

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Key focus</b>	<p><b>NEA/coursework:</b> Component 3</p> <p>Choice of coursework briefs—all involve two-part production + Statement of Aims.</p> <p>First two weeks spent on research and planning.</p>	<p><b>Music videos:</b> Duran Duran’s <i>Rio</i>, Taylor Swift’s <i>Bad Blood</i>, and Bruno Mars’ <i>Uptown Funk</i>. (Component 2, Sec B)</p>	<p><b>Crime dramas:</b> <i>The Sweeney</i> (ITV, 1970s) and <i>Luther</i> (BBC, 2010s).</p>	<p><b>Revision and exam skills:</b> All components</p>	<p><b>Revision and exam skills:</b> All components</p>	<p><b>Revision and exam skills:</b> All components</p>
<b>Intent</b>	<p><i>Coursework is worth a third of students’ overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.</i></p>	<p><i>This is the first of two Component 2 units which draw together all four areas of study and allow students to assess media texts holistically.</i></p>	<p><i>This is the second of two Component 2 units which draw together all four areas of study and allow students to assess media texts holistically.</i></p>	<p><i>Consolidate and apply existing knowledge.</i></p>	<p><i>Consolidate and apply existing knowledge.</i></p>	<p><i>Consolidate and apply existing knowledge.</i></p>
<b>Key knowledge and skills</b>	<p><i>Coursework is worth a third of students’ overall grade, and allows them to apply all the skills, terminology and knowledge they have learned.</i></p>	<p>Understand the codes and conventions of music videos.</p> <p>Develop awareness of the music industry and the construction of star persona.</p>	<p>Students develop awareness of changes in not only representation, but also the ways in which technological advancements have led to changes in audience consumption.</p> <p>Students also explore how technological changes have altered the narrative format of dramas.</p>	<p>Students will revise past content and practise essay-writing skills.</p>	<p>Students will revise past content and practise essay-writing skills.</p>	<p>Students will revise past content and practise essay-writing skills.</p>
<b>Key words/ vocabulary</b>	N/A	<p>Record label Signing Music production Fandom Parasocial relationships VEVO/YouTube ‘Ready’ audiences</p>	<p>BBC Regulation Ofcom Procedural Long-form drama Fandom ‘Whodunnit’ Commercial broadcaster Public broadcaster Racial representation Gender representation</p>	N/A	N/A	N/A
<b>Assessment method</b>	<p>Teacher marks coursework and assigns grade. (This is later moderated by the</p>	<p>Media language or representation question on any music video. <b>OR</b></p>	<p>Media language or representation question on either TV show. <b>OR</b></p>	N/A	N/A	N/A

	exam board to ensure fairness and accuracy.)	Media industries or audiences question on any music video.	Media industries or audiences question on either TV show.			
<b>Wider links</b>	N/A	From a PSHE/PSALM perspective, it is useful for students to explore concepts of star persona and star construction.	Invites discussion of changing representations of gender/ethnicity.	N/A	N/A	N/A
<b>Enrichment opportunities</b>	N/A	Students can approach celebrity and popular culture with a more critical eye having studied concepts of star persona and star construction.	Students watch one Bond film but can borrow other franchise entries on DVD in order to strengthen contextual knowledge. (Most are BBFC '12' rated.)	N/A	N/A	N/A
<b>Careers links</b>	N/A	Music production/distribution Advertising and marketing	TV production/distribution Advertising and marketing	N/A	N/A	N/A