	Developments in tech. WIN assessment Advertising assessment			
6	-Representation -Gender, Ethnicity, Age, Race, Socio Economic representation in advertising	-Selectivity, bias and prejudice WIN feedback	-Ideologies and the representation of values and beliefs in the media. WIN task	NEA planning Students will be given time to plan in response to their NEA brief.	NEA advertisements assessment	NEA advertisements assessment	NEA advertisements Assessment WIN assessment	Presentation of NEA advertisements.