



# YEAR 12 Spring 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic:

### Advertising, marketing and television CSPs

<b>Curriculum Intent</b>	<p>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.</p> <p><b>In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:</b></p> <ul style="list-style-type: none"> <li>• skills of enquiry, critical thinking, decision-making and analysis</li> <li>• acquisition knowledge and understanding of a range of important media issues</li> <li>• development of an appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics</li> <li>• 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</li> <li>• an appreciation how theoretical understanding supports practice and practice supports theoretical understanding</li> <li>• development of practical skills by providing opportunities for creative media production</li> </ul>
<b>Skills/National Curriculum Links</b>	
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> 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.</p> <p><b>PSHE/British Values:</b></p> <p><b>Literacy:</b> Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver.</p> <p><b>Numeracy:</b> n/a</p> <p><b>Skills Builder:</b></p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> communication, problem-solving, imagination.</p> <p><b>Careers/Employability:</b> exposure to advertising and music industry.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b></p> <p><b>By resource:</b></p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Understand key media terminology.</li> <li>• Understand industry and audience.</li> </ul>

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

## Year 12



### Advertising and marketing

These are targeted CSPs and need to be studied with reference to two elements of the theoretical framework (media language and media representation) and all relevant contexts.

- Sephora: *Black Beauty is Beauty* (online advert)
- Score hair cream print advert: *Get what you always wanted* (1970s)

Sephora advert

#### 1. Media language

Detailed study of the Sephora *Black Beauty is Beauty* advert should enable students to develop an understanding of how conventions of advertising are socially and culturally relative, dynamic and can be used in a hybrid way.

Analysis should include:

- Mise-en-scene analysis
- Semiotics: how images signify cultural meanings
- How advertising conventions are socially and historically relative – the move from television to online platforms and how that shapes the form
- The way in which media language incorporates viewpoints and ideologies

#### Narrative

- How do adverts construct a narrative – or story – around their product and/or brand?
- The ways in which the advert can attract a range of responses and interpretations
- How does this advert create desire for the product?

#### Techniques of persuasion

Students should be able to demonstrate knowledge and understanding of the persuasive techniques used in the advert and issues surrounding brand values, brand message, brand personality and brand positioning should inform the analysis.

#### Media representations

Discussion of the advert is likely to focus mainly on representation of race and gender

- The way in which the media – through representation – constructs versions of reality.
- How and why stereotypes can be used positively and negatively – particularly in the context of cosmetics advertising.
- The processes which lead media producers to make choices about how to represent social groups.
- The effect of social and cultural contexts on representations.

## Social and cultural contexts

Analysis of the Sephora advert will enable students to enter discourses on race and gender within a commercial context. The use of progressive messaging around diversity as a form of marketing can be seen as characteristic of how brands are targeting contemporary consumers and some of the contradictions around this approach could be discussed.

## Score advert

### 2. Media language

Detailed study of Score *Get what you always wanted* should enable students to develop an understanding of the dynamic and changing relationships between media forms, products and audiences.

Analysis should include:

- mise-en-scene analysis
- production values and aesthetics
- semiotics: how images signify cultural meanings
- how advertising conventions are socially and historically relative
- the way in which media language incorporates viewpoints and ideologies.

### Narrative

- How does *Score* construct a narrative that appeals to its target audience?
- How and why have audience responses to the narrative to this advert changed over time?
- How does this advert create desire for the product?

### Techniques of persuasion

Students should be able to demonstrate knowledge and understanding of the persuasive techniques used in the advert and issues surrounding brand values, brand message, brand personality and brand positioning should inform the analysis.

### Media representations

Discussion of the Score advertisement will focus mainly on representation of gender including:

- the processes which lead media producers to make choices about how to represent social groups
- how audience responses to interpretations of media representations reflect social, cultural and historical attitudes
- the effect of historical contexts on representations
- theories of representation including Hall
- theories of gender performativity including Butler
- feminist theories including bell hooks and van Zoonen
- theories of identity including Gauntlett.

### Historical, social and cultural contexts

The Score hair cream advert is an historical artefact from 1967, it can be examined productively by considering its historical, social and cultural contexts, particularly as it relates to gender roles, sexuality and the historical context of advertising techniques. 1967 can be seen as a period of slow transformation in western cultures with legislation about and changing attitudes to the role of women – and men – in society, something that the advert can be seen to negotiate. Produced in the year of decriminalisation of homosexuality the representation of heterosexuality could be read as signalling more anxiety than might first appear. The reference to colonialist values can also be linked to social and cultural contexts of the ending of *Empire*. The advertising techniques of fifty years ago are fundamentally similar to today – if more explicit.

### Television

This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework (language, representation, industries and audience) and all relevant contexts.

Either *Capital* (Series 1, Episode 1) and *Deutschland 83* (Series 1, Episode 1)

Or

*The Responder* (Series 1, Episode 1) and *Lupin* (Series 1 Episode 1))

Or

*No Offence* (Series 1, Episode 1) and *The Killing* (Series 1, Episode 1)

Two set products

### 3, Media language – see *CSP booklet* for product specific guidance.

- Mise-en-scene analysis.
- Semiotics: how images signify cultural meanings.

### Narrative

- Narrative techniques used to engage the audience; enigmas, binary oppositions, narration techniques etc.
- Narrative conventions of the genre including analysing the appeals of the structure.
- Narratology including Todorov.

### Genre

- Conventions of the TV mini-series and the way in which this form is used to appeal to the audience.
- Definitions of the series as belonging to the drama and crime genres.
- Analysing the current popularity of the crime genre – how might it work as metaphor for society?
- Genre theory including Neale.

### Media representations

- Representations of national and regional identity.
- Representations of gender (refer to *CSP booklet* for further guidance.)
- Analysis of how representations convey values, attitudes and beliefs about the world.
- Theories of representation including Hall.
- Feminist theories including bell hooks and Van Zoonen.

### Media audience

Issues of audience are also relevant throughout the other theoretical frameworks. In media language, the use of different formal structures to position the audience to receive and interpret meaning is central, while the study of representations has at its heart the reinforcement of social and cultural values for audiences.

- The production, distribution and exhibition of the product that shows how audiences can be reached, both on a national and global scale, through different media technologies by broadcast and digital technologies.
- The way in which different audience interpretations reflect social, cultural and historical circumstances is evident in the analysis of the series which are explicitly linked to contemporary issues.
- The advertising campaigns (trailers, websites at home and abroad) for the series demonstrate how media producers target, attract and potentially construct audiences.
- Cultivation theory including Gerbner.
- Reception theory including Hall.

### Media industries

How the product fits into market place trends including an analysis of the industries that have developed, created and exhibited the products (see *CSP booklet* for guidance on each product).

- The regulatory framework of contemporary media including a focus on PSB in UK.
- A case study of the industries involved in the production of the product.
- The transnational and global context of the product.
- Cultural industries including Hesmondhalgh.

### Possible teaching and learning activities

- Workshops to allow students to work on NEA production skills.
- Equipment needed: access to cameras and computer equipment.

Teacher 1	Teacher 2
Advertising CSPs.	TV CSPs.