

# Year 12 Media Studies | Term 2

## Key Question: How does advertising sell the dream?

### Topic Overview:

Students will explore what the medium of advertising is; how it communicates to us and how it is constructed. Students will develop their understanding of media language and experience analysing products with contrasting representations of people, places and events. Students will engage with two advertisements and draw comparisons between the two. They will experience analysing Score (1967) a men's hair cream advert and contemporary Maybelline advert (2017); this will lead to an interesting debate on gender, race and many other representations. The exploration will provide students with an opportunity to apply the key elements of the theoretical framework (language and representation) whilst exploring contrasting media products both part of and outside of the Close Study Products

## Key Question: What makes a successful TV show?

### Topic Overview:

Students will explore two media products in The Killing (Danish version) and No Offence. Students will analyse an episode from both crime/ police procedural drama series by deconstructing using all four elements of the theoretical framework. Students will then summarise how TV can represent a microcosm of Danish/British society. Students will experience making comparisons between The Killing made by DR (a public service broadcast channel from Denmark) and its subsequent release on BBCFour with Channel 4's No Offence. The exploration will provide students with an opportunity to apply the four key elements of the theoretical framework (language, representation, audience and industry) whilst exploring contrasting media products both part of and outside of the Close Study Products

	Lesson Exploration	Lesson Experience(s)	Knowledge and Skills	Key Words
Week 1: Lesson 1	Screening of The Killing (TV CSP)	Students will experience watching The Killing, a Danish TV police procedural drama.	<b>3.4 Media language</b> Students should have knowledge and understanding of how the media, through their forms, codes and conventions, communicate meanings. Students will be required to demonstrate knowledge and understanding of how media products	Public Service Broadcast Genre Hybrid Diaspora Reception theory Barthes Five Codes Conglomerates
Week 1: Lesson 2	How has The Killing been constructed to be a successful police procedural drama TV series?	Students will experience deconstruct the narrative using media language and genre conventions.		

<b>Week 1: Lesson 3</b>	<b>How does the Score advert generate interest?</b>	Students will experience analysing the media product by applying a wide range of media language.	<p>reflect the social, cultural, historical and political contexts in which they are produced. Not every question in every exam series will require the analysis of the four contexts but students will need to be familiar with all of them in relation to a range of media products.</p> <p><b>3.5 Media representations</b></p> <p>Students should have knowledge and understanding of how the media portray events, issues, individuals and social groups. Students will be required to demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced. Not every question in every exam series will require the analysis of the four contexts but students will need to be familiar with all of them in relation to a range of media products.</p> <p><b>3.6 Media industries</b></p> <p>Students should have knowledge and understanding of how the media industries' processes of production, distribution and circulation affect media forms and platforms.</p>	<p>Mise en scene Cinematography Gender theories</p>
<b>Week 1: Lesson 4</b>	<b>How does the Score brand use advertising to generate interest?</b>	Students will experience analysing the two products by applying a wide range of media language.		
<b>Week 2: Lesson 1</b>	<b>How does The Killing represent different people, places and events?</b>	Students will experience watching an episode of The Killing to analyse a broad range of representations within the episode.		
<b>Week 2: Lesson 2</b>	<b>How does The Killing appeal to its target audience?</b>	Students will investigate the psychographics, demographics and reception of its potential audience.		
<b>Week 2: Lesson 3</b>	<b>How does the Score advert represent people?</b>	Students will experience analysing the Score advert by applying a wide range of representation theoretical approaches such as gender and ethnicity.		
<b>Week 2: Lesson 4</b>	<b>How does Score represent people, places and events?</b>	Students will experience analysing the Score advert by applying a wide range of representation theoretical approaches.		
<b>Week 3: Lesson 1</b>	<b>How did the show gain critical acclaim globally?</b>	Students will experience researching into the industries behind production, distribution and exhibition of the series.		
<b>Week 3: Lesson 2</b>	<b>Screening - No Offence (TV CSP)</b>	Students will experience watching No Offence, a UK police procedural drama.		
<b>Week 3: Lesson 3</b>	<b>How does advertising from the 1960s compare to modern day advertisements?</b>	Students will experience using guided activities to analyse the wider social, historical and cultural of advertisements.		

<b>Week 3: Lesson 4</b>	<b>How does the Maybelline advert generate interest?</b>	Students will experience analysing the media product by applying a wide range of media language.	<p>Students will be required to demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced. Not every question in every exam series will require the analysis of the four contexts but students will need to be familiar with all of them in relation to a range of media products.</p> <p><b>3.7 Media audiences</b>            Students should have knowledge and understanding of how the media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of the audience become producers themselves.            Students will be required to demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced. Not every question in every exam series will require the analysis of the four contexts but students will need to be familiar with all of them in relation to a range of media products.</p>	
<b>Week 4: Lesson 1</b>	<b>How has No Offence been constructed to be a successful police procedural drama TV series?</b>	Students will experience deconstructing the narrative using media language and genre conventions.		
<b>Week 4: Lesson 2</b>	<b>How does No offence represent different people, places and events?</b>	Students will experience watching an episode of No Offence to analyse a broad range of representations within the episode.		
<b>Week 4: Lesson 3</b>	<b>How does the Maybelline advert generate interest?</b>	Students will experience analysing the Maybelline advert by applying a wide range of media language.		
<b>Week 4: Lesson 4</b>	<b>How does the Score advert represent people?</b>	Students will experience analysing the Score advert by applying a wide range of representation theoretical approaches.		
<b>Week 5: Lesson 1</b>	<b>How does No Offence appeal to its target audience?</b>	Students will experience researching the psychographics, demographics and reception of its potential audience.		
<b>Week 5: Lesson 2</b>	<b>How did No Offence gain critical acclaim globally?</b>	Students will experience researching into the industries behind production, distribution and exhibition of the series.		
<b>Week 5: Lesson 3</b>	<b>How does Score represent people, places and events?</b>	Students will experience analysing the Score advert by applying a wide range of representation theoretical approaches.		
<b>Week 5: Lesson 4</b>	<b>How has Maybelline advertising evolved over the years?</b>	Students will experience analysing the wider social, historical and cultural of advertisements.		

Week 6: Lesson 1	TRY NOW	TRY NOW		
Week 6: Lesson 2	TRY NOW	TRY NOW		
Week 6: Lesson 3	TRY NOW	TRY NOW		
Week 6: Lesson 4	TRY NOW	TRY NOW		

Literacy Links	Numeracy Links
<p>Literacy, in particular the understanding of key terminology, will be examined through check out questions and during the lesson every lesson.</p> <p>Furthermore, students will encounter subject-specific command verbs regularly and within this topic will be examined of their understanding of the following terms: <b>Identify, describe, discuss, explain, suggest, evaluate and justify</b></p>	<p>There are many examples where numbers feature heavily in media close study products (CSPs) and the reader often doesn't use or question the reliability of those numbers.</p> <p>The opportunities to bring numeracy into Media Studies is evident in: <b>pixel size</b> and <b>dpi</b> in production; <b>circulation figures</b> of newspapers and magazines; increases and decreases as percentages in <b>sales figures</b>; <b>box-office gross</b> versus production <b>budget</b>; <b>followers</b> on social media platforms; <b>years</b> between comparative products or between technological change.</p>