



YEAR 13 Autumn 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Music Videos and Newspapers

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality media texts in order to develop their inference and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society.

In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:

- skills of enquiry, critical thinking, decision-making and analysis
- acquisition knowledge and understanding of a range of important media issues
- development of an appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- an understanding and application of specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- an appreciation how theoretical understanding supports practice and practice supports theoretical understanding
- development of practical skills by providing opportunities for creative media production

Cross Curricular Links

SMSC: Individual liberty, mutual respect and tolerance are represented by the choice of texts within the unit and taught explicitly in some of the topics covered.

PSHE/British Values:

Literacy: Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver.

Numeracy: n/a

Skills Builder:

Becoming future ready

Personal Skills: communication, problem-solving, imagination.

Careers/Employability: exposure to advertising and music industry.

QFT/SEND Provision

Throughout this topic, quality first teaching will provide differentiation:

By product:

By resource:

By Intervention: by providing different levels of supervision and support

By Progressive Questioning: exploring pupils' understanding through interactive dialogue.

By Grouping: according to prior attainment, gender, social preference, preferred learning style.


By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.

By Offering Optional Activities: In class or as homework, to extend learning.

This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.

To be able to:

- Understand key media terminology.
- Understand media language and representation.

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Understand audience and industry. • Develop practical and creative skills. <p>Key Vocabulary:</p>  <p>Subject specific vocabulary GCSE Mec</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

Year 13



Prior knowledge

Further knowledge and understanding of CSPs will be targeted with a focus on exam. Unseen texts should also feature as preparation for media two.

Work on NEA should be ongoing throughout this term.

Knowledge can be tested regularly by using 'pop quizzes' and short written analysis tasks and exam simulation questions to prepare for the final exams.

Learning objectives

- Familiarity with the theoretical framework.
- Engagement with media products – CSPs and others (unseen).
- Development of NEA products.

Specification reference

3.4.1, 3.4.1.1, 3.4.1.2

Specification content – Term Y13 1a

Music video *Old Town Road*– Lil Nas X featuring Billy Ray Cyrus

This is a targeted CSP and needs to be studied with reference to two elements of the theoretical framework and all relevant contexts.

Media language

Analysis should include:

- Mise-en-scene analysis – including setting, props, costume, etc.
- Cinematography – including the cinematic style of the video.
- Semiotics: how images signify cultural meanings – a central aspect of the construction of the contrasting meanings associated with country, rap and hip-hop.
- Postmodernism – relevant to the foregrounding of visual and musical hybrids.

Narrative

- Construction of a narrative through the reference to the western genre form, role of the hero, elements of conflict, etc, which link to issues of representations.
- The reference to Hollywood western genre constructs a contextual narrative around race.

- Narratology.

Genre

- How the music video genre uses intertextuality and hybridity to establish meanings – this is the central theme of the video and it raises questions about how genres create meaning through classification.
- What values and ideologies are linked to genre?
- The historically relative and dynamic nature of genre – to what extent are the conventions of different music video categories (such as performance, narrative, thematic, concept, etc) evident?
- Genre theory, including Neale.

Media Representations

Discussion of representation is likely to focus predominantly on race, gender, time and place.

- The effect of social and cultural contexts on representations of race – history of racial conflict in the US.
- How representations invoke discourses and ideologies and position audiences.
- Representation of time and place within the video – the contrast between the 'Old Town Road' at different periods.
- Theories of representation, including Hall.
- Theories of gender performativity, including Butler.

The construction of representation in the video draws on mise en scene and semiotic analysis with the signifiers of black and white American culture and the values attached to them. The use of costume and roles – again linked to genre – construct representations of masculinity which could be read as performative and playful.

Social, political, economic and cultural contexts

Old Town Road explores the relationship between genre and race, specifically in the country music industry but also, through the use of film genre conventions, the media more widely. The exclusion of Black artists from the US's country billboard charts has been controversial and *Old Town Road* crystallises those concerns. Lil Nas X, known as a media influencer before his music career, came out as gay in 2019, which has also affected the way in which the music video has been understood.

The music video reflects aspects of society and contemporary cultural issues in its discourse on race, gender and musical categorisation. An interesting area of discussion might be to what extent the music video as a form can transmit political messages. The economic context would include the ways in which artists make money from music videos, in this case the different iterations of video and song can be seen as a strategy to maximise the audience and profit.

Product: Music Video – Ghost Town – The Specials (1981)

Media Language

Detailed study of *Ghost Town* should enable students to demonstrate appreciation and critical understanding of the historical development of music videos and allow for social, cultural and political comparison with contemporary CSPs.

Analysis should include:

- mise-en-scene analysis
- cinematography
- semiotics: how images signify cultural meanings
- postmodernism

Narrative

- Construction of a narrative and links to song lyrics.
- Narrative appeal and pleasures offered.
- Audience positioning and invited responses.
- Narratology.

Genre

- How the music video genre uses intertextuality and hybridity to establish meanings.
- The historically relative and dynamic nature of genre.
- How music videos serve the needs of media producers.
- How music videos meet the expectations of audiences.
- Genre theory including Neale.

Media Representations

- Analysis of *Ghost Town* can help develop an understanding of the processes of selection and combination which construct versions of reality.
- The effect of social, cultural and historical contexts on representations of ethnicity (British multiculturalism).
- How representations invoke discourses and ideologies and position audiences.
- Representation of time and place within the video – England in the early 1980s, specifically London as shown in the video, but also Coventry, which is referred to in the song and was the home city of the band.
- Theories of representation, including Hall.

Context

Ghost Town by The Specials conveys a specific moment in British social and political history while retaining a contemporary relevance. The cultural critic Dorian Lynskey has described it as “a remarkable pop cultural moment” that “defined an era”. The video and song are part of a tradition of protest in popular music, in this case reflecting concern about the increased social tensions in the UK at the beginning of the 1980s. The song was number 1 post-Brixton and during the Handsworth and Toxteth riots.

In 1981, opportunities for revenue directly from music videos were very limited and their economic value came as a marketing tool to advertise the single. This function was particularly important pre-Internet, with the popularity of broadcast pop shows such as *Top of the Pops*. (MTV was launched in 1981 but had limited availability in the UK initially). However, the *Ghost Town* video is now on YouTube with revenue opportunities through viewing and advertising. It also provides a link to The Specials YouTube subscription channel which has opportunities to purchase their back catalogue and new material.

Newspapers

Product: Newspaper *The Daily Mail*

This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:

- media industries
- media audiences.

Media industries

The *Daily Mail*, launched in 1896 offers opportunities for studying the relationship between ownership patterns, economic factors and political viewpoints. The history of the *Daily Mail* provides examples of the paper's political influence including some high-profile clashes between the paper and its political opponents. In the context of declining print sales for all newspapers, the *Daily Mail* has been relatively successful, particularly by embracing the opportunities of digital technology, adjusting its style to an evolving target readership and by adopting popular campaigns.

Industries issues to be studied include:

- how processes of production, and circulation shape the *Daily Mail*.
- the specialised and institutionalised nature of media production and circulation.
- the impact and effects of technological change including digital convergence and the relationship between the print product and *Mail Online*.
- editorial control by owners and the influence of the editor (the effect of individual producers on media industries).

- the significance of economic factors.
- the regulation of the newspaper industry through the Independent Press. Standards Organisation (IPSO) Post-Leveson debates re Impress, Royal Charter.

Media audiences

The study of audience in the context of newspapers is of particular importance. The theoretical framework of audience intersects with the study of visual codes and representations. These are crucial to analysing the mode of address and techniques of persuasion used to create a consensus for a particular set of beliefs and values. Areas of investigation include:

- demographics and psychographics of target audience.
- how the *Daily Mail* reaches, addresses and positions its audience.
- how the content of individual news stories attract the audience.
- the effect that newspapers such as the *Daily Mail* have on audiences (media effects theory, reception theory).
- the uses made by audiences of a daily newspaper including aspects of identity and cultural capital.

Social, political, economic and cultural contexts

The Daily Mail’s robust right of centre stance, the controversies arising from its campaigns and attitudes and its success in terms of circulation make it a useful case study of the social and cultural contexts of the media, particularly as part of a comparative study alongside the other CSP newspaper. From an economic perspective, it will be useful to consider how print newspapers have responded to declining revenue particularly considering the reach of its associated website.

Possible teaching and learning activities

- Production of NEA ongoing throughout the term.
- Equipment needed: access to cameras and computer equipment.

Teacher 1	Teacher 2
Old Town Road	Ghost Town
NEA	The Daily Mail