

Scheme of Learning: Magazines and Newspapers

Topic Sequence:							
1	2	3	4	5	6	7	8
Semiotics and Representation	Media Theory	The Film Industry	Magazines and Newspapers	TV and the Sci-Fi Genre	Advertising	Online, Social and Participatory Media	Radio and Music Videos

Topic Overview:

We will then move onto four of their eighteen CSPs, covering both magazines and newspapers. These CSPs are tested on all four elements of the theoretical framework, and so the students will apply analyses and theories to these media products. They will also study the background to the press industry, the difference between these two mediums, along with regulation of the industry. As we progress through the unit, they will explore the social, political and cultural contexts to these CSPs in an objective manner. They have already briefly touched upon the political spectrum and ideologies in the Semiotics and Representation unit, and these CSPs will highlight those differences and develop that understanding. The difficulty is that the newspaper CSPs are not published until the March of year 10, so we have to begin with magazines but due to the content appearing in exams every year, it is important we cover these CSPs early in the course.

Lesson Sequence:

As this unit covers four major CSPs, it is important that we revisit previous learning in order to check it is embedded; I have already mentioned in the abstract above how the skills from the initial topics are going to be used. After exploring semiotics in the earlier unit, we will begin this section by digging further into the concept of codes, and how we draw meanings from them.

From there, we move onto newspapers. We have chosen to teach the theory behind newspapers and magazines prior to studying the CSPs for two reasons:

1. To build a foundation of knowledge
2. To allow opportunity for recall

The ability to recall and explain information is extremely important in academia, and so this sequencing forces pupils to recall knowledge at various points, without the need for frequent retrieval practice.

Print codes and copy are features of both newspapers and magazines, and guide us to the cover of these publications. The pupils will then produce their own newspaper front page, using the features they have learned, and they will be able to justify why they have made certain design decisions. This links to their Non-Exam Assessment (NEA) later in the course, because they are essentially working to produce a media product from a predetermined brief. Subsequently, students will look at the differences between newspapers and magazines, as well as photographic codes, before repeating the task for a magazine cover. They will complete a semiotic analysis of their own work.

Once this has been done, we will move onto the CSPs, beginning with the magazines, *Tatler* and *Heat*, before studying the *Daily Mirror* and *The Times*. This brings the unit full circle, finishing on the idea of political ideology and effects on the reader. Throughout these lessons, pupils will look at production, messages given, politics, cultural importance, social importance, and regulation of the industry.

Sequence of Lessons:		Topic Resources:		
1	Revision of Media Codes	Knowledge Map:	1. Knowledge Maps: Representation, Audience, Language, Industries 2. Revision guide: Theory	Close Study Products: <i>Tatler, Heat, Daily Mirror, The Times</i>
2	Introduction to Newspapers			
3	Print Codes and Copy			
4	Newspaper Covers	Assessment:		
5	Constructing Own Cover	Knowledge:	Lesson 12 has a set of revision questions from across the early part of the unit.	
6	Introducing Briefs	Application of Knowledge:	Pupils will produce both a magazine cover and a newspaper front cover, with appropriate copy. Pupils will also analyse their CSPs.	
7	NEA Practice	Supportive Reading, linking to Toynbee Literacy and Reading Policy:		
8	Magazine Conventions			
9	Photographic Codes 1			
10	Photographic Codes 2			
11	Design and Construct Own Magazine	Lesson 13-17	<i>Posh People: Inside Tatler</i>	
12	Complete Construction; Analyse Own Magazine	Lesson 18-22	Interview with <i>Heat</i> magazine editor	
13-17	<i>Tatler</i> Magazine Lessons	Lessons 23-29	Adrian Bingham: <i>Daily Mirror – The Paper that Broke the Mould</i>	
18-22	<i>Heat</i> Magazine Lessons	Lessons 30-34	HistoricNewspapers.co.uk: <i>The History of The Times</i>	
23-29	<i>Daily Mirror</i> Lessons			
30-34	<i>The Times</i> Lessons			