

Post 16 Media Studies Bridging Project

Within this bridging project booklet you will be given an opportunity to be introduced to some theory and theorists that you would be studying if you choose to take Media Studies. Some students may have conducted this first section as part of the transition work posted on Frog. There is still plenty of project work available here! If you have completed this, then you will start from page 6, Task 6, of this booklet.

This work will give you an opportunity to read, research and apply greater understanding of these concepts. Any work set should be carefully saved in order to add this work to your portfolio of media studies when we do eventually start classroom learning again. If you need to contact me or send any work for feedback, please use the email provided in the header.



resource that is great to use is *The Media Insider*.

<https://www.youtube.com/watch?v=SlpOaY-HMk>

YouTube clips and Blogs really help to introduce some of the more complex concepts and contemporary debates within media. Take a look at his commentary on why you should study Media Studies and then watch his semiotics introduction.

One thing I over repeat in lessons is that “media is complexly simple and simply complex”. This alludes to the fact that you can delve as deep as you want with media studies and you can read, decode, decipher and analyse as much meaning and depth as you are willing to uncover. You can never be wrong as long as you can provide textual evidence to back up your insights, arguments and points.

This leads us to you. If you decide to take on Media Studies, firstly that means you are incredibly intelligent and secondly that means that you will no longer watch media, you will now READ media. You will become a meaning finder and a meaning maker. In order to do that you have to develop your textual analysis skills. The first part of that is building your textual analysis tool kit and the first tools that help you decode any media text is the study and practice of SEMIOTICS.

Task 1: You must research and study the following theorists within semiotics:

- Ferdinand Saussure – seen as the father of semiotics
- Roland Barthes – further developed this theory and reinforced the idea of denotation and connotation.
- Charles Pierce – looks at the study of signs

Once you have read and made notes of each semiotic theorist provided **you must** then look for and research one more semiotic theorist of your own – there are many to choose from.

Task 2: You must then create a presentation titled **The Introduction to Semiotics**. This must include all the theorists and their theories and end with you choosing either a print advert

or film poster which you will analyse and fully annotate in regard to the denoted and connoted meanings within it. Make your annotations detailed.

You can produce your presentation in any format you want as long as you can access or present this at a later stage.

There is only one photographic image in this poster which shows a very high level of post production. This would appeal to most sci-fi fans as it would mean good

They have added the other film names in order to encourage an audience that are already familiar with Terminator 2 and Titanic.

The two main characters are shown in close ups that take up half of the poster. This is to demonstrate that these people are crucial to the storyline.

Get what you've always wanted

The male character is

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print image was produced 1967.

the great grooming action of a hair cream from a liquid.

If you haven't been getting all you want from a liquid hair groom, get new Score Liquid. Gives you the great grooming action of a cream. That's because new clear Score Liquid is made by the men who make clear Score Hair Cream. So you get great grooming action. And you also get Score's famous greaseless look, Score's famous masculine scent.

Score Liquid Hair Groom

Score—Three Ways™ Hair Groom, Spray Deodorant, Liquid Hair Groom.

Hypermasculinity in advertising

Hypermasculinity is defined as: a psychological term for the exaggeration of male stereotypical behaviour, such as an emphasis on physical strength, aggression, and sexuality.

Context

Advertising often creates short hand versions of people and in doing so creates a lot of stereotypes. In early advertising from the 1930's onwards hypermasculinity of men were a staple representation but this can still be traced in modern advertising today.

The Score hair cream advert should be examined by considering its historical, social and cultural contexts, particularly as it relates to gender roles, sexuality and the historical context of adverting techniques.

1967 was a time of great changes:

- Legislation on (and changing attitudes to) the role of women – and men – in society.
- Produced in the year of decriminalisation of homosexuality
- 3 years before the 1970 Equal Pay Act the representation of gender could be read as signalling more anxiety than might first appear
- The advert can increase the segregation between heterosexual and homosexual men, which pressures men to 'keep quiet' about their sexuality, and therefore conforming to this hyper-masculine identity.
- The reference to colonialist values can also be linked to social and cultural contexts of the ending of Empire 1950-1975 Vietnam War.

Here's an introduction to a theorist that can give you greater understanding and strength within exam response and commentary in regard to representation of gender/masculinity:

Joseph Gelfer (2017): Changing Masculinity in Advertising

Joseph Gelfer, a director of masculinity research, suggests that the way masculinity is represented in advertising is changing. Looking at advertising over the last 20 years:

“Previously, masculinity was mostly presented in one of two ways: either a glamorous James Bond-style masculinity that attracted ‘the ladies’, or a buffoon-style masculinity that was firmly under the wifely thumb. Thankfully, and somewhat belatedly, things are beginning to change.” (Gelfer, 2017)

Gelfer: Five stages of Masculinity

Gelfer suggests there are five stages of masculinity – how people perceive and understand what it means to be a man.

Stage 1: “unconscious masculinity” – traditional view of men

Stage 2: “conscious masculinity” – as above but deliberate

Stage 3: “critical masculinities” – feminist; socially constructed

Stage 4: “multiple masculinities” – anyone can be anything

Stage 5: “beyond masculinities” – it doesn't exist

Gelfer says advertisers need to think about how their target audience views men and masculinity when creating campaigns.

Task 3: You must answer the following questions to ensure you have a comprehensive textual analysis of the Score hair cream advert:

1) What year was the advert produced and why is the historical context important?

2) Analyse the mise-en-scene (everything within the shot) in the advert how is costume, make-up and placement of models constructed to show male dominance?

3) The main slogan is: 'Get what you've always wanted'. What does this suggest to the audience and how does it reflect the social and cultural context of 1967?

4) Why is it significant that the advert text says it is "made by men" and that it also contains "Score's famous masculine scent"?

5) What representation of sexuality can be found in the advert?

6) How does the advert reflect representations of masculinity in advertising 50 years ago?

7) How much do you think things have changed with regards to representations of masculinity in advertising?

Task 4: You must fully research the Score Advert and consider how the representation of gender is constructed in this advert. Look in more detail at all the wider contextual issues of the time and the potential impact upon audiences of advertising of this type.

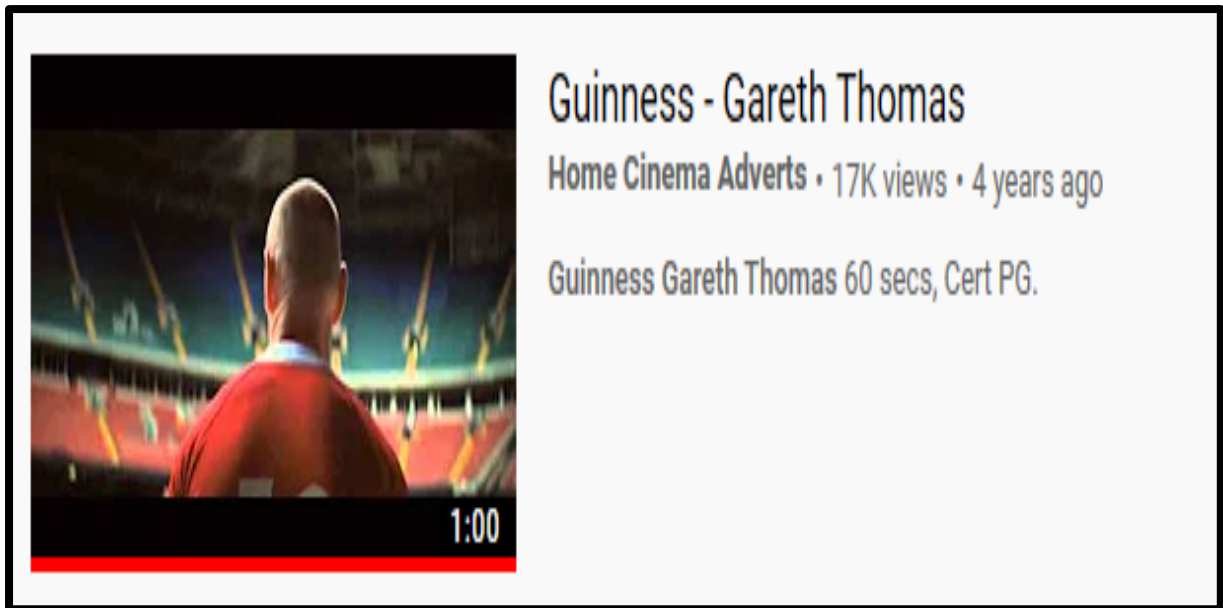
Task 5: You must answer this exam style essay response question:

Using the Score Advert (1967) as an example, how can advertising shape audiences' attitudes towards gender?

https://www.youtube.com/results?search_query=Guinness+advert+featuring+Gareth+Thomas

Using the link above watch the advert through a few times and make you own notes on how meaning is constructed.

- look at what is denotated and connoted in order to find and discuss as many meaning as possible.
- Try to consider how the audience is positioned emotionally
- Think carefully about the Guinness brand itself.
 - What is it trying to represent?
 - How does this benefit this brand?



In order to back up, validate and strengthen readings and insights of your own.

It must be at least 500 words



In a time of lockdown many people have found very creative ways to express how they feel and continue to develop a sense of social connection. If you do decide to take Media Studies, then 30% of your course will be marked through practical production coursework.

You will be expected to research into existing media products in order to emulate existing media products and forms. These will include magazines, blogs, newspapers and print advertising.

TASK 7: Using the title 'Lockdown' you must plan and hopefully make a product that represents your experience during this time.

Choose **one** of the ideas below or create a media text/product of your own choice:

- 1) A special 'lockdown' front page for a magazine of your choice
- 2) A double spread 'lockdown' feature article for a magazine of your choice
- 3) A special 'lockdown' front page for a newspaper of your choice
- 4) A 'lockdown' feature article for a newspaper of your choice
- 5) A teaser poster or main campaign poster for a feature film called Lockdown
- 6) A government health campaign for lockdown rules and guidelines for students at school

Make sure that the images that you use are original and taken by yourself. The rule of thumb is that 20% of images on any single piece of work can be borrowed or cut and pasted from the net. The rest has to be generated by you.

There are lots of ways to plan and create these products and below are some places to find more information and help.

The Magazine article: <https://www.bbc.co.uk/bitesize/guides/z27cmnb/revision/>

Newspaper article: <https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt>

The Film Poster: <https://www.bbc.co.uk/bitesize/articles/zr9s6v4>

You could have a look at this software and use photographs that you take with a mobile phone or images that are available to you online.

<https://www.canva.com/search/templates?q=film%20poster&organic=tr>

You can create these products on Word, Fireworks, Photoshop, Publisher or you can simply cut and paste images psychically – use your imagination and creativity. There are some superb walkthroughs of these softwares on YouTube if you want to experiment and develop your skills.

It is VERY IMPORTANT that you only use images that you can take in your home or garden and ensure that you are following the Government's guidance on SOCIAL DISTANCING. Only do what you can depending on your individual circumstances at home. This will hopefully give you a flavour of what we do in Media Studies at A Level and we hope you enjoy it. The most important thing is to STAY SAFE.