Year 11 Topics

In year 11 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
1. **Component 1 Exam 1 Exploring the Media** **Film** *Spectre*	Students will explore media products in-depth in relation to: • Industry • Audience	Media Industries: How the media industries' processes of production, distribution and circulation affect media forms and platforms. • Who owns and controls the media • The role of convergence • Funding • Global markets • Regulation	Vertically integrated, media conglomerate, syndication, exhibition, marketing, promotion, sponsorship, theatrical release, blockbusters, performance capture, viral marketing, regulation, avid fans, website	**AO1 1a** Demonstrate knowledge of the theoretical framework of media **AO1 1b** Demonstrate understanding of the theoretical framework of media **AO1 1a and 1b** Demonstrate knowledge and understanding of the theoretical framework of media
		Audiences: How media forms target, reach and address audiences, how audiences interpret and respond to them, and how audience members become producers themselves. • Audience categorisation • Role of technology • How audiences may respond • Social, cultural, political significance • Uses and Gratifications theory	Passive consumers, active audience, interact, target audience, categorise, demographics, psychographics, appeal, primary audience, secondary audience, mode of address, engages, preferred reading, negotiated, oppositional reading, contexts Social and cultural contexts, stereotypes, subvert, construct, versions of reality, mediation, position the audience, gender, feminist movement, masculinity, femininity, age, male gaze,	

			ethnicity, minority groups, discrimination, BBFC, vlogs, synergy	
2. **Component 2 Exam 2 Understanding Media Forms and Products** TV: *Luther* *The Sweeney*	To develop an understanding of audio- visual forms of media. To build upon the introduction to the theoretical framework and deepen the students' knowledge and understanding of media language	**Context- social, historical impact** • How the crime dramas reflect the society and culture in which they are made.	**Technical Codes camera** Establishing shot, Point of view, canted angle (Dutch Tilt), Pan,Tilt, Tracking, Dolly/ crane, handheld	**AO2 1a** Analyse media products using the theoretical framework of media **AO2 1a and 1b** Analyse media products using the theoretical framework of media to make judgements and draw conclusions. **AO1 2a and b** Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes
		Media Industries: How the media industries' processes of production, distribution and circulation affect media forms and platforms. Who owns and controls the media • Funding • Global markets • Regulation • The importance of genre in the TV industry	**Technical Codes Editing** Post- production, Continuity editing, Shot-reverse-shot, Eye line match, Match on action, Parallel editing/cross cutting, Climax, Montage, pace	
		Media Language • The codes and conventions of media language used television products • Genres and how they change over time, principles of repetition and variation • Narrative	**Technical Codes Audio** Dialogue, Diegetic and non-diegetic sound, Sound and semiotics, Sound Bridge, Dialogue and spoken language, Sounds effects, Partial vision, Red herrings	
		Representation • Explore the representation of gender, age, ethnicity in the TV product	**Crime drama** Narrative-restricted and inverted Binary oppositions, Characters- detective, sidekick, boss, experts,	

		• Analyse the values and messages, themes and issues presented in the media product • Stereotypes	villain, victim/s, witnesses, Film noir, Femme fatal	
		Audience How does the TV product appeal to its audience? How does the genre appeal to audiences? How are audiences targeted? How do audiences consume and respond to the TV product	**Theorists** Propp Todorov Strauss Neale	
3. **Component 2 Exam 2** **Understanding Media Forms and Products** Music Videos: **Katy Perry** *Roar* **Bruno Mars** *Uptown Funk*	Study of contemporary and historical music videos and artists. Student will explore online, social and participatory media. Studying music videos and artists website and social media pages will allow you to consider the way in which record	Representations • Representations of gender, ethnicity and age • Viewpoints, messages, values and beliefs • Stereotypes Media Industries • Production, ownership and control: conglomerate ownership • The impact of convergence across different platforms • How the music industry operates as a commercial industry in a global context • Synergy with other media organisations	**Music Industry** Online streaming services, BPI, Horizontally integrated, Regulation-BBFC, Synergy, Star persona Anti-establishment beliefs, Mainstream values, Fandom, Platinum record **Online Media** News, Biographical information, Music and videos, Tour details Store/merchandise, House style Branding, Hyperlinks,marketing	**AO1 1a and 1b** Demonstrate knowledge and understanding of the theoretical framework of media **AO2 1a and 1b** Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions Analytical skills using media language, representation and

Michael Jackson *Black or White* TLC *Waterfalls* Online Websites: **Katy Perry** **Bruno Mars**	labels use convergence Studying a historical music text allows the students to explore how the genre has changed over time.	Audiences • Interactivity via online platforms • Audience targeting, consumption and response Contexts • How the music products reflect the society and culture in which they were made		media industries, audience and contexts Possible creative tasks • Design an artist website • Create a star and market them on a CD cover or music magazine Independent learning tasks • Research an artist of own choice and analyse the representation through online media • Research an independent artist who has achieved success by using the internet to reach an audience eg Lewis Capaldi • Visit the BBFC website to find out how the contemporary artist's work has been rated • Research what opportunities do
		Media Language- • The relationship between technology and media products • The codes and conventions of media language and how these become established as styles • intertextuality	**Theory** • Steve Neale- Genre Theory • Vladimir Propp- Propp's theory of narrative • Todorov- narrative theory • Bathes- enigma codes • Levi Strauss- binary opposites • Laura Mulvey- Male Gaze • David Buckingham- representation theory • Stuart Hall- Reception theory • Blumler and Katz- Uses and Gratifications theory	

		Knowledge acquisition	Key vocabulary	Skills and enrichment
				contemporary artists website offer for audiences to engage in fandom
4. Component 1: Exploring the Media Gaming Platforms Fortnite	Study of the gaming industry in terms of regulation, audience, profit and production.	Media Industries: How the media industries' processes of production, distribution and circulation affect gaming and platforms. Independent study (links to component 3 and oracy): Students will create and present their own poster which advertises a game or an app.	Millennials Target audience (primary and secondary) Uses and Gratifications Synergy Social media Demographic Watercooler topic Website In app purchases	**AO1 1a** Demonstrate knowledge of the theoretical framework of media **AO1 1b** Demonstrate understanding of the theoretical framework of media **AO1 1a and 1b** Demonstrate knowledge and understanding of the theoretical framework of media
4. Component 1: Exploring the Media Gaming Platforms Fortnite	Study of the gaming industry in terms of regulation, audience, profit and production. Rationale	Theory: Blumler and Katz Gratification theory. Students must consider how and why gaming went viral (user generated content). Students must also consider the impact of the set game on popular culture. Audience: How gaming targets, reaches and addresses audiences.		**AO1 1a** Demonstrate knowledge of the theoretical framework of media **AO1 1b** Demonstrate understanding of the theoretical framework of media **AO1 1a and 1b**

Topic		Furthermore, they must consider how audiences interpret and respond to content, and how audience members become producers themselves e.g. user generated content. Students must consider the demographics of the set gaming platform and how it appeals to such a wide audience.		Demonstrate knowledge and understanding of the theoretical framework of media Skills and enrichment
		Regulation: Students must understand how and why games are regulated (PEGI). In particular how gaming platforms edited the app / game to address safety concerns.		
		Students must understand how gaming platforms make money e.g. in Pokemon Go there are app purchases, gyms and pokestops and this same token can be applied to Fortnite.		
5. **Component 1: Exploring the Media** **Radio** *The Archers*	Students will explore media products in-depth in relation to: • Industry • Audience	Media Industries: How the media industries' processes of production, distribution and circulation affect media forms and platforms. • The radio industry • Who owns and controls the media • Radio technology • The role of convergence • Funding	Podcasts, public service broadcaster, community radio stations, technology	**AO1 1a** Demonstrate knowledge of the theoretical framework of media **AO1 1b** Demonstrate understanding of the theoretical framework of media **AO1 1a and 1b**

		• Global markets • Regulation		Demonstrate knowledge and understanding of the theoretical framework of media
5. **Component 1: Exploring the Media** **Radio** *The Archers*	Students will explore media products in-depth in relation to: • Industry • Audience	Audiences: How media forms target, reach and address audiences, how audiences interpret and respond to them, and how audience members become producers themselves. • Audience categorisation • BBC • Contexts • Production and broadcasting • Role of technology • How audiences may respond • Social, cultural, political significance • Uses and Gratifications theory	RAJAR, uses and gratifications, licence fee, Royal Charter, current affairs, IPSO, schedule, BBC, soap opera, matriarchs, multi-stranded, narratives, context, scheduling, omnibus, convergence, website, target audience and audience responses, pastiche	**AO1 1a** Demonstrate knowledge of the theoretical framework of media **AO1 1b** Demonstrate understanding of the theoretical framework of media **AO1 1a and 1b** Demonstrate knowledge and understanding of the theoretical framework of media