

Meden School Curriculum Planning							
Subject	BTEC Media	Year Group	10	Sequence No.	2	Topic	C1: LA Target Audience

Retrieval	Core Knowledge	Student Thinking
What do teachers need to <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>develop our students' thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>Key knowledge retrieval includes:</p> <ul style="list-style-type: none"> <li>• Students' understanding of how adverts target people.</li> <li>• Adverts don't all target the same people.</li> <li>• Audiences are categorised based on basic things like age and gender.</li> </ul> <p>*This knowledge will be tested by showing students some simple adverts for children, adults and retired. Adverts include:</p> <ul style="list-style-type: none"> <li>• Peppa Pig advert</li> <li>• Holiday advert for a cruise liner</li> <li>• Car advert for a people carrier</li> </ul>	<p>Key knowledge: media products students need to analyse include the following:</p> <ul style="list-style-type: none"> <li>• audio/moving image products, e.g. TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts.</li> <li>• Publishing products, e.g. newspapers, magazines, comics, brochures, advertisements.</li> <li>• Interactive media products, e.g. websites, mobile apps, e-magazines, mobile games, video games, online games, advertisements.</li> <li>• Audience definition, to include: o gender o age o socio-economic groupings o lifestyle profiles o primary target audience o secondary audience (wider context of potential viewers/consumers/users).</li> </ul> <p>Students are taught the following key terms and apply them to their analysis/study of various media products across the 3 main media sectors:</p> <p><b>Tier 2 vocab</b></p> <ul style="list-style-type: none"> <li>• Demographic I.e. a particular sector of a population.</li> <li>• Age</li> <li>• Income I.e. money received, especially on a regular basis, for work or through investments.</li> <li>• Job</li> <li>• Gender</li> </ul>	<p>In component 1 LA: students will develop skills around how to:</p> <ul style="list-style-type: none"> <li>• Conduct independent research into various media products of their own choosing.</li> <li>• Respond to an industry style brief set by the exam board.</li> <li>• Debate different target audiences e.g. who the primary and secondary target audience is for each product</li> <li>• The different purposes of media products.</li> <li>• Applying important media theories and using media terminology accurately.</li> <li>• Creating a portfolio of evidence-based research.</li> </ul> <p>Key skills include: independent research, analysis of media products, use of media specific terminology, debating skills.</p>

	<ul style="list-style-type: none"> <li>• Ethnicity i.e. the fact or state of belonging to a social group that has a common national or cultural tradition.</li> <li>• Social-class i.e. a division of a society based on social and economic status.</li> <li>• Purpose</li> <li>• Primary target audience i.e. a specific group of consumers you want to attract to your product or service.</li> <li>• Target audience</li> <li>• Producer i.e. Media Producers are often involved in several aspects of producing audio and video content used for commercials, movies, online channels, and other mediums.</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>• Socio-economic scale: bands A-E i.e. this model is used to categorise consumers based on their education, lifestyle and perceived level of disposable income.</li> <li>• Consumer i.e. a person who purchases goods and services for personal use</li> <li>• Spending power/disposable income i.e. the level/ability to spend money after paying taxes</li> <li>• Values and Lifestyles (VALS) i.e. Values and Lifestyles is a way of market segmentation whereby consumers are segmented into mutually exclusive groups like "Achievers" or "Experiencers" based on their psychographics.</li> <li>• Lifestyle categories</li> <li>• Psychographic i.e. refers to how media producers will target consumers based on specific personality traits and characteristics</li> <li>• Secondary target audience i.e. A secondary target audience is simply the second most important consumer segment you'd like to</li> </ul>	<p>Key questions students are encouraged to consider include:</p> <ul style="list-style-type: none"> <li>• What is meant by the term audience? Consumer? Demographic? Psychographic?</li> <li>• How do media products target consumers based on their personality and specific likes/dislikes?</li> <li>• How do media producers use age, gender, ethnicity, level of income etc to target people?</li> <li>• What important theories can be applied to audience theory? How can I apply these theories to my analysis?</li> <li>• How do media producers use education, geography and location as ways to target people?</li> </ul>
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	<p>target. It's not your primary customer base and may have less money or fewer demands for your product.</p> <p>Key knowledge questions</p> <ul style="list-style-type: none"><li>• Who is the target audience for the product?</li><li>• What is the purpose of the product? Why did the institution produce it?</li><li>• Might the institution be biased in any way and does this affect the representation in the product?</li><li>• What ideologies are embedded in these representations?</li><li>• How are the audience positioned in relation to the characters?</li><li>• What are the messages about our society that the product gives an audience?</li><li>• How might the target audience respond to the messages they are given?</li><li>• Are there any historical, social, cultural or political contexts which might affect this audience's response?</li></ul>	
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