

Preparing to study Creative Media Production at Turton



Hi there!

I'm delighted that you're thinking of studying Creative Media Production next year. Now, as your school year has been cut short, it would make sense to start preparing for the demands of BTEC Level 3. I've provided you with a couple of tasks below that will help you get ahead of the game. Enjoy!

Task 1: Research the theorists and their theories

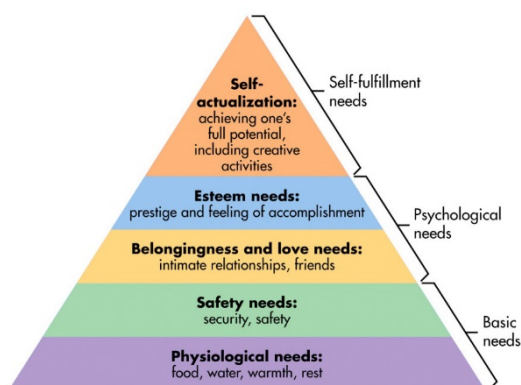
Passive and Active Audiences

A passive audience accepts the messages they are given without question. An active audience will decode the messages but will question them based on their own cultural experiences and values.

The hypodermic needle model

As an audience we can be quickly influenced by the media we see and values and ideologies can be changed en masse.

Maslow's Hierarchy of Needs



The hierarchy by which human's gain the things they require to be happy. The needs at the base of the pyramid must be satisfied before any other.

Two Step Flow

The idea that information is given to an audience (the influenced) through opinion leaders who interpret products from the media.

Blumler and Katz - Uses and Gratifications

The idea that audiences choose to engage with the media for one of four reasons:

1. Diversion – to escape from everyday life.
2. Social Interaction – to interact with others
3. Personal Identity – because they see themselves reflected in the text
4. Surveillance – For information gathering

Stuart Hall - Reception Theory

The theory that a media product is decoded in one of four ways by an audience

1. Preferred reading – when an audience decodes a text in the intended way
2. Negotiated reading – when an audience decodes a text partially, but not entirely
3. Oppositional reading – when an audience disagrees with the preferred reading

Aberrant reading – when an audience misunderstands or incorrectly decodes the preferred codes within a media product.

Further theorists you might like to look up: **Laura Mulvey, Richard Dyer, Roland Barthes** and **Ferdinand De Saussure**.

Task 2: Compare 3 different versions of the same film. David Copperfield

<https://www.youtube.com/watch?v=5740NUhsQMY> 2020

<https://www.youtube.com/watch?v=S8gBappmAsU> 1935

<https://www.youtube.com/watch?v=vmLB-DrmVCI> 2000

What do you notice about the cast?

What are the key themes and messages?

What hints does it give you about the audience at the time?

What do you think about the editing?

What view do you have of all 3 versions?

Task 3: Start thinking like a Media student!

Why have these colours been used?
Black, navy blue, red and grey.

Who is the target audience and why would they buy this magazine?

What is a stereotype? What stereotype is this?

What role has this actor played and how does his stance link to the stereotype?

Why have imperatives been used?

Fight the fat. **Bin** your booze gut.

Why have capital letters been used?

How would this cover make readers feel?

Could you create a magazine cover about health aimed at young people both binary and non-binary? Consider your colour scheme, central image, content and wording. Photoshop is great for this or if not a hand drawn version will be fine.



With these questions in mind start looking at advertisements and films of your own choice. Compile notes on your findings. They can then be used during the course.