

Yr Group 10	Topic	Lesson content (Order)	What Pupils Need to Know	Skills utilised / subject disciplines	Cross Curricular Links
		<p>A1: Media products, audiences and purpose</p> <p>Introduction to audiences – age, gender, ethnicity.</p> <p>Links to:</p> <ul style="list-style-type: none"> Component 3: A1 Responding to a brief. 	<ul style="list-style-type: none"> concept of audiences, using students’ media consumption diaries as a starting point, with specific reference to how audiences can be segmented by age, gender and ethnicity. 	<ul style="list-style-type: none"> Independence / Resilience Analysing Information. <p>Extended writing.</p>	
		<p>A1: Media products, audiences and purpose</p> <p>Introduction to socio-economic groups and lifestyle profiles.</p> <p>Links to:</p> <ul style="list-style-type: none"> Component 3: A1 Responding to a brief. 	<ul style="list-style-type: none"> audiences being targeted by socio-economic grouping. Life style profiles of 4 different demographics. 	<ul style="list-style-type: none"> Independence / Resilience Analysing Information. <p>Extended writing.</p>	
		<p>A1: Media products, audiences and purpose</p> <p>Introduction to the relationship between media products and their audiences and purposes.</p> <p>Links to:</p>	<p>Media Campaigns from different platforms</p> <p>Audience demographic backgrounds.</p>	<ul style="list-style-type: none"> Independence / Resilience Analysing Information. Extended writing. 	

		<ul style="list-style-type: none"> Component 3: A1 Responding to a brief. 			
	<p>A1: Media products, audiences and purpose</p> <p>The relationship between media products and their audiences and purposes.</p> <p>Links to:</p> <ul style="list-style-type: none"> Component 3: A1 Responding to a brief. 	<ul style="list-style-type: none"> Uses and gratifications theory How different audiences consume different media How audiences and producers create an active relationship. 	<ul style="list-style-type: none"> Independence / Resilience Analysing Information. Extended writing. 		
	<p>A1: Media products, audiences and purpose</p> <p>Preparing for assessment</p> <p>Links to:</p> <ul style="list-style-type: none"> Component 3: A1 Responding to a brief. 	<ul style="list-style-type: none"> Elicit whether the audience has changed over time because the purpose has changed, e.g. appealing to an international audience for profit? <ul style="list-style-type: none"> the target audience the purpose the relationship between product, audience and purpose. 	<ul style="list-style-type: none"> Independence / Resilience Analysing Information. Extended writing. 		

<p>Learning Aim B – understanding key concepts that are used in the media.</p>	<p>B1: Genre, narrative, representation and audience interpretation</p> <p>Introduction to learning aim B. Introduction to genre.</p> <p>Links to:</p> <ul style="list-style-type: none"> • Component 2: A1 Practical skills and techniques • Component 3: A1 Responding to a brief. 	<ul style="list-style-type: none"> • What is genre • What are code and conventions • How are the both used to impact audience engagement. 	<ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. • Extended writing. 		
	<p>B1: Genre, narrative, representation and audience interpretation</p> <p>Identification of genre characteristics.</p> <p>Links to:</p> <ul style="list-style-type: none"> • Component 2: A1: Practical skills and techniques • Component 3: A1: Responding to a brief. 	<ul style="list-style-type: none"> • characteristics that create genres • relevant genre characteristics (e.g. iconography, setting, character in film; colour, language, layout in magazines; iconography, setting, character in computer games). <i>For audio/moving image products and some interactive products, the teacher should ensure this includes the importance of sound, camerawork and editing by also referring to clips from the products under discussion.</i> 	<ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. • Extended writing. 		

	<p>B1: Genre, narrative, representation and audience interpretation</p> <p>Repetition and difference. How genres change through time.</p> <p>Links to:</p> <ul style="list-style-type: none"> • Component 2: A1 Practical skills and techniques • Component 3: A1 Responding to a brief. 	<p>Sub-genre characteristics</p> <p>Hybrid genres and how they are used to appeal to audiences.</p>	<ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. <p>Extended writing.</p>		
	<p>B1: Genre, narrative, representation and audience interpretation</p> <p>Storytelling and narrative structures.</p> <p>Links to:</p> <ul style="list-style-type: none"> • Component 2: A1 Practical skills and techniques • Component 3: A2 Generating ideas. 	<p><i>Storytelling Rules #5 – Essence of Structure.</i></p> <ul style="list-style-type: none"> • Todorov’s theory of narrative and relates the stages to the stages 	<ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. <p>Extended writing.</p>		
	<p>B1: Genre, narrative, representation and audience interpretation</p>	<p>Narrative structures.</p> <ul style="list-style-type: none"> ○ linear, where the story is told in order and a new equilibrium is 			

		<p>Narrative structures.</p> <p>Links to:</p> <ul style="list-style-type: none"> ● Component 2: A1 Practical skills and techniques ● Component 2: B1 Pre-production processes and practices ● Component 3: A1 Responding to a brief ● Component 3: A2 Generating ideas. 	<p>established at the end (most films, e.g. <i>Hunger Games</i>)</p> <ul style="list-style-type: none"> ○ non-linear, where events are told out of sequence (some films, e.g. <i>Forrest Gump</i>) ○ circular, where the story ends where it began – i.e. there has been no change to the equilibrium (sitcoms) ○ interactive, where the audience can influence the narrative (video games) ○ open, where there is no resolution by the end (soap operas) ○ closed, where the story is resolved (most films) ○ single-strand, where the narrative follows just one storyline ○ multi-strand, where there are different interwoven stories (e.g. <i>Love Actually</i>). 	<ul style="list-style-type: none"> ● Independence / Resilience ● Analysing Information. <p>Extended writing.</p>		
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	<p>B1: Genre, narrative, representation and audience interpretation Representation.</p> <p>Links to:</p> <ul style="list-style-type: none"> • Component 2: A1 Practical skills and techniques • 	<ul style="list-style-type: none"> • representation – that everything we see in the media is constructed – from newspapers to films, radio and video games. The people, places, issues and events we see are only a representation of reality. 	<ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. • Extended writing. 		
	<p>B1: Genre, narrative, representation and audience interpretation Representation. Audience interpretation.</p> <p>Links to:</p> <ul style="list-style-type: none"> • Component 2: A1 Practical skills and techniques • 	<ul style="list-style-type: none"> • passive audiences. <ul style="list-style-type: none"> ○ What is the message (preferred reading) behind this campaign? ○ Who are the primary and secondary audiences? ○ Would different audiences 'read' this in different ways? ○ Preferred reading – the audience responds to the product the way media producers want/expect them to without questioning – these are passive audiences. ○ Negotiated reading – the audience knows what the producer wants it to think and knows why that might be an untruthful representation, but forms an opinion which is a combination of both its own perspective and that of the producers. – these are active audiences. 	<ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. • Extended writing. 		

		<ul style="list-style-type: none"> ○ Oppositional reading – the audience completely rejects the product’s message. ● the <i>Be in your mate’s corner</i> campaign. 			
	<p>B2: Media production techniques</p> <p>Mise-en-scène – relevant for all three sectors.</p> <ul style="list-style-type: none"> ● Component 2: A1 Practical skills and techniques 	<ul style="list-style-type: none"> ● There are five main aspects of mise-en-scène: costume, hair and makeup, props, setting, figure expression*. Teacher introduces these. 	<ul style="list-style-type: none"> ● Independence / Resilience ● Analysing Information. ● Extended writing. 		
	<p>B2: Media production techniques</p> <p>Lighting – relevant for all three sectors.</p> <p>Links to:</p> <ul style="list-style-type: none"> ● Component 2: A1 Practical skills and techniques ● 	<p>How lighting is used in film</p> <p>Different types of filters and lighting effects</p> <p>How lighting represents genre</p>	<ul style="list-style-type: none"> ● Independence / Resilience ● Analysing Information. ● Extended writing. 		
	<p>B2: Media production techniques</p> <p>Editing – relevant for all audio/moving image.</p> <p>Interactive features/user interface/usability/</p>	<ul style="list-style-type: none"> ○ establishing shot ○ shot reverse shot ○ eyeline match ○ match on action. 	<ul style="list-style-type: none"> ● Independence / Resilience ● Analysing Information. ● Extended writing. 		

	<p>playability – relevant for interactive.</p> <p>Image editing – relevant for publishing.</p> <p>Links to:</p> <ul style="list-style-type: none"> • Component 2: A1 Practical skills and techniques 				
Learning aim B: Summative assessment					
	<p>B1: Genre, narrative, representation and audience interpretation</p> <p>B2: Media production techniques</p> <p>The report must include media products from one of the three sectors, and must analyse how:</p> <ul style="list-style-type: none"> • genre, narrative and representation combine to create meaning • 	<p>Introductory activity: Teacher introduction Teacher introduces the summative assignment for learning aim B and the deadline.</p> <ul style="list-style-type: none"> • Students begin to make notes on the examples they have chosen, ensuring they are analysing how genre, narrative and representation combine to create meaning, how the audience may respond to the product, and how media production techniques combine to create meaning. 	<p>Pearson Authorised Assignment Brief</p> <ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. • Extended writing. 		
	<p>B1: Genre, narrative, representation and audience interpretation</p>	<p>Introductory activity: Teacher introduction Teacher introduces the</p>	<p>Pearson Authorised Assignment Brief</p>		

		<p>B2: Media production techniques</p> <p>The report must include media products from one of the three sectors, and must analyse how:</p> <ul style="list-style-type: none"> • genre, narrative and representation combine to create meaning • the audience may respond to the product • media production techniques combine to create meaning. 	<p>summative assignment for learning aim B and the deadline.</p> <ul style="list-style-type: none"> • Students begin to make notes on the examples they have chosen, ensuring they are analysing how genre, narrative and representation combine to create meaning, how the audience may respond to the product, and how media production techniques combine to create meaning. 	<ul style="list-style-type: none"> • Independence / Resilience • Analysing Information. • Extended writing. 		
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