DUKE'S
ALDRIDGE ACADEMY

Curriculum Plan 202

Subject: Media Studies GCSE

COMPONENT 1 SECTION A & B TEXTS → **COMPONENT 2 Section B** → **COMPONENT 3 – NEA**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	**INTRODUCTION TO MEDIA LANGUAGE** What are the different shot types and angles? Why are different shot types and angles used? What is mise-en-scene? How does it create meaning? How is colour used by the Media industries to create meaning? **ADVERTISING** What is advertising? What are the codes and conventions of advertising? How are adverts constructed using media language to create meaning for the audience?	**MAGAZINE COVERS** **Media Language –** Textual analysis of GQ and Pride magazine covers. **Representation** – Explore the themes and ideas being represented on the two magazine covers - focusing on the representation of gender and ethnicity	**FILM POSTERS** **Media Language –** Textual analysis of No Time to Die and The Man with The Golden Gun film posters **Representation** – Explore the themes and ideas being represented on the two film posters - focusing on the representation of gender **007, THE FILM INDUSTRY, REGULATION, MARKETING, FRANCHISES** (Spectre will only be assessed on the theoretical framework of Industry) **Industry -** Explore the film industry, impact of digital technology, including the regulation of films, convergence and synergy, advertising and marketing Case study – 007 website	**FORTNITE – THE GAMES INDUSTRY, REGULATION, AUDIENCE AND INDUSTRY** **Industry -** Explore the games industry, impact of technology, including the regulation video games, convergence and synergy, advertising and marketing **Audience** - Who plays Fortnite? Why do they play it? How do they play it? Uses and Gratifications theory Mass vs. Niche audiences Passive vs. active audiences Audience demographics and Psychographics Stuart Hall's Reception Theory **COMPONENT 2B**	**2 weeks - Fortnite contd.** **MUSIC WEBSITES** **Media Language -** Textual analysis of: **Taylor Swift** and **Bruno Mars'** websites **Representation** - how are artists represented on music websites? **Industry -** Why are music websites important to the music industry? **Audience -** Who visits music websites? Why do they visit them?	**COMPONENT 3** Students will be issued with revision booklets for Component 1. Other resources are made available for revision on Google Drive and Seneca. Students will continue with the production of their Component 3 coursework in lessons and for homework tasks.

				Students will be issued a brief from Eduqas outlining the minimum requirements for their NEA. They will be expected to complete a research and planning document in preparation for this during Summer 1.		
Assess	*Baseline assessment - analyse advert* *3 exam style questions including textual analysis of 1 film poster.*	*Mock exam - Component 1A & B*	*4 exam style questions – stepped questions exploring the Film Industry and Spectre* *Question 1 textual analysis question*	*Component 3 - NEA*	*Exam style question - How are artists represented on music websites?*	*Component 1 Exam*
HWK	*Online quizzes - key vocabulary* *Textual analysis of advert in preparation for baseline and main assessment.*	*Revision for mock exam* *Exam style questions*	*Exam style questions* *Research* *Website annotations*	*Exam style questions* *Research* *Website annotations*	*Preparation for Component 3 coursework*	*Revision for mock exam* *Component 3 coursework*

DUKE'S
ALDRIDGE ACADEMY

Year 10 Curriculum Plan 2022/23

Subject: GCSE PHOTOGRAPHY

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	**BACK TO BASICS 1 - CAMERA AND LIGHTING** This unit enables students to feel comfortable using a DSLR camera, uploading and backing up photographs, evaluating their own work and experimenting with different techniques. The unit covers: ● History of Photography ● Functions of DSLR camera ● Composition ● Focus ● Aperture ● Shutter speed ● Lighting experiments		**BACK TO BASICS - PHOTOSHOP** Introduction to Photoshop and creating work in the style of: ● David Hockney/ Brno Del Zou ● Lois Jover ● Antonio Mora ● Lola Dupre/ Aziz & Cucher ● Barbara Kruger ● Maxime Manga	**BACK TO BASICS - FORMAL ELEMENTS** Revision of formal elements studied in Art KS3 Applying knowledge and understanding to photography. **COMPONENT 1 - PORTFOLIO - 60% of final grade** **THEME: Destroy/ Distort** Research and response to chosen photographers/ artists Photoshoots/ editing in style of chosen photographers/ artists	**COMPONENT 1 - PORTFOLIO - 60% of final grade** **THEME: Destroy/ Distort** Research and response to chosen photographers/ artists Photoshoots/ editing in style of chosen photographers/ artists	
Assess	**All work is completed on the online e-book.** **AO1, 2, 3 and 4**		**All work is completed on the online e-book - students will be expected to explain process and evaluate work.** **Focus is on AO2 - Creative Making**	**All work is completed on the online sketchbook** **AO1, 2, 3 and 4** **All work completed for Component 1 - Portfolio will be assessed as part of their final GCSE Assessment Objective 1 and 3**		
HWK	History of Photography timeline Identify features of photographs Evaluate own work		Tasks preparing students for Component 1 - Portfolio Explain process and evaluate Photoshop editing	Students are expected to do homework for a minimum of an hour a week for Photography - this can be in the form of photo shoots, editing, research and response to photographer's work		