Meden School Curriculum Planning						
Subject	BTEC Media	**Year Group**	10	**Sequence No.**	7	**Topic**	C1 LB: Audience Reception

Retrieval	Core Knowledge	Student Thinking
What do teachers need to **retrieve** from students before they start teaching **new content**?	What **specific ambitious knowledge** do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to **develop our students' thinking, encouraging them to see the inequalities around them** and 'do something about them!'
Knowledge of prior learning is assessed as it all links to the same component i.e. Component 1 Learning aim A. This includes students' K+U of: • Media Language skills • Target Audience • Representation • Purpose of Media Products • Genre codes + conventions • Narrative theories Building on this foundation, students are then assessed on their prior K+U of audience reception such as: • How audiences can watch/consume the same media product but have different views of it. • This will be assessed by showing students a variety of media products designed to divide opinion to help assess students understanding of this.	Key knowledge about audience interpretation includes: • passive audiences, e.g. accepting the message without questioning • preferred readings, e.g. identifying the message the media producer wants the audience to receive • active audiences, e.g. negotiating and questioning the message, using interactive features such as red button, online voting and consumer-generated content. • key audience theories i.e. hypodermic needle model, Stuart hall's reception theory, uses and gratifications theory. Tier 2 Vocab: • Active consumer I.e. Active behavioral responses imply that **consumers act upon online ads** and make efforts to approach or avoid them. • Passive consumer I.e. Passive behavioral responses indicate that consumers make little efforts to change the current status, and would rather approach or avoid in a passive way. • Audience • Accepting • Questioning • Message • Interactive • Interpret	Students study a variety of real-life examples of media products such as adverts that have caused controversy due to their audience interpretation. Students decode them and consider the producer's message, the audience's interpretation and also their own. Well known examples include: • Pepsi: 'Live for Now' 2017 • Protein World: 'Are you beach body ready?' 2015 • Dove: Facebook misfire (2017) • McDonald's: Filet-O-Fish (2017) • NIVEA — **White Is Purity?** Key questions to test students' thinking include: • Do all audiences respond the same to media products? • How can audiences respond differently to media products?

Meden School Curriculum Planning – Medium Term Plan

Tier 3 Vocab:

- Consumer
- Subvert I.e. challenge
- User-generated content I.e. User-generated content, alternatively known as user-created content, is any form of content, such as images, videos, text, and audio, that has been posted by users on online platforms such as social media and wikis.
- Decode/encode
- Hypodermic needle theory I.e. The hypodermic needle model is a model of communication suggesting that an intended message is directly received and wholly accepted by the receiver.

Hall's reception theory I.e. Reception theory as developed by Stuart Hall asserts that media texts are encoded and decoded. The producer encodes messages and values into their media which are then decoded by the audience. However, different audience members will decode the media in different ways and possibly not in the way the producer originally intended. See below:

- Preferred reading I.e. how the producer wants the audience to view the media text.
- Negotiated reading I.e. a compromise between the dominant and oppositional readings, where the audience accepts parts of the producer's views, but has their own views on parts as well.
- Oppositional reading I.e. when the audience rejects the preferred reading, and creates their own meaning for the text.

Uses and gratifications theory I.e. Uses and gratifications theory is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. UGT is an audience-centered approach to understanding mass communication. See below for the different reasons audiences consume media products:

- How can age groups, genders, cultures, religions, political beliefs etc impact how people respond to an advert or media message?
- What is an active consumer? What is a passive consumer?
- What kind of consumer/audience am I?
- Can we pick and choose what media products and messages we accept/consume? Does this mean I am in control of the media or am I just the target audience for that product?
- How has technology/the time period influenced how audiences interact and respond to the media?
- Who has more power over the media today: the media or the consumer?
- What did Stuart Hall say about how audiences respond to media products and messages?
- What is the hypodermic needle model?
- How can these models/theories be applied to audience reception today?
- Are they still relevant?

- Identification - the ability to identify and relate to media products e.g. characters, themes and issues. - Social-interaction – the media product will become a talking point for social-interaction and debate/communication amongst the audience thus building a fanbase/community of likeminded people. - Escapism – media products will provide an escape or detachment from everyday stress and worry. - Entertainment - products will be a source of entertainment. - Education - products will be a source of education ie news. Documentaries.	