

Media Studies Curriculum Map: CSP

Calendar:			
Product:			
<p align="center">Class (2016) BBC TV Series. Episode 4: <i>Co-owner of a lonely heart</i> - Television</p> <p align="center">As a spin off from <i>Dr Who</i>, first made available on BBC3 this product has some cultural significance and demonstrates emerging trends in the development of media. The content also raises issues of social significance, particularly through the representations of groups and individuals. The significance of historical context is highlighted by the invitation to study similarities and differences between this product and another television product: <i>Dr Who, An Unearthly Child</i> (1963)</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> Identify the genre of <i>Class</i> as it is demonstrated by <i>Co-owner of a lonely heart</i>. Are there any elements of hybridity or intertextuality? How are codes and conventions used to communicate meaning in Episode 4 of <i>Class</i>? You will need to practise your skills of What semiotic analysis could be demonstrated in your understanding of this product? How would you describe the narrative structure? How useful are narrative theories (such as Propp) in the analysis and understanding of this product? 		
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> How are place, education, masculinity and femininity, heterosexuality and homosexuality, ability and disability, class and age represented in <i>Class</i>? The fantasy theme also invites study of representations of the world through constructions of reality. What version of reality is constructed? Identify the use of stereotypes and explain their function What are the significance of the social, cultural and political representations? 		

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	<ul style="list-style-type: none"> • How can these be considered in relation to the aims of the producers, the target audience and the context in which the series <i>Class</i> was produced? 		
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • What was the critical reception of <i>Class</i> and the size of its audience? • Who was the target audience for <i>Class</i> and how did this affect its marketing and distribution? • What evidence is there of specific audience targeting in Episode 4? • How did <i>Dr Who</i> fans react to <i>Class</i>? • What pleasures, uses and gratifications are available to the audience of <i>Class</i>? What are the factors that influence whether or not audiences accept or reject the preferred readings of this product? 		
How can you consider Media Industries?	<ul style="list-style-type: none"> • What is the role of BBC3 within the BBC as a whole? • What are the broader issues arising from the convergence of broadcast and online platforms for television? • How are programmes such as <i>Class</i> funded and commissioned? • How are television programmes regulated on different platforms (e.g. broadcast, on-demand, video)? 		
<i>Dr. Who</i> as an enduring cultural phenomenon can be studied by contrasting <i>Class</i> (2016) and the first ever episode of <i>Dr. Who</i> (An Unearthly Child, 1963). How can you consider the Historical, Social and Cultural Contexts?	<ul style="list-style-type: none"> • What are the similarities and differences between these media products in terms of when they were produced? • How do the two products reflect society and culture at the times of their production? 		

Calendar:			
Product:			
<p style="text-align: center;">Dr Who (1963) BBC TV Series. Episode 1: <i>An Unearthly Child</i> - Television</p> <p style="text-align: center;">Audio-Visual. Television. As the first ever episode of <i>Dr. Who</i> broadcast in 1963, <i>An Unearthly Child</i> has historical, cultural and social significance allowing for a comparison of changing representations of social groups with the contemporary television product <i>Class</i>. It provides useful opportunities for analysis using knowledge, understanding and skills drawn from the theoretical framework. It also demonstrates (by contrast) principles of development of genre conventions and the impact of new technologies on the production process.</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p>How can you apply Media Language?</p>	<ul style="list-style-type: none"> • Identify the genre of <i>Dr Who</i> as it is demonstrated by <i>An Unearthly Child</i>. • How are codes and conventions used to communicate meaning in Episode 1 of <i>Dr Who</i>? • What semiotic analysis could be demonstrated in your understanding of this product? • How would you describe the narrative structure? • How useful are narrative theories (such as Propp) in the analysis and understanding of this product? 	<p>State 2 conventions of a sci-fi that Dr who 'An Unearthly Child' follows and explain the effectiveness (4 marks)</p> <p>Explain how effective the narrative techniques are in Dr Who 'An Unearthly Child' (6 marks)</p> <p>How does Dr Who 'An Unearthly Child' use effective mise en scene to communicate the sci-fi genre? (8 marks)</p>	<p>Re-watch the episode of Dr Who 'An Unearthly Child' and annotate the synopsis with any extra detail that you observe. Think about any particular effective camera shot or construction choices</p> <p>Create a mood board of images to consolidate your learning on the sci-fi genre. Use the NICS to support your image choices.</p> <p>Identify narrative theories to specific examples</p> <p>Produce you own mind map of your application of media language to Dr Who 'An Unearthly Child'. Revisit each</p>

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			section of the workbook and focus on your skills of analysis and use of vocabulary.
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> • How are place, education, masculinity and femininity, class and age considered? • The fantasy theme also invites study of representations of the world through constructions of reality. What version of reality is constructed? • Identify the use of stereotypes and explain their function • What is the social, cultural and political significance of representations or the absence of representation of some social groups? How does this relate to the aims of the producers, the target audience and the historical context in which the series <i>Dr. Who</i> was produced? 		
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • Who was the target audience for <i>Dr. Who</i>? • What narrative techniques are used to engage the audience in Episode 1? • What pleasures, uses and gratifications are available to today's audience of <i>An Unearthly Child</i>? • How may contemporary audiences interpret this product differently from the original audience in the 1960s? 		
How can you consider	<ul style="list-style-type: none"> • What is the role of the BBC as a public 		

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<p>Media Industries?</p>	<p>service broadcaster in the 1960s?</p> <ul style="list-style-type: none"> • What are the similarities and differences between <i>An Unearthly Child</i> and <i>Co-Owner of a Lonely Heart</i> in terms of production processes and technologies? Consider the difference between the television environment of the early 1960s and today's multi-channel, multi-platform TV landscape. • How important has the Dr Who franchise been for the BBC? 		
<p><i>Dr. Who</i> as an enduring cultural phenomenon can be studied by contrasting <i>Class</i> (2016) and the first ever episode of <i>Dr. Who</i> (<i>An Unearthly Child</i>, 1963). How can you consider the Historical, Social and Cultural Contexts?</p>	<ul style="list-style-type: none"> • What are the similarities and differences between these media products in terms of when they were produced? • How do the two products reflect society and culture at the times of their production? 	<p>TFP Q2'The science fiction genre deals with society's changing hopes and fears.' To what extent is this true of television drama? Answer with reference to the first episode of <i>Dr Who, An Unearthly Child</i> (1963) (10 marks)</p>	

<p>Calendar:</p>
<p>Product: Zoella - online vlogger and blogger Online, Social and Participatory Media.</p>

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<p>Zoella is the name of the fashion, beauty and lifestyle vlog created by Zoe Sugg in 2009 and posted on You Tube. The vlog has been hugely successful with audiences as has her social media profile on other online and social participatory forms. She is one of the new generation of online vloggers and the success of Zoella has enabled Sugg to branch into a range of other forms of merchandising, increasing the scope of the potential influence she has over her target audience.</p> <p>Zoella represents emerging developments in media technology and the products possess cultural significance. For many students these are products they would not normally engage with.</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p>How can you apply Media Language?</p>	<ul style="list-style-type: none"> • What are the genre conventions of each online, social and participatory form that Zoella uses? • For example, investigate the technical codes used in Zoella's vlogs and the effect they have on the audience. • How does Zoella's use of verbal codes importantly connect with her audience? • How can you use your skills of semiotic analysis to deconstruct photographic images on her Facebook page and/or Instagram and consider their function in creating Zoella's brand? • How are verbal codes used in Zoella's Twitter posts by her followers and how does this illuminate the revealing nature of the relationship Zoella enjoys with her followers? • How have these various codes become established as conventions of this media form? • What is the narrative structure of a typical Zoella presentation on her YouTube channel? 		
<p>How can you consider ideas on Media Representation?</p>	<ul style="list-style-type: none"> • How does Zoella represent herself? What people is she seen with? What products does she endorse and what settings does she inhabit? • To what extent does Zoella embody and reinforce gender stereotyping? 		

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	<ul style="list-style-type: none"> • How is Zoella’s representation central to the creation of her brand? Some critics argue that she trivialises female gender identity. • How does she represents herself across the online, social and participatory forms she uses? • What are her interests, her concerns, her friendships, values and beliefs? • What sort of critical reception has Zoella had? • How fair are the criticisms and positive endorsements? 		
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • What are the demographics and psychographics of Zoella's target audience and why she has proven to be so popular with them? • What is the nature of her appeal? What evidence is there for specific audience targeting in her online and social participatory products? • What opportunities are there for audience participation across Zoella's online products and consider the types of pleasure, uses and gratifications that are available for the intended audience of these products? • Consider the extent of Zoella's influence on her target audience and the potential to generate oppositional readings. 		
How can you consider Media Industries?	<ul style="list-style-type: none"> • Track the development of Zoella as a commercial brand. • How does she use her online presence for self-promotion? • How has she has generated a substantial income through her online, social and participatory forms? • Who has she formed collaborations with and what are the benefits for her commercial partners in this move away from more traditional forms of marketing and promotion? • What are the implications for traditional media industries of the success of online vloggers such as Zoella? 		
Zoella has emerged as an important cultural and commercial influence. Her	<ul style="list-style-type: none"> • Does Zoella also promote a certain set of lifestyle values and ideals alongside discussion of make-up and fashion? Clearly this invites comparison to be drawn with Kim Kardashian and Lara 		

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<p>success illustrates the growing exploitation of technological developments in the media to create a new generation of on-line celebrities. Her online presence also draws upon the effect of participatory audiences and the nature of the link between celebrities and their fans</p> <p>How can you consider the Historical, Social and Cultural Contexts?</p>	<p>Croft as role models and their potential to create powerful messages which contribute to shaping contemporary values and beliefs.</p>		
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<p style="text-align: center;">Product: Kim Kardashian; Hollywood - video game Product: Kim Kardashian social media - Online, social and participatory https://www.facebook.com/kimkardashian https://twitter.com/kimkardashian?lang</p> <p>The goal of this video game is to increase your fame and reputation by working your way up to join an A list of celebrity status. The product has cultural significance as it epitomises our society's interest in fame and celebrity. The narrative of the game also reflects our consumerist culture and along with the other online platforms that Kardashian uses, demonstrates how technological developments in the media are being exploited by famous people for commercial gain and to increase their public profile.</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • What are the narrative ingredients used in the game such as character types, settings and events? • What types of characters do we meet, where are they and what are they doing? How does the game play drive the narrative and how does the player impact on the action? • How would you describe the visual appeal of the game? • What semiotic analysis could you consider? • How does the choice of elements in <i>KKH</i> represent the world in a way that puts over messages and values? 		
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> • How are femininity and masculinity, place, class and age represented? • To what extent has Kardashian been able to control her representation here? What types of stereotypes are featured in the game and how do they appeal to the target audience for the game? • How do the use of representation can encourage audiences to aspire to a particular type of lifestyle or to adopt a particular type of appearance? 		

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	<ul style="list-style-type: none"> • Are there any types of social groups not represented? Discuss a feminist approach to the representations in the game. 		
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • How have the demographics of game players shifted away from the dominance of male players and describe the target audience for this video game? • What types of pleasures does playing the game offer them? • Is the Uses and Gratification theory helpful in understanding the appeal of this game? • Consider the types of influence this product might have on audiences. • What are the views on the influence of gaming? Often critics point to their negative influence on audiences and this might be a good place to begin your investigation. • What materials are used to advertise and market the game? • What does this tell you about the intended target audience? 		
How can you consider Media Industries?	<ul style="list-style-type: none"> • What effect has the institution responsible for <i>KKH</i> had on the product? • How does the game and Kim Kardashian's online presence demonstrate convergence? • How are video games such as <i>KKH</i> regulated and rated? • Has <i>KKH</i> been commercially successful? • What does <i>KKH</i> tell us about the ways in which the video game industry is changing and developing? 		
The emergence of Kim Kardashian as a cultural phenomenon can be compared with the impact and influence of both Lara Croft and Zoella. All three invite comparisons in terms of their cultural influences on gender identity and power. How can you consider	<ul style="list-style-type: none"> • How do all three reflect the nature of online participatory audiences and the link between celebrities and their followers? 		

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the Historical, Social and Cultural Contexts?			
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Product: Lara Croft Go (2015)

Lara Croft Go forms part of the Tomb Raider video games franchise. Since its first launch in 1996, the franchise has enjoyed phenomenal global success and has cultural and historical significance, both in terms of the function and representation of female characters in gaming and in the development of the gaming industry itself. As a game character, Lara Croft has polarised opinions, some viewing her as a positive female role model whilst others are critical of her appearance. There are strongly contrasting views of the perceived quality of the Tomb Raider games. However, there can be no doubt of the commercial success of the franchise. Lara Croft's success transcends many media forms and platforms including big budget Hollywood films, comic books and novels.

Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • What are the narrative ingredients of <i>Lara Croft Go</i>? • What are the features of storytelling and consider the importance of narrative devices such as character, setting, narrative conflicts and their resolution? • What divisions are there between the traditional heroic figure (Lara Croft) and the opponents she encounters during the course of the game? • What elements are there of the action adventure genre, where these are located in the context of a turn based puzzle game? • What connotations of various elements including Lara Croft's appearance are there in the music and game settings? • Are there any elements of intertextuality? • How would you describe the visual appeal of the game? • What semiotic analysis can be included? 		
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> • How is Lara Croft herself as the central protagonist in the game? • To what extent does she conform or subvert the stereotype of the female role and identity? 		

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	<ul style="list-style-type: none"> • Why is her appearance and behaviour in the game important in investigating if she adopts characteristics of masculine gender identity? • What type of audiences does she appeal to? • How are good and evil represented? • How is time and place represented? 		
<p>How can you consider ideas on Media Audiences?</p>	<ul style="list-style-type: none"> • Who was the target audience for this video game and what types of pleasures does playing the game offer them? • How do games such as LCG fulfil audience needs and desires? • Consider the types of influence this product might have on audiences. • What are the views on the influence of gaming? Often critics point to their negative influence on audiences and this might be a good place to begin your investigation. • What materials are used to advertise and market the game? • What does this tell you about the intended target audience? Investigate and comment on reviews of the game. 		
<p>How can you consider Media Industries?</p>	<ul style="list-style-type: none"> • What effect has the institution responsible for <i>KKH</i> had on the product? • How does the game and Kim Kardashian’s online presence demonstrate convergence? • How are video games such as <i>KKH</i> regulated and rated? • Has <i>KKH</i> been commercially successful? • What does <i>KKH</i> tell us about the ways in which the video game industry is changing and developing? 		
<p>The emergence of Lara Croft as a commercial brand can be studied and compared with the impact and influence of both Kim Kardashian and Zoella. All three invite comparisons in terms of their</p>	<ul style="list-style-type: none"> • How do all three reflect the nature of online participatory audiences and the link between celebrities and their followers? • In terms of gender representation, do you see Lara Croft as an exception or an example of a wider problem in the video game industry? 		

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cultural influences on female gender identity and power How can you consider the Historical, Social and Cultural Contexts?			
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<p style="text-align: center;">Product: Newspapers -<i>The Daily Mirror</i> Edition: Changes yearly</p> <p style="text-align: center;">The <i>Daily Mirror</i> is a national daily tabloid newspaper that has social, cultural and political significance. Comparison is invited with <i>The Times</i> which targets a different audience demographic and has a different political and ideological viewpoint.</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • Analysis of the <i>Daily Mirror</i> front page and story will develop an understanding. • What are the conventions of newspapers – headlines, selection of image, choice of written language, formatting? How are these used to communicate meaning? • How do choices made in the construction of the front page and story influence meaning, including creating narratives? • How does this compare with the front page and the same story in <i>The Times</i> newspaper – similarities and differences – should also be considered. 		
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> • How are social groups, issues or events featured on the front page and in the news story represented? • How are selections made to construct versions of reality, convey particular points of view, messages, values and beliefs which reflect the political and ideological position of the <i>Daily Mirror</i> and direct the audience towards particular interpretations of the content? 		
How can you consider ideas on Media	<ul style="list-style-type: none"> • What is the target audience for the <i>Daily Mirror</i> as defined in terms of NRS categories and demographics? How does this 		

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<p>Audiences?</p>	<p>compare with that of <i>The Times</i>?</p> <ul style="list-style-type: none"> • How does the newspaper attract its audience? • What pleasures are offered to readers of the <i>Daily Mirror</i>? • Does the newspaper position its reader to be Active or Passive? • What opportunities are offered to audiences to negotiate or reject the preferred reading? 		
<p>How can you consider Media Industries?</p>	<ul style="list-style-type: none"> • What is the market position of this product? • What are the circulation figures and how have they changed? • Who owns the <i>Daily Mirror</i> and how is the organisation responding to the challenges to traditional newspapers from digital platforms? • What trends are towards convergence of media platforms in the case of the <i>DM</i>? How and why are British newspapers regulated? 		
<p>How can you consider the Historical, Social and Cultural Contexts?</p>	<ul style="list-style-type: none"> • What is the future role of the press? • What are the arguments for and against press freedom? • What are the issues surrounding press intrusion, the ethics and working practices of newspaper journalists? • What are the <i>Daily Mirror's</i> political leanings and how they are reflected in the content you have studied? 		

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Calendar:			
Product: Newspapers -<i>The Times</i> Edition: Changes yearly <i>The Times</i> is a high status national daily broadsheet newspaper that has social, cultural and political significance. Comparison is invited with the <i>Daily Mirror</i> which has a different target audience and a different political and ideological viewpoint.			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • Analysis of the <i>Daily Mirror</i> front page and story will develop an understanding. • What are the conventions of newspapers - headlines, selection of image, choice of written language, formatting? How are these used to communicate meaning? • How do choices made in the construction of the front page and story influence meaning, including creating narratives? • How does this compare with the front page and the same story in <i>The Daily Mirror</i> newspaper - similarities and differences - should also be considered. 		
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> • How are social groups, issues or events featured on the front page and in the news story represented? • How are selections made to construct versions of reality, convey particular points of view, messages, values and beliefs which reflect the political and ideological position of <i>The Times</i> and direct the audience towards particular interpretations of the content? 		
How can you consider ideas on Media	<ul style="list-style-type: none"> • What is the target audience for <i>The Times</i> as defined in terms of NRS categories and demographics? How does this compare with 		

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<p>Audiences?</p>	<p>that of the <i>Daily Mirror</i>?</p> <ul style="list-style-type: none"> • How does the newspaper attract its audience? • What pleasures are offered to readers of <i>The Times</i>? • Does the newspaper position its reader to be Active or Passive? • What opportunities are offered to audiences to negotiate or reject the preferred reading? 		
<p>How can you consider Media Industries?</p>	<ul style="list-style-type: none"> • What is the market position of this product? • What are the circulation figures and how have they changed? • Who owns <i>The Times</i> and how is the organisation responding to the challenges to traditional newspapers from digital platforms? • What trends are towards convergence of media platforms in the case of <i>The Times</i>? How and why are British newspapers regulated? 		
<p>How can you consider the Historical, Social and Cultural Contexts?</p>	<ul style="list-style-type: none"> • What is the future role of the press? • What are the arguments for and against press freedom? • What are the issues surrounding press intrusion, the ethics and working practices of newspaper journalists? • What are the <i>Daily Mirror's</i> political leanings and how they are reflected in the content you have studied? 		

Calendar:			
<p align="center">Product: Advertising and Marketing - Television advertisement for Galaxy</p> <p align="center">This advert is of some cultural significance because of its extensive use of CGI and its intertextual references to a dead celebrity. It also provides extensive opportunities for analysis using techniques and concepts drawn from the study of Media Language and Media Representations.</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • What semiotic analysis of this product could be applied? • How are codes and conventions used to communicate meaning. • How would you describe the narrative structure of the advert? • How useful are narrative theories (such as Propp) in the analysis of the Galaxy advert? • What elements of intertextuality can you identify? • Which techniques of persuasion are used to promote the product? 		
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> • How are place, celebrity persona, the product (Galaxy chocolate), a historical period, nostalgia, masculinity and femininity, class and age represented? • How are these representations constructing a version of reality? • What stereotypes are used and explain their function? • How are choices made by the producers of this advert in order to convey particular viewpoints, messages, values and beliefs? • What factors will affect the audience's interpretations of these representations? 		
How can you consider the Historical, Social	<ul style="list-style-type: none"> • What are the links between advertising, identity and 		

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and Cultural Contexts?	consumerism within a broadly consumer culture? <ul style="list-style-type: none">• Comparing the Galaxy advert with historical examples (e.g. early television adverts for confectionery) will help you understand the powerful influence of changing social values and beliefs on advertisements.		
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Calendar:			
Product: Advertising and Marketing - NHS Blood and Transplant online campaign video <i>Represent</i> featuring Lady Leshurr This is a product that targets a niche audience with a clear persuasive message. It incorporates the conventions of music video and illustrates many aspects of media language and media representations as theoretical framework areas. There are rich and challenging opportunities for analysis here.			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • What is the message of this product? • How are the chosen codes and conventions helping to communicate this message? • What semiotic analysis will help analyse the product? • What is the genre of <i>Represent</i>? • Are there any elements of intertextuality or hybridity? • How would you describe the narrative structure of this product? • How is narrative being created to construct a point of view? 		
How can you consider ideas on Media Representation?	<ul style="list-style-type: none"> • How is ethnicity, masculinity, femininity, age, class, ability/disability and place amongst others represented? • How effective is the use of stereotypes in <i>Represent</i>? • How do theoretical perspectives on representation including processes of selection, construction and mediation help with the understanding of this product? • What factors affect the audience interpretations of the representations offered in this product? 		
The NHS Blood and	<ul style="list-style-type: none"> • What is the social function of some promotional products? 		

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<p>Transplant marketing campaign <i>Represent</i> featuring Lady Leshurr is directly aimed at the BAME audience in an attempt to boost the number of blood donors from this section of society How can you consider the Historical, Social and Cultural Contexts?</p>	<ul style="list-style-type: none">• What impact do they have on behaviour, attitudes and beliefs?		
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Calendar:			
Product: Advertising and Marketing - OMO Print advert from <i>Woman's Own</i> magazine, 5 May 1955 This product provides good opportunities for developing and applying analytical skills drawn from a study of Media Language and Media Representations. Studying this product in its historical context will help you to understand just how important the social and cultural contexts can be in the construction of media products.			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • What are the connotations and denotations of the various signs that make up this advertisement? • How do elements such as layout and design, typography, body language and use of language contribute to the meaning of the product? • Messages and values are clearly different to those found in modern advertisements, but how are these messages and values communicated by the signs, codes and conventions used in this advertisement? • How effectively is media language used to create a persuasive message? • How does the combination of elements in the advertisement contribute to a narrative? • How does the media language used here position the target audience and how does today's reader interpret these signs differently? 		
How can you consider	<ul style="list-style-type: none"> • How is gender represented? Femininity and masculinity 		

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<p>ideas on Media Representation?</p>	<ul style="list-style-type: none"> • To what extent does the product make use of a stereotype or stereotypes? • What is unfamiliar and what is familiar about the 1950s world that is re-presented here? • Discuss your own interpretations of the representations here. • How are these interpretations influenced by your own experiences and beliefs? 		
<p>How can you consider the Historical, Social and Cultural Contexts?</p>	<ul style="list-style-type: none"> • How does media language and representations reflect the social, historical and cultural contexts in which this advertisement was produced? • Does the help you to make sense of the contexts influencing today's advertisements? • Useful contrasts can be drawn with the two other advertising and marketing Close Study Products. • Have political changes played a role in the developments that have made this advertisement seem outdated and unusual, especially in terms of gender representation? 		

Calendar:			
Product: Radio - Radio 1 Launch Day. Tony Blackburn's breakfast show. Sept 1967 (excerpts) The launch of Radio 1 was an event of historical and social significance and an important turning point in the history of radio. This is a product with which students would not normally engage but it provides a useful point of contrast with contemporary developments in youth-oriented radio.			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you consider Media Industries?	<ul style="list-style-type: none"> • How was the BBC funded at the time and why was the decision made to make big changes in their radio provision? • How was Radio 1 influenced by the BBC's role as a public service provider? Who worked for Radio 1 as presenters and how did they influence the style and musical approach of the station? • How successful was the Radio 1 launch and in the following decades? • What were the rules, regulations and constraints that limited the scope of Radio 1 in 1967? For example the restrictions on 'needletime' and the requirement to provide information and education as well as entertainment. 		
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • What audience was the BBC hoping to capture with newly launched Radio 1 and how did the <i>Tony Blackburn Breakfast Show</i> position this audience? • What was the preferred reading of the show? • How did the BBC perceive the youth audience's needs and tastes? • How were young people able to gain access to their music in 		

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	<p>1967 and how is the consumption and use of music different today?</p>		
<p>This product invites further study of the role and relevance of radio in an online landscape by drawing comparisons with Apple Beats 1 Radio and other streaming services.</p> <p>How can you consider the Historical, Social and Cultural Contexts?</p>	<p>How has Radio 1 coped with changing demands and pressures since 1967? What was the role of pirate radio and why was it suppressed by the government in the period immediately before the launch of Radio 1?</p>		

Calendar:			
<p align="center">Product: Radio - Julie Adenuga Beats 1 Radio</p> <p align="center">Beats 1 is wholly owned by Apple and launched in 2015 as a subscription based streaming service with a focus on indie and rap music. It has a global audience with Julie Adunega concentrating on UK music. Beats 1 demonstrates emerging, future developments in the media and provides an opportunity to study issues linked to ownership, globalisation and convergence</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you consider Media Industries?	<ul style="list-style-type: none"> • Why did Apple getting involved in radio? • Why is Apple keen to diversify into the provision of content as well as the manufacture of hardware? • How have their decisions been influenced by cultural and technological developments? • What are the constraints placed on Beats 1 presenters for example in terms of the freedom they are given to select their own music choices? • How much of a threat is Beats 1 (and similar music sources) to traditional media industries? 		
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • How does Beats 1 target its audience? • What is the appeal of the shows (including Julie Adunuga's) that they offer? • How does Beats 1 fulfil the needs of listeners and contribute to their sense of identity? 		

Media Studies Curriculum Map: CSP

	<ul style="list-style-type: none"> • Is the audience passive or does Beats 1 provide opportunities for the audience to engage actively? You should discuss the usefulness of Uses and Gratifications theory in understanding the Beats 1 audience. 		
<p>This product invites further study of the role and relevance of radio in an online landscape by drawing comparisons with Apple Beats 1 Radio and other streaming services.</p> <p>Develop an understanding of the historical development of radio.</p> <p>How can you consider the Historical, Social and Cultural Contexts?</p>	<ul style="list-style-type: none"> • What is the role and relevance of radio in an online landscape? • How does this contrasts with the launch of Radio 1 		

Media Studies Curriculum Map: CSP

Calendar:			
Product: Film <i>Doctor Strange</i> (dir. Scott Derrickson 2016) Film; Hollywood blockbuster, <i>Doctor Strange</i> is the 14th Marvel comic film. It raises many industry issues surrounding the production, distribution and exhibition of film in the digital age.			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you consider Media Industries?	<ul style="list-style-type: none"> • What production companies were involved in the making of <i>Dr Strange</i>? • What is a 'Blockbuster'? • What was the production budget? • How were audiences targeted? Discuss Star Power? • How was the film released? • How successful was <i>Dr Strange</i> at the box office? • What certification did the film receive and why? • What merchandising tie-ins were associated with this film? • Which multi-media platforms supported the marketing of this film? • Which multimedia platforms support the exhibition of <i>Dr Strange</i>? • How many countries was the film distributed to? • How does this help with understanding the nature of globalization? • What effect does the domination of Hollywood have on national cinema production worldwide? 		
How can you consider	<ul style="list-style-type: none"> • This is a case study of Media Industries so your focus is on film funding, effects of ownership, rating and regulation, the global 		

Media Studies Curriculum Map: CSP

the Historical, Social and Cultural Contexts?	<p>scale of the film industry as well as other industry issues.</p> <ul style="list-style-type: none"> You will need to make explicit comparisons with your other film CSP: <i>I, Daniel Blake</i>. 		
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Calendar:			
<p align="center">Product: Film <i>I, Daniel Blake</i> (dir Ken Loach, 2016)</p> <p><i>I, Daniel Blake</i> is a British Social Realism film directed by veteran left wing film maker Ken Loach. It raises many industry issues including lack of access to funding for independent film production, and difficulties of distribution and exhibition for limited audience films.</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you consider Media Industries?	<ul style="list-style-type: none"> What production companies were involved in the making of <i>I, Daniel Blake</i>? What is 'Independent cinema'? What was the production budget? How were audiences targeted? Discuss 'Director Power'? How was the film released? How successful was <i>I, Daniel Blake</i> at the box office? What certification did the film receive and why? What merchandising tie-ins were associated with this film? Which multi-media platforms supported the marketing of this film? Which multimedia platforms support the exhibition of <i>I, Daniel Blake</i>? How many countries was the film distributed to? How does this help with understanding the nature of globalization? 		

Media Studies Curriculum Map: CSP

	<ul style="list-style-type: none"> • What effect does the domination of Hollywood have on national cinema production worldwide? 		
How can you consider the Historical, Social and Cultural Contexts?	<ul style="list-style-type: none"> • This is a case study of Media Industries so your focus is on film funding, effects of ownership, rating and regulation, the global scale of the film industry as well as other industry issues. • You will need to make explicit comparisons with your other film CSP: <i>Dr Strange</i>. 		

Calendar:			
Product: Print (Magazines) - Front cover of <i>Tatler</i> April 2017 <i>Tatler</i> is an upmarket lifestyle/consumer magazine which offers some clear contrasts with <i>Reveal</i> . It is aimed at a very specific audience and is probably not a product normally engaged with by the majority of students. The product raises issues of perceived quality and offers plenty of opportunities for analysis and interpretation.			
Big Questions	• Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • How could you perform a semiotic analysis in order to understand the ways in which meanings are created? Consider design and layout, typography, use of colour and language. • What are the choices of elements and the relationships between them (including juxtapositions)? • How do the elements conform to or reject the conventions of the magazine cover genre? • How is media language used to target and address a specific audience? • How are narrative devices used to tempt prospective buyers to delve further into the magazine? 		

Media Studies Curriculum Map: CSP

<p>How can you consider ideas on Media Representation?</p>	<ul style="list-style-type: none"> • How have the producers of <i>Tatler</i> chosen to represent the people, issues and ideas they have selected? • What are the reasons for using stereotypes and the under-representation or misrepresentation of social groups or individuals? • How do audiences interpret the representations on the cover of <i>Tatler</i> and how are these interpretations influenced by the identity of the reader? 		
<p>How can you consider the Historical, Social and Cultural Contexts?</p>	<ul style="list-style-type: none"> • By contrasting this cover with the cover of <i>Reveal</i> • What is the relationship between magazines and the contexts of their production? What issues does <i>Tatler</i> prefer to deal with? • What are the values and beliefs implied by the choice and the presentation of contents that is illustrated by the front cover? 		

Calendar:				
Product: Print (Magazines) - Front cover of <i>Reveal</i> 18 March 2017				
<i>Reveal</i> was a lifestyle/celebrity magazine which offers some clear contrasts with <i>Tatler</i> . It is aimed at a very specific audience and is probably not a product normally engaged with by the majority of students. The product raises issues of perceived quality and offers plenty of opportunities for analysis and interpretation. The magazine is no longer in print but teaching should focus on this front cover.				
Big Questions	• Small Questions		Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you apply Media Language?	<ul style="list-style-type: none"> • How could you perform a semiotic analysis in order to understand the ways in which meanings are created? Consider design and layout, typography, use of colour and language. • What are the choices of elements and the relationships between them (including juxtapositions)? • How do the elements conform to or reject the conventions of the magazine cover genre? • How is media language used to target and address a specific audience? • How are narrative devices used to tempt prospective buyers to delve further into the magazine? 			
How can you consider ideas on Media	<ul style="list-style-type: none"> • How have the producers of <i>Reveal</i> chosen to represent the people, issues and ideas they have selected? 			

Media Studies Curriculum Map: CSP

Representation?	<ul style="list-style-type: none">• What are the reasons for using stereotypes and the under-representation or misrepresentation of social groups or individuals?• How do audiences interpret the representations on the cover of <i>Revel</i> and how are these interpretations influenced by the identity of the reader?		
How can you consider the Historical, Social and Cultural Contexts?	<ul style="list-style-type: none">• By contrasting this cover with the cover of <i>Tatler</i>• What is the relationship between magazines and the contexts of their production? What issues does <i>Reveal</i> prefer to deal with?• What are the values and beliefs implied by the choice and the presentation of contents that is illustrated by the front cover?		

Calendar:			
Product:			
<p align="center">Music Video: Arctic Monkeys - <i>I Bet You Look Good on the Dance Floor</i> (2005)</p> <p align="center"><i>I Bet You Look Good on the Dance Floor</i> does have some cultural significance as a key moment in major structural changes within the music industry. The product relates to emerging, future developments in the media as it represents a change in the way that artists could, potentially, build and communicate with an audience.</p>			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • How does the <i>I Bet You Look Good on the Dance Floor</i> video target and address its audience? • How do Arctic Monkeys use video to project their image? • How did Arctic Monkeys exploit the online presence and niche nature of their fanbase? • Considering the nature of music video itself how is this a primary means whereby the band/ artist projects an image? • How much control they have over that image and the very different perceptions of that image? • What are the pleasures and rewards for music video audience members? 		
How can you consider Media Industries?	<ul style="list-style-type: none"> • Why is this video seen as a turning point in the relationship between the music industry, artists and fans? 		

Media Studies Curriculum Map: CSP

	<ul style="list-style-type: none">• How have technological developments enabled bands/artists like Arctic Monkeys to self-produce their own artistic output?• What are the implications of these challenges to mainstream music producers and publishers?• How are music videos rated and regulated in the UK?		
How can you consider the Historical, Social and Cultural Contexts?	<ul style="list-style-type: none">• How are The Arctic Monkeys seen as a case study comparable to other key events in the history of popular music such as the Beatles?• Discuss their own record label and the rejection of stadium and pomp rock by the punk explosion.		

Calendar:			
Product: Music Video: One Direction - <i>History</i>			
This 2015 video self-referentially covers the band’s own history since their creation during 2010’s X-Factor. Their debt to Simon Cowell is acknowledged in the video. This product provides interesting opportunities to study convergence between media industries, the role of video in reaching audiences and the relationship between producers and audiences.			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
How can you consider ideas on Media Audiences?	<ul style="list-style-type: none"> • How does the <i>History</i> video target and address its audience? • How do One Direction use video to project their image? • What assumptions have the producers of <i>History</i> made about their target audience? • In which audiences consume and use music video such as this? How and why do audience responses vary? • Do these responses to music video change over time? 		
How can you consider Media Industries?	<ul style="list-style-type: none"> • What is the relationship between the video (and the timing of its release) and other One Direction products such as singles and albums? • How influential are record companies (like Simon Cowell’s Syco) in determining the form and content of music videos like <i>History</i>? • What role has music video played in One Direction’s global commercial success? 		

Media Studies Curriculum Map: CSP

	<ul style="list-style-type: none">• How are music videos rated and regulated in the UK?		
How can you consider the Historical, Social and Cultural Contexts?	<ul style="list-style-type: none">• What are the wider cultural debate about the merit of 'manufactured' pop music such as boy bands, tv reality show winners versus the supposedly 'authentic' indie bands and rap artists?		