

**Summer Break Transition Activities:**

You are going to **build your own component 1 studies** but for your own chosen texts. You can see that I've replaced the exam sections and products with letters and numbers so that you can see how the task fits into the studies we will do at A Level. For instance, Task 2a asks you to have selected a film and undertake some research which will develop your understanding of *context*.

Component 1							
Industry		Advertising and marketing	Film	Music Videos	Newspapers	Radio	Video Games
Set product		1	2	3	4	5	6
Theoretical frameworks	Media Language	i		i	i		
	Representation	a		a			
	Media Industries		i			a	a
	Audience				a	i	
	Media context		a				i

- ↓ Do the top level tasks first (1,2,3,4,5,6)
  - ↓ Do the second tier tasks second (a,a,a,a,a,a)
  - ↓ Do the third tier tasks last (i,i,i,i,i,i)
1. Select a particularly powerful advert found in a magazine. It doesn't have to be current, but make sure we can see it online at least.
    - a. Using a friend or family member as a subject, undertake some photography to capture three different images of a person who you could use as the feature of a competitor product. In each of your three pictures, try to give them clothing, position or backgrounds that make them appear to have a different upbringing or different aspirations (one might be highly academic, one might be highly urban, one might be America, one might be Polish).
      - i. Create a similar advert using computer software (Publisher for instance) for a competitor product using your photographs. You can invent the competitor product.
  2. Select either a blockbuster film, like Black Panther *or* an independent film like I, Daniel Blake. You might need to research independent films and watch a few!
    - a. Construct a timeline of important films that precede that one you've chosen, that have paved the way or set the standard for your film of choice. Note with each film on your timeline a fact about that film.
      - i. Research the difference between director and producer; what else have these people directed / produced and for what companies. Create a venn diagram with all of the previous films the directors and producers have prior to your chosen film, and the overlap should be any films they co-produced. Are there any patterns in theme, genre or style?

3. Select music video that you feel expresses people in a particularly interesting way – don't just choose a music video that is funny. It has to be about the representation of people.
  - a. Look carefully at your music video and start to create a character profile for the protagonists of the video. Start by thinking, are they represented in positive or negative ways? The start to evidence; what images provide this positive or negative representation. You might present your findings as a mindmap, or use screen captures to create a mood board.
    - i. Using your phone or camera, produce a new music video for the same music track. You can edit video footage on most phones but you might find it easier on computer to do so. Software might be highly limiting here.
4. Select a single date, and choose two newspaper front pages that cover the same story, but from a completely different bias. I'd recommend comparing The Telegraph to The Guardian.
  - a. Using only the front page of these two newspapers and the website 'yougov.co.uk', explore what the beliefs and values are of the audience to your newspaper. *Hint: People buy newspapers because they reflect the same values as each other. When the values of people or newspapers change, readership affiliations changes. The news on the front page will reflect what the audience feels is important.*
    - i. Chop up a newspaper front page into its different components (headline, strapline, main photo, subheading etc) and stick it down onto larger paper, spread out into its components. Name each component through annotation and consider if it follows 'Z pattern' (which you will need to research!). Measure how much space in centimeters square each component takes up and write the order in which they appear to have the most space on the page.
5. Listen to some radio shows and select a radio show that you particularly enjoy. Try to avoid music radio and choose talk radio – LBC only has one type of program; phone-in debate, but Radio 4 has a much wider range of programs from entertainment, science, documentary and comedy.
  - a. Find out who makes the radio show; who owns the rights to the radio show; how much did it cost to make the radio show; who owns the company that made the radio show; what other radio shows that company has also made or is maybe famous for making.
    - i. Apply the same thinking about audience you used for task 4a and profile the audience for your radio program. It is unlikely yougov.co.uk will help here!
6. Choose a video game franchise that you think is particularly interesting.
  - a. Open an account with an online website builder, such as wix.com, and build your own version of a website for the game you have chosen. Try to give it your own take and don't rely too much on the original website.
    - i. Explore the reception of your video game by reading some reviews. Were there any controversies or issues with the release of the game? Try to play the game for yourself (you may need to visit a friend with the appropriate console) and write your own review taking into account any controversies you found in your research.



### ***Presentation of work***

I'd like to start Term 1 by getting to know you through what you have studied and prepared for A Level Media Studies. Please bring in your products and tasks! However, these tasks are not mandatory – you do not need to do them. If you enjoy media, and you enjoy Media Studies, you will enjoy these tasks. If you don't know whether or not you will enjoy Media Studies, these tasks will tell you. If you come having done no tasks at all, I will know less about you such as whether you are going to get along with the A Level.

Undertake the tasks that you like, but I recommend doing them in the order suggested!

Enjoy these tasks and have fun with them. They are not graded and you can be as expressive and experimental as you like.