



Cover Lessons for GCSE Eduqas

Component 2: Section B: Music
(Music Videos and Online Media)

Third Edition, February 2024

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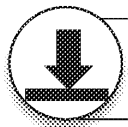
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Teacher's Introduction

This pack is designed to provide handy cover lessons for GCSE (9–1) Eduqas (C680QS) Media Studies Component 2: Understanding Media Forms and Products, Section B: Music Videos and Online Media, **for assessment from 2025**.



Pages from this resource which are relevant to the set products for final assessment in **2024** are available on the ZigZag Education support files system, which can be accessed via zzed.uk/productsupport

A total of 10 cover lessons have been provided for this topic. Each lesson is roughly one hour long and the lessons are divided into the key concepts, with an additional two lessons on context. All of the lesson objectives that are included follow Bloom's taxonomy to provide a structure that supports lower-ability students and pushes those with higher targets. This is also reflected in the activities, and further extension tasks are also included for students who need additional work within the lessons. There are plenty of opportunities within the lessons for discussion and feedback, and answers have been provided to allow self-, peer- or teacher-marking of the completed work, whether it is a whole lesson or a single activity being used.

The tasks have been designed so that they are adaptable for each set product (**for assessment from 2025**) that is being studied, so that they can apply to all centres regardless of which artists are being studied. There are also opportunities to develop creative skills that allow students to consider different aspects of the NEA briefs for Component 3, while gaining an understanding of the processes that producers go through when marketing artists.

The lessons have been split equally between music video and online media so that students have a well-rounded understanding of their set texts and key concepts. Tasks that require Internet access have been identified so that images can be preprinted if whole-class computer access is not possible.

Homework tasks are also provided for each of the key concepts to support learning outside of school.

January 2024

Second Edition, August 2022

This resource has been updated in line with specification changes to set products for exams from 2024. Pages which have been updated include: 1–4, 8, 12–13, 21, 23–26, 29, 32–33, 35, and 37–46 (answers).

Third Edition, February 2024

This resource has been updated in line with specification changes to set products for exams from 2025.

Cover Lesson Overview Table

Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and Suggestions	Key Terms	Resources
1	<p>Music Video Contexts</p> <ol style="list-style-type: none"> 1. Identify the correct contexts for the set texts 2. Determine differences between contexts 3. Plan videos for alternative contexts 	<p>This lesson helps students to revise context. They deepen their knowledge of what context is and consider wider contexts for both modern and historical products.</p>	<p>Identify, Context, Determine, Restriction, Stereotypical, Cuisine, Bravado, Market, Rude, Culture, Pictorial, Empower, Historical, Social, Cultural</p>	<p>Worksheets only – some tasks may require Internet access.</p>
2	<p>Online Contexts</p> <ol style="list-style-type: none"> 1. Explain the importance of social media and websites 2. Examine contextual factors in a website 3. Justify the online methods artists use 	<p>In this lesson students explore the online presences of artists to prepare them for Component 2 Section B. They explore the websites and social media of traditional and modern artists in relation to context.</p>	<p>Explain, Examine, Justify, Website, Social media, Presentation, Marketing, Connectivity, Recognition, Home page, Annotate</p>	<p>Worksheets only – some tasks may require Internet access.</p>
3	<p>The Language of Music Videos</p> <ol style="list-style-type: none"> 1. Identify common conventions of music videos 2. Infer meanings from music videos 3. Compare different types of music video 	<p>This lesson introduces students to the conventions commonly associated with music videos. Students then try to work out the meaning of their texts from the conventions used.</p>	<p>Identify, Infer, Compare, Conventions, Audience, Genre, Elements, Production, Transition, Intertextuality, Diegetic, Genre, Narrative</p>	<p>Worksheets – YouTube will be needed for task 2 (or printouts of clips from one of the set videos). For the extension tasks, the lyrics for one of the set texts will be needed. Please note that Lizzo's 'Good as Hell' contains some swearing and so clean versions of the lyrics could be provided if necessary.</p>
				Worksheet-based; however, task 2

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Lesson No.	Lesson Title and Learning Objectives	Lesson Outline and Suggestions	Key Terms	Resources
6	<p>The Effectiveness of Websites</p> <ol style="list-style-type: none"> 1. Summarise what websites offer the artist 2. Examine the effect of an artist's online presence 3. Judge how an artist can use online technologies to fuel a campaign 	<p>In this lesson students evaluate the website and online portfolio of artists. They look at the purpose that it fulfils alongside how the technology allows audiences to be part of key campaigns, and how it compares to traditional 'offline' media.</p>	<p>Summarise, Examine, Decide, Technology, Website, Function, Traditional media, Merchandise, Contextualise, Audience, Social media, Collate, Presentation</p>	<p>Worksheet-based.</p>
7	<p>Targeting an Audience</p> <ol style="list-style-type: none"> 1. Identify the intended demographics for music videos 2. Analyse how demographics are targeted in music videos 3. Create an intro to a music video that entices new audiences 	<p>This lesson not only encourages the students to identify the audience for each of their music videos but also gets them to think about why audiences might be attracted to videos. There is a creative task that also helps them to understand the decisions that have to be made when targeting an audience.</p>	<p>Justify, Demographic, Audience, Active, Passive, Niche, Background, Marketers, Reformers, Aspirers, Resign, Intro sequence, Justify</p>	<p>Worksheet-based – task 2 requires students to take screenshots, which will require internet access, or for the screenshots to be preprinted.</p>
8	<p>Audience Needs</p> <ol style="list-style-type: none"> 1. Summarise Blumler and Katz's theory of gratification 2. Compare the online success of different artists 3. Decide why an online presence is necessary for an audience 	<p>This lesson gets students to investigate the online following of the different artists that they will study for this unit – both modern and traditional. They revise Blumler and Katz – a specified theory for the exam board – and consider why audiences find the online presence of artists important.</p>	<p>Summarise, Gratification, Compare, Audience, Active, Passive, Demographic, Platform</p>	<p>Worksheet only.</p>
9	<p>Star Persona</p> <ol style="list-style-type: none"> 1. Define 'star persona' 2. Contrast the different representations of artists 3. Generate a timeline to show the progression of representation 	<p>Students unpick the representations of the artists that they are studying. They look at how artists' representations change over time and how the image that is created of them can also cause conflict between the personas that the artists have.</p>	<p>Define, Contrast, Representation, Persona, Audience, Controversy, Demographic, Persona</p>	<p>Worksheet only – task 3 requires students to include a screenshot from one of the videos, which will require internet access, or for the images to be preprinted.</p>
10	<p>Online Representation</p> <ol style="list-style-type: none"> 1. Interpret different representations in images 2. Determine how representations are created online 3. Justify representations that are created online 	<p>Students take a look at the representations of the artists online. They consider how and why the representations are created and what purpose they fulfil.</p>	<p>Interpret, Representation, Determine, Justify, Social media, Platform, Candid, Based</p>	<p>Worksheet only – the homework task requires students to take their own images.</p>

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1. Music Video Contexts

By the end of the lesson you will be able to:

1. identify the correct contexts for the set texts
2. determine differences between contexts
3. plan videos for alternative contexts

Starter: Matching Contexts

Using the Internet and your own knowledge, see where you can link the following contexts. Note: for this part of your exam you will only study one male artist, one female artist. Highlight the ones that you are confident about.

Taylor Swift 'The Story of Us'	The music video celebrates black and white intertextual references
Stormzy 'Superheroes'	Aims to highlight gender inequality and women in everyday life and the workplace
Lizzo 'Good as Hell'	Launched at the same time as Miley Cyrus' 'We Can't Stop' to market themselves using social media
TLC 'Waterfalls'	Tackled issues such as HIV/AIDS, drug trade, making it politically correct
Duran Duran 'Rio'	Two videos for the song were released following the success of 'Hungry Heart'
Justin Bieber 'Intentions'	The video helped to raise over £100,000 for 'Shelter' within the first three days

Task 1: Modern Life

Some music videos tackle social or modern life that could be considered 'rest of the world' or 'important issues'. Why do you think it's important for music videos to address these issues?



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Task 2: Traditional vs Modern

Tracks such as Duran Duran's 'Rio' and TLC's 'Waterfalls' are classed as 'historical' time that they were released. Due to the different time periods that the set texts difference in message, production and style.

In the box below, make notes on any contextual details you think are relevant to are studying. Begin by writing the name of the artist, the name of the song and the released on in the grey box.

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Task 3: Adapting for Context

Choose one of your set music videos and record it below. Following this, list other video would have been successful due to the context at the time.

Music video:	
Periods in which the video would be successful:	

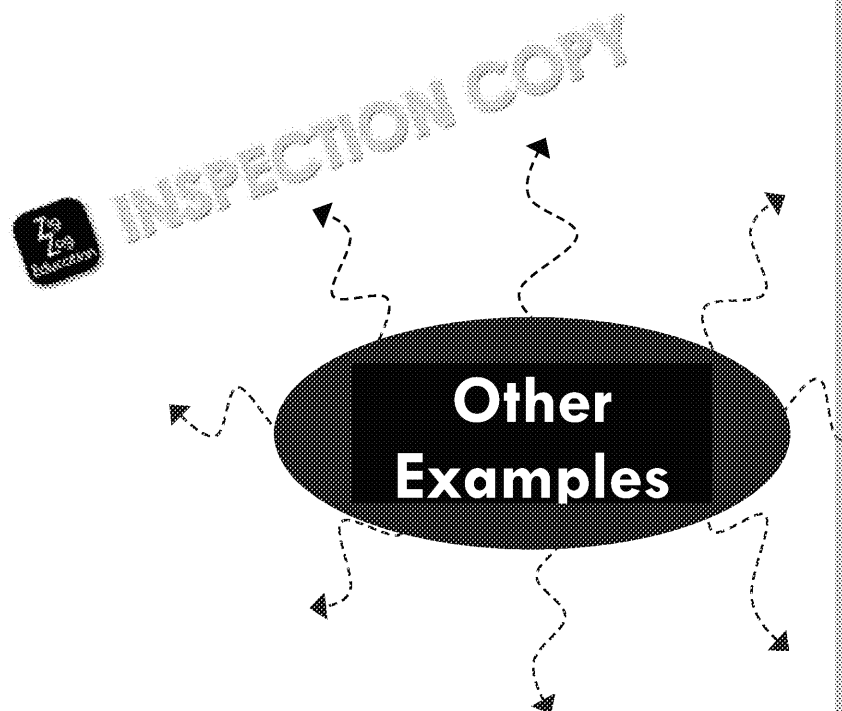
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Plenary: Comparable Products

When revising it's useful to have other examples of music videos to compare your work with to gain a deeper understanding of the industry and the conventions that are used.

Use the spider diagram below to record other music videos that you can compare your work with and how you can compare it.



Extension: A Detailed Investigation

Use the Internet and your own knowledge to create a detailed fact file for one of the music videos you have chosen. Include details about its context.

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2. Online Contexts

By the end of the lesson you will be able to:

1. explain the importance of social media and websites
2. examine contextual factors in artists' websites
3. justify the online methods artists use

Background:

A large part of Component 2 Section B is the online presence of an artist. Their website is their overall representation as well as assisting in their marketing. Often, they act as the artist themselves, and this connectivity can allow an artist to become more successful.

However, it's worth remembering that this online presence wasn't always available. Artists such as The Beatles and Duran Duran, the online presence is a way of continuing their legacy.

Starter: Why Have Online Links?

Think about your favourite artists and the artists that you are studying for this part of the course. List the reasons why an online presence is necessary. An example has been given for you.

- Most audiences have mobile technology that allows them to keep up to date with their favourite artists.
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Task 1: Context and Websites

Artists can be seen to have different eras through their music and albums. This often turns into a theme that is used across their platforms to provide unity and help market their albums. Take a look at the two home pages below. Annotate your set text with evidence that shows context. An example has been given to get you started.

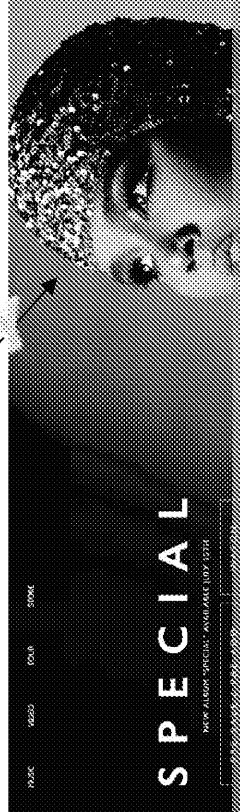


The subtitle 'Taylor's Version' is an important distinction to make as it emphasises her ownership and that the album is a reproduction of the one from 2014.

The black and white, monochromatic palette gives a sophisticated and classy representation.

Taylor Swift (official website) © Taylor Nation, LLC, 2024

The blue and white house style and seagull iconography will be the same across all of Taylor Swift's online content promoting this album.



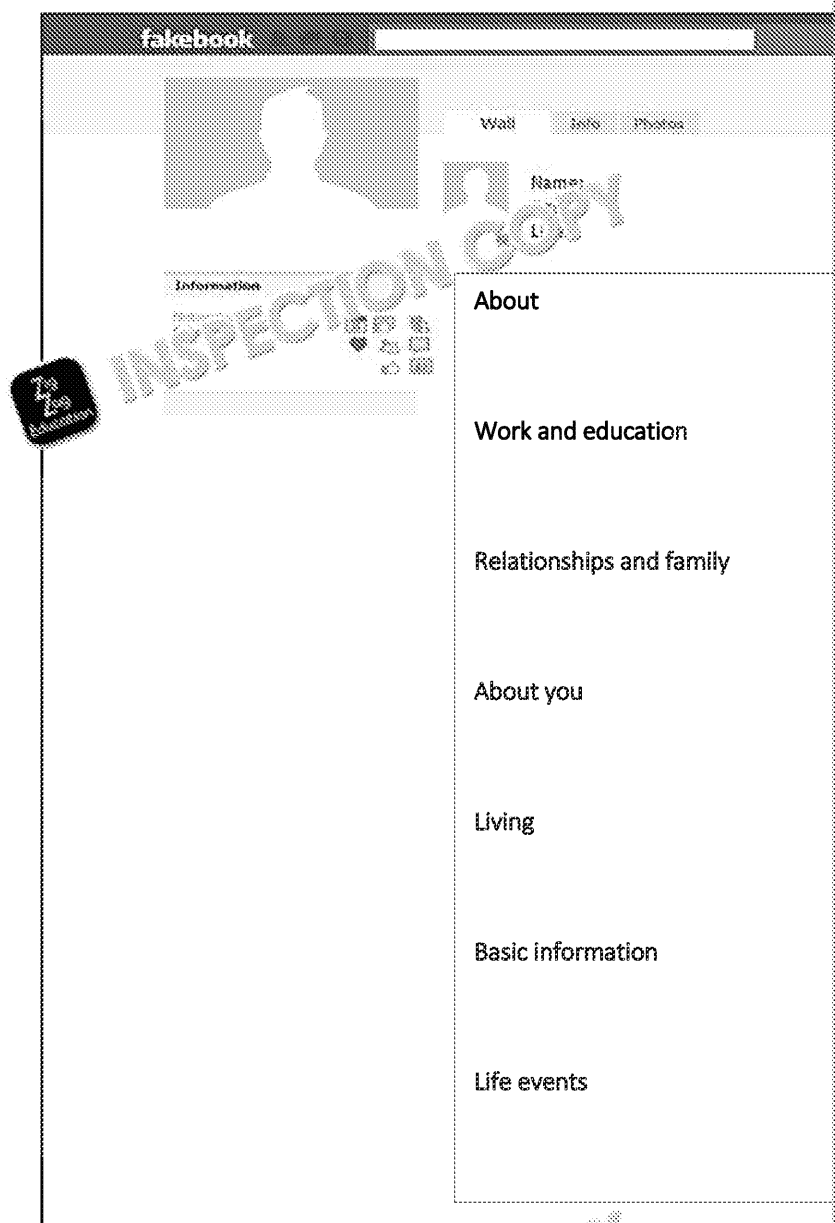
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Task 2: Modernising Artists

Although Duran Duran and TLC have websites and social media links, these were in the period the set texts come from. What do you think they would have looked like? Create a social media profile for the artist you are studying, for the period of the set product.



Plenary: Online Alternatives

What would artists do if they couldn't have social media / websites to cultivate their fanbase? What online alternatives they could use.




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Extension: Historical Artists

Look at the website of your historical artist. Compare this to the website for one of the similarities and differences in the table below.

Similarities	Differences
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Why do you think these similarities and differences exist?

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Homework: Online Prep

Screenshot the social media (including website) of a modern artist you are studying and create a presentation that explains how this is used by audiences and what it tells the designer.

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3. The Language of Music Videos

By the end of the lesson you will be able to:

1. identify common conventions of music videos
2. infer meanings from music videos
3. compare different types of music video

Background:

As you may have seen in Component 1, the different conventions that are used are specifically chosen to give the product a certain meaning. Conventions have to be used for them to understand this meaning, and it's common for music videos from different cultures to use different elements that will make the viewer's narrative of the music video clear.

Despite music videos being a relatively new form of media (the first one being in the 1960s), the conventions we expect to see have changed over time, and it's now more common to see longer music videos as they become longer productions.

Starter: Identifying Conventions

See if you can find the definitions for the conventions listed below.

1. Camera Shots
2. Transitions.....
3. Intertextuality
4. Special Effects
5. Diegetic
6. Credits
7. Genre
8. Setting
9. Narrative
10. Costume

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Task 1: Types of Music Video

There are three main types of music video that artists can use. Look at the three each, note down a definition and common conventions that you might expect to find. Some conventions have been filled out to get you started.

Narrative	Performance	
Definition:	Definition:	Def
Conventions: <ul style="list-style-type: none"> Overall theme or genre 	Conventions: <ul style="list-style-type: none"> Shots of an 	Con

Task 2: Identifying Meaning

Take a look at one of your set texts, and in the boxes below, stick three screenshots provided, explain what conventions are being used and what this might mean. No video, ensure that your screenshots are from the 2019 video set at Southern Uni

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Task 3: Intertextual and External References

In her music video, Taylor Swift uses intertextual references, while Lizzo uses external references to things that her audience would find relatable. For both videos the directors/artists would have chosen these deliberately in order to add to the overall message of their track and video.

For the text that you are studying, see if you can identify three different examples of intertextuality or external references and then explain how they add to the message of the piece.

Example of intertextuality / external references in:

-
-
-



This adds to the meaning of the track because:

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Extension: Language – literally

Although you're going to focus on the visual products that the artists have created, an important part in the video as a whole. Print out a copy of the lyrics to one of them and annotate these with what they suggest.



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4. Studying Social Media

By the end of the lesson you will be able to:

1. list the different aspects to an artist's online presence
2. compare the conventions used on different platforms
3. evaluate the effectiveness of online platforms

Background:

Each album that an artist releases signals a different part of their life and career, often designed to represent these different periods and is usually completely different to the albums released.

In order to match the different periods of an artist's career, the wider profile of their website and social media, uses the same sort of design to present a cohesive and unified image.

Starter: Identifying Social Media

Look at the logos below and identify the different type of social media that each represents.



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Task 1: Social Media Purpose

For each of the social media types listed above, explain its main purpose and why it is used.

1. X (Twitter):
2. Facebook:
3. Instagram:
4. TikTok:
5. YouTube:
6. Website:

Task 2: Comparing Media

Choose one of the artists that you are studying. Take screenshots of their current album. Following this, either annotate or summarise the similarities in convention.

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Task 3: How Successful?

Using the evidence you found for the last task, summarise below how effective your analysis of the artist is. Consider:

- what the audience experience
- what it does for the artist
- the conventions that are used and what is suggested

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Extension: Tracking the Changes

Choose one of the artists that you are studying. Using the Internet, take a look at their latest album released. For each album that you find, briefly explain what meaning the artist is trying to convey in their album art.

Homework: Annotating Websites

Choose one of the modern artists that you are studying. Fully annotate the homepage of their website. When you annotate try to include the following key terms:

- Button
- Banner
- Hyperlink
- Background
- Foreground
- Embedded
- Logo
- Icon
- Symbol
- Connotation



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5. Purpose and Regulation

By the end of the lesson you will be able to:

1. identify the purpose of music videos
2. demonstrate an understanding of the regulations surrounding music videos
3. suggest why it is necessary for the industry to be regulated



Background:

Music videos are a relatively recent product within the music industry and don't obsolete. As a form of entertainment they are continually evolving and changing for them to be regulated.

Each of the music videos that you have studied will have gone through an in-depth be targeted to a specific demographic, which is why it's incredibly important that the production doesn't lead to costly corrections.

Starter: Why Do Music Videos Exist?

Music is something that audiences are meant to listen to, yet the music video – a part of the artists's overall marketing for a track or album. Use the bullet points to why music videos exist and are important. One has been given to get you started.

- For entertainment

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Task 1: Who Regulates?

Look at the list of regulators below. Decide who is likely to regulate music videos.

PEGI (Pan European Game Information)	This regulator is likely to regulate music videos.
OFCOM (Office of Communications)
BBFC (British Board of Film Classification)
IPSO (Independent Press Standards Organisation)
ASA (Advertising Standards Agency)

Task 2: Why Regulate?

Some notable music videos, such as Robin Thicke's *Blurred Lines* and Rhianna's *S&P*, have been criticised through their content. Thinking about these and other examples that you may know, decide which should be regulated, and why. Examples have been given to get you started.

What needs regulating in music videos?	Why should it be regulated?
<ul style="list-style-type: none"> Full or partial nudity 	<ul style="list-style-type: none"> This could be considered inappropriate for younger audiences.
Empty space for student input	Empty space for student input

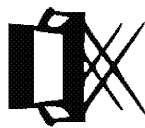
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Task 3: The Production Process

Look at the boxes below. Cut them out and organise them into the correct process for creating a music video.

A director is sought and comes up with a proposal for a video.



Any reshooting takes place and then (if a UK production) it heads to the BBFC for certification.



The video then heads to post production where it will be edited and any effects will be added.



Any reshoots will be arranged.



A timeline for the video is drawn up and production (creating the product) begins.

If this is agreed then the crew will be hired.



The video is published and distributed to networks.



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Plenary: Controversy and the Set Texts

Take a look at the set texts that you are studying. Choose one and note down any potential to cause controversy.

Music video:	
Possible controversies:	

Extension: Revisiting Purpose

One purpose of music videos that you may have identified in the starter is that they are for delivering important messages. Choose a video with an important message behind it. *This is America* by Kendrick Lamar is a good example. Create a presentation explaining what the message is and how it is delivered.

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6. The Effectiveness of Websites

By the end of the lesson you will be able to:

1. summarise what websites offer the artist
2. examine the effect of an artist's online presence
3. judge how an artist can use online technologies to fuel a campaign

Background:

Websites perform important functions for an artist and it's now very common for a portfolio of website and social media to allow great communication between them. For artists, websites can also act as a sort of shrine – particularly in the case of artists who are no longer alive.

However, technology is changing at a rapid pace. It's likely that the sort of social media use today will not be relevant in the next 5–10 years.

Starter: Why Have a Website?

Use the ticket below (or a Post-it note) to record a function that websites offer. Share your ideas with the class.

One function of a website is:

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Task 1: Life Offline

In October 2019, the band Coldplay reverted to traditional media to tell fans about an advertisement in the local paper – North 'Wile' Daily Post – releasing the album. Using the functions you created for the starter activity, explain how artists could use traditional media to complete the same task. An example has been given to get you started.

- Ability to tell a story – this could be done traditionally through music videos

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Task 2: Why is It Necessary?

The exam board likes you to contextualise information by relating your knowledge even more important for the traditional artists that you have to study.

With this in mind, can you explain why it is necessary for artists to have an online Plan your answer using the bullet points below then write it in detail in the space

Plan

- [illegible]



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Task 3: Creating a Campaign

In 2019, Scooter Braun purchased the original master copies of Taylor Swift's first album. She no longer has control over or ownership of her original music – and why she is now. Interestingly, the issue reached the public after Swift wrote a lengthy Tumblr blog post about it.

- Do you think that Taylor Swift would have been as successful in her campaign if she hadn't had a link to the Tumblr blog on her website? Explain your reasons.
- How else could artists use digital technology and social media to further their careers?

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Plenary: Leaving a Legacy

In 2009 the 'king of pop' Michael Jackson passed away, but he still has a website and social media presence.

Fill out the exit card below with a reason why his online presence is still necessary.

NAME: _____

Extension: Creating a New Album

Social media allows artists to market their album in interesting ways for their audience. Look at Taylor Swift's TikTok and X (Twitter) feeds from August to October 2022.

Explain how the content leading up to her new release *Midnights* allowed audiences to connect with her.

Homework: Regulating Websites and Social Media

Create a short presentation explaining who regulates websites and social media, and what types of content that is regulated.

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7. Targeting an Audience

By the end of the lesson you will be able to:

1. identify the intended demographics for music videos
2. analyse how demographics are targeted in music videos
3. create an intro to a music video that entices new audiences

Background:

Music videos appeal to a wide variety of audiences. Fans of the artists could be those who wait for the debut and release of new tracks with excitement. It's also common for audiences to engage with music videos given the channels such as MTV and 4Music, allowing them to be played in the background of a demographic's day-to-day life.

ACTIVE AUDIENCE:

An audience who are fully engaged in the product and deliberately choose to consume the media.

PASSIVE AUDIENCE:

An audience who consume the media product without deliberately choosing to consume what they are consuming.

Starter: Identifying Demographics

For each of the audiences listed below, note down which of your set texts would be most relevant to them.

16–24-year-old females,
D–E on the ABC1 system,
who would be considered
'mainstreamers' on the
4C system

20–40-year-olds,
on the ABC1 system, who
would be considered
'reformers' or 'aspirers'
on the 4C system

30–40-year-old
men/women, A–C1 on
the ABC1 system, who
would be considered
'mainstreamers' or
'resigned'

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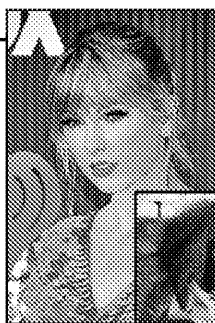
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Task 1: Attracting an Audience

Take a look at the modern artists below. Both sets of artists appeal to similar demographics. How/why they attract their audiences? Examples have been given to get you started.

Taylor Swift © Glenn Francis,
www.PacificProDigital.com
Lizzo © Darin Kamnetz,
https://www.flickr.com/

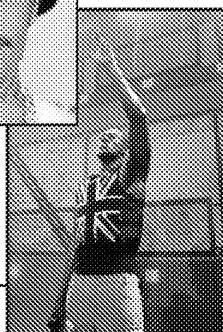


- Act as a role model for an impressionable audience



Stormzy © fray101, www.flickr.com
Justin Bieber © Jordan Strauss/Invision/AP

- Give the audience someone to aspire to



Task 2: Finding Evidence

For each of the three music videos that you are studying, choose one screenshot from the video that targets the demographic.

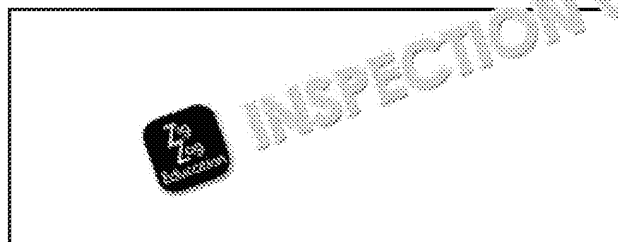


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Task 3: Expanding an Audience

Now's your chance to be creative! Use the storyboard below to create an intro sequence to one of the music videos you have studied (with the exception of Taylor Swift / Lizzo, who already use intro sequences). Aim your intro sequence at a different, secondary audience for the music video, and use the lines beneath each box to justify your decisions. If you are creating an intro sequence for Justin Bieber's 'Intentions', vary the introduction by choosing alternative aspects of his personality / cases to follow – think about what impact you would want this to have.

			
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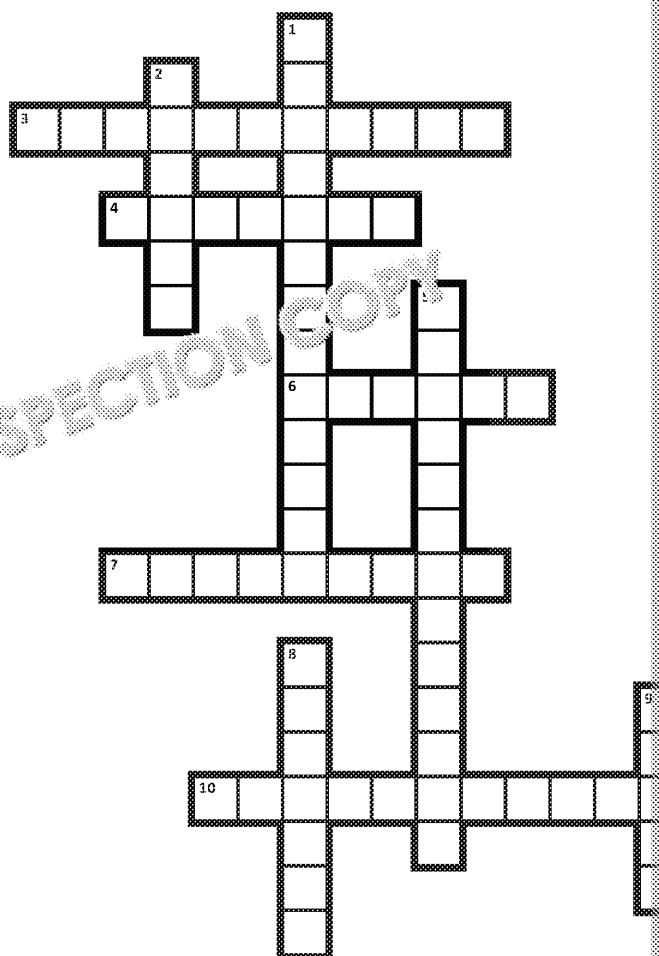
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Plenary: Audience Crossword

Answer the questions below to complete the crossword



Across

- 3 Most audiences choose media in order to be (11)
 4 An audience who are not fully engaged could be considered (7)
 6 This type of audience choose to engage with media (6)
 7 Another audience to view the product would be a _____ audience (9)
 10 Another word for audience is (11)

Down

- 1 Audiences choose to receive (13)
 2 The audience for (6)
 5 An audience who considered (13)
 The intended audience (7)
 9 A small, minority considered (5)

Extension: Audience Research

Create a survey that you can conduct with your class to find out whether music videos are consumed the most.

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8. Audience Needs

By the end of the lesson you will be able to:

1. summarise Blumler and Katz's theory of gratification
2. compare the online success of different artists
3. decide why an online presence is necessary for an audience

Background:

As well as considering key terms such as 'active' and 'passive' audiences, it's also important to consider audience theories. One crucial theory that you need to be aware of is Blumler and Katz's theory of gratification, which suggests that audiences deliberately choose to engage with media products to satisfy their needs from them (be gratified).

This theory has huge implications for producers and artists alike. If people deliberately choose to engage with, then artists have to make sure that their product starts to target the right demographic to make it successful. This could explain the success of some artists as it's another way to market and advertise their product and potentially increase its appeal.

Starter: Blumler and Katz

Theorists Blumler and Katz identified five different gratifications that audiences get from media and listed them in their theory of gratification. Unscramble the words below to name them.

1. Meaintenrtnet

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2. Laicso rtnicoanit

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3. Fotinnimaor

.....

4. Nsrplaoa tidintye

.....

5. pascee vaidd fil

.....

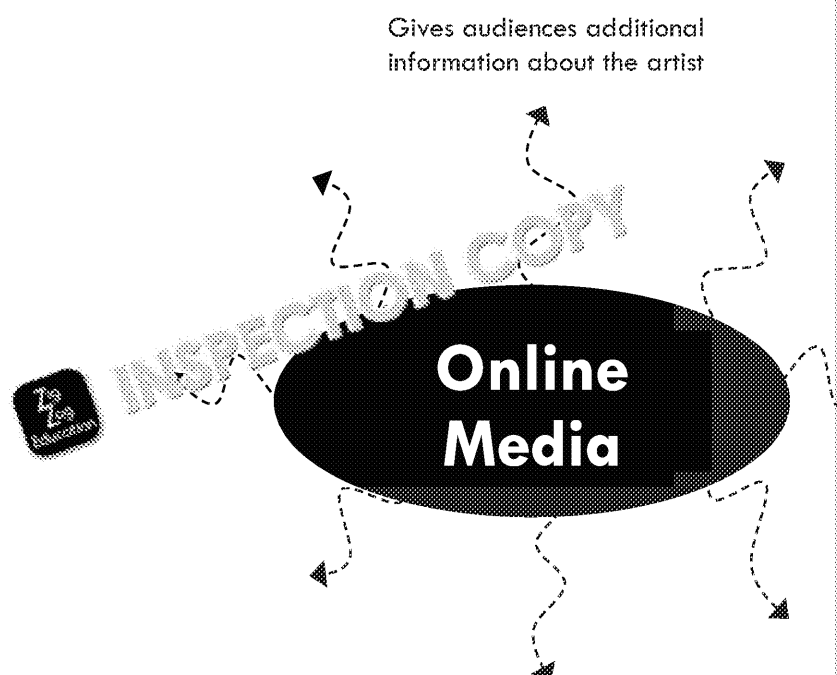
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Task 1: Audiences and Online Media

Complete the spider diagram below explaining what audiences get from an artist challenge try to include some of the points from Blumler and Katz's theory of gratification to get you started.



Task 2: Comparing Online Success

Take a look at the follower statistics for the artists below. Can you explain why some are more popular than others?

Taylor Swift
X (Twitter):
 95 million
Facebook:
 80.2 million
Instagram:
 279 million

Lizzo
X (Twitter):
 2.2 million
Facebook:
 1.5 million
Instagram:
 13 million

Stormzy
X (Twitter):
 1.3 million
Facebook:
 1.2 million
Instagram:
 3 million

Justin Bieber
X (Twitter):
 111.4 million
Facebook:
 92.2 million
Instagram:
 293 million

D
X
 2
F
 3
I
 7

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Task 3: Widening the Appeal

As you have seen in task 2, the traditional artists that you may be studying, such as the Beatles, are behind modern audiences in terms of followers – across all three platforms!

Make a plan in the box below (you can use bullet points or any other format you use to make the traditional artists more popular with a modern demographic).

Plan



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Extension: Investigating the Set Texts

Look back at the statistics for your set artists in task 2 (it would be a good idea to do this while you are studying). Give a more in-depth explanation for these statistics – consider the differences as well as the artists themselves.

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Homework: Key Statistics

Using the Internet to help you, see if you can find out which artist has the highest number of followers on Twitter, Facebook, and Instagram. Is it the same artist or a different artist for each platform?

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9. Star Persona

By the end of the lesson you will be able to:

1. define 'star persona'
2. contrast the different representations of artists
3. generate a timeline to show the progression of representation

Background:

Representation is key to an artist's success. Many artists create a persona (a role they are in public). The persona is often designed with a target audience in mind to appeal as possible.

However, the persona that an artist can not only change over time but is also albums that they are involved in. This can sometimes cause controversy and disagreement between different demographics that the artist targets.

Starter: Star Persona

Using your own knowledge, and the Internet if you need it, see if you can define

'Star persona' means:

Task 1: Representation Timeline

Choose one of the artists that you are studying and create a timeline below showing

Now briefly explain how the presentation has changed over time:

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Task 2: Contrasting Representations

One representation of Lizzo and Taylor Swift is that they are role models to the young people who follow them. Can you explain why they have been given this persona?

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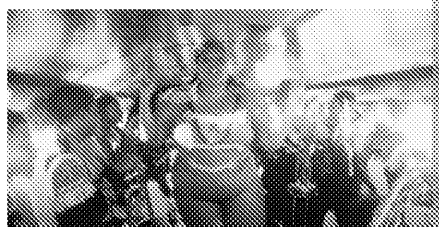
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However, when you consider the way that they look in the videos for 'Good as Hell' and 'The Man', they are considered to be setting a bad example. Can you explain why this is? For an additional challenge, apply Mulvey's male gaze theory in your answer.



The Man © Taylor Swift, 2020



Good as Hell © Lizzo, Atlantic Records, 2019

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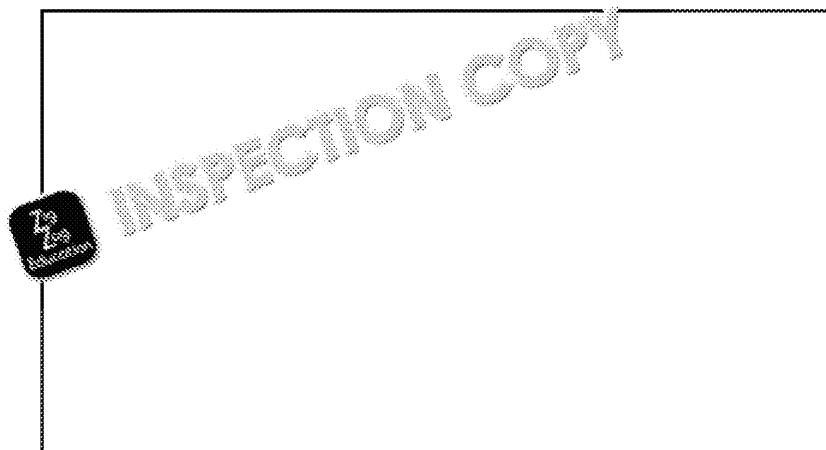
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Task 3: Traditional Representations

The traditional artists that you are studying have representations that can be tricky for the same things that appear in modern music videos.

Take a look at the traditional text that you are studying. Paste a screenshot from it with the different aspects of representation.



Plenary: The Bigger Issue

In the case of Justin Bieber's *Intentions*, you need to consider that the track represents a bigger issue (Intentions is almost like a documentary focusing on key social issues). Can you find a video that represents a bigger issue?

1.
.....
2.
.....

Extension: Female Gaze

Having looked at what 'male gaze' is and how it applies to music videos, can you find a video that represents a female gaze and what videos this may apply to?

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10. Online Representation

By the end of the lesson you will be able to:

1. interpret different representations in images
2. determine how representations are created online
3. justify representations that are created online

Background:

When looking at artists and their representation, you have to consider all of the presentation. This includes their website and social media as well as the music video.

Online representation can be carefully considered by producers as it is less time quickly and with more ease. Artists themselves also have a part to play in the manage their own social media accounts and are responsible for uploading their as X (Twitter) and Instagram.

Starter: Who Controls the Image?

Often, and especially on social media, it can seem as if audiences are communicating themselves, but this might not be the case.

Fill out the table below explaining who you think is in charge of creating and controlling representation of the artist (you can identify more than one person if you wish). Who have creative control.

Who creates and controls the artist's image?

Why do they have this creative control?

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Task 1: Designing a Website

Design a new website for the traditional artist that you are studying. Consider:

- colour
- images
- layout

Task 2: Justifying Ideas

Thinking back to the website that you have just designed, can you justify the decision, explain what it would have done for the artist's presentation.



Task 3: Candid vs Posed

Compare the Instagram feeds of Stormzy and Justin Bieber. You'll notice that Stormzy's posts are more candid, while Bieber's posts may seem more posed, however, while Bieber's posts may seem more candid, it's worthwhile remembering that many of his photos are taken by others for a reason and may not have been taken by Bieber himself.

What do posed shots do for artists and why might they be used?



Why is it important to include candid images in a social media feed?

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Plenary: Word Cloud

Add to the word cloud below with key terms that you could apply to representation, the more important it is!

negative
representati
positive

Extension: Creating a Message

Taylor Swift has had a long-running representation in the media of a serial dater who then details it all in her songs. However, this is not the message that is distributed.

What message are the producers of the artists you are studying trying to put across?

.....

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Homework: Becoming a Photographer

Take six different images and explain what each represents. Consider:

- shot type
- candid vs posed
- lighting
- colour

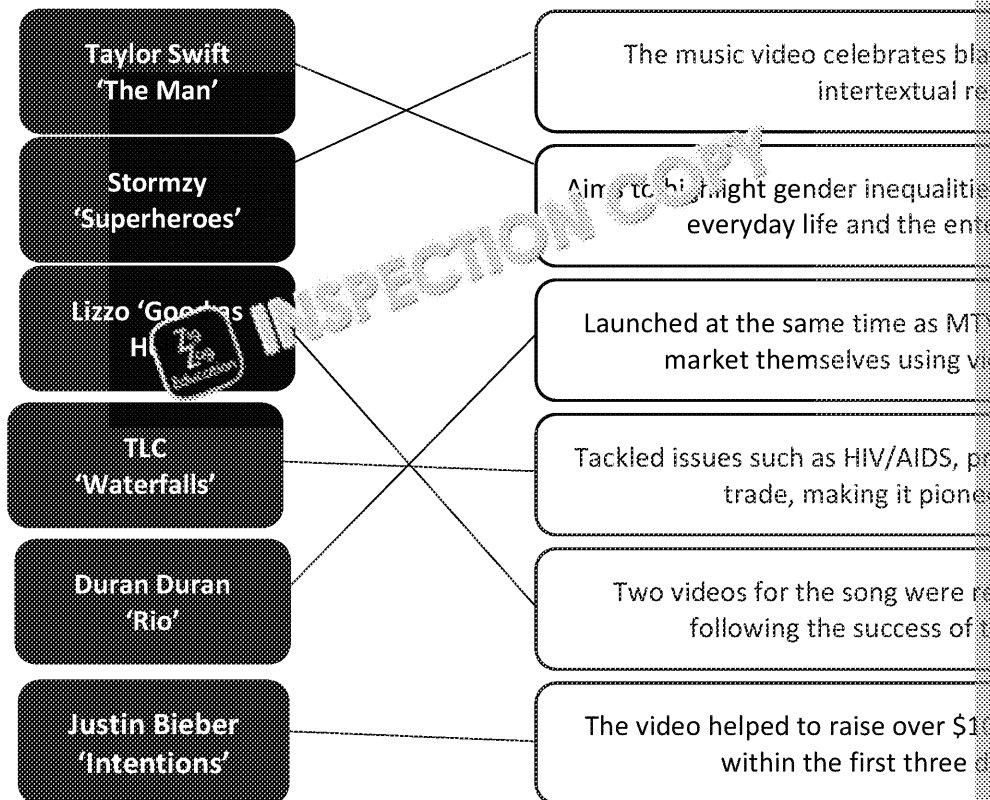
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1. Music Video Contexts

Starter: Matching Contexts



Task 1: Modern Life

Answers can include but are not limited to:

- Pressures of day-to-day life
- Trying to live up to images on social media
- Levels of inequality among gender, race and pay
- Big issues to consider and campaign against, e.g. climate change

Task 1: Modern Life

Answers may include:

- To distract the audience from difficult real-life events
- To make the audience feel understood
- To spread a positive message
- To encourage a particular artist
- To encourage good behavior

Task 2: Traditional vs Modern

Answers may include:

Duran Duran

- Ideas of masculinity
- Types of technology (e.g. camera shots)
- Fashion trends
- Music genres

TLC

- Fashion and make-up trends
- Filters used in production
- Genres of music
- Representation

2. Online Contexts

Starter: Why Have Online Links?

- Most audiences have mobile technology that allows them to keep up to date
- Ease and cost of updating
- Create a wider demographic
- Provide convergence and synergy

Task 1: Context and Websites

The handwritten '1989' continues the brand identity from the previous album but has been updated to white – a more refreshing and 'pure' colour, symbolising Taylor's new era.

The original album was similar in colour, mise en scène (red lipstick), but the happier candid image of the star implies a more and relatable representation of Swift, who is happier now than when the first 1989 album was released under her previous record label.



Taylor Swift (official website) © Taylor Nation, LLC, 2024

The title 'Special' could be a reference to Lizzo's iconic style and voice. It also links to the sophisticated dress code and colour palette.

The black-and-white, monotone colour palette gives a sophisticated and classy representation.

The large, high-contrast image of the artist is a convention of the album cover, which may also link to the album's theme.



Lizzo (official website) © Atlantic Records, 2022

Plenary: Online Alternatives

- Magazines and newspaper adverts
- Billboards
- Branded merchandise
- Interviews on radio
- Synergy with other companies

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3. The Language of Music Videos

Starter: Identifying Conventions

1. Camera Shots: the set-up and type of images that are used within the music video.
2. Transitions: the movement between different frames in the music video.
3. Intertextuality: where one text uses ideas, images or aspects of another.
4. Special Effects: embellishments that have to be staged or added in post-production, complex or unrealistic.
5. Diegetic: sound that is natural to the scene.
6. Credits: text at the beginning or end of the video that details who worked on it.
7. Genre: the type or category that the video or media product belongs to.
8. Setting: where the action or narrative takes place.
9. Narrative: the storyline to the media product.
10. Costume: what the actors or characters wear within the product.

Task 1: Types of Music Video

Narrative

Definition: a narrative music video usually has an overarching plot that brings a video together. Conventions: strong plot, costumes, character, special effects, genre

Performance

Definition: a performance video is usually a montage of clips that are put together to show a performance from the band. Conventions: montage, transitions, range of camera angles

Lyric

Definition: a lyric video is usually released before the track debuts. It illustrates the lyrics of the actual video. Conventions: genre, theme, graphics, typography

Task 3: Intertextual and External References

Taylor Swift – intertextual references – answers could include:

- Intertextual references to her previous albums such as *RED* and *1989*
- The lyric 'just like Leo in Saint-Tropez' is an intertextual reference to Leonardo DiCaprio
- Dwayne 'The Rock' Johnson, known for his portrayal of masculine characters

This adds to the meaning of the track because it helps to exemplify the intended meaning of the track and allows fans of these references to feel a greater connection to the text.

Lizzo – external references – answers could include:

- The suggested break-up between the dancer and her boyfriend
- Feeling left out and like you don't belong (the female drummer)
- The frustration at getting something wrong and feeling like you aren't good enough

This adds to the meaning of the track because it creates a direct connection to the audience and the community by making them feel like they are part of a larger community. It also adds to the visuals on screen.

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4. Studying Social Media

Starter: Identifying Social Media

- X (Twitter)
- Facebook
- Instagram
- TikTok
-

Task 1: Social Media Purpose

1. X (Twitter): Allows the artist to give quick, short messages to their followers.
2. Facebook: Allows the artist to create a community for their fans, provides a details about the artist for their followers.
3. Instagram: Image-focused; it allows the artist to show visual aspects of their audience feel as if they are involved with the artist on a more personal level.
4. TikTok: Video-based, allows sounds or videos to go 'viral', extends a star's shareable clips.
5. YouTube: Video-based; allows artists to stream their music videos as soon as a community based around their work. Allows users to experience the background of the artist.
6. Website: A more in-depth area where the artist can share their links to other platforms. It acts as a base for the artist's fans to find more information.

Task 3: How Successful?

Answers could include reference to the following:

- What the audience experience
 - The audience get different aspects of the artist's life through the different platforms
 - The intended message of the artist across multiple platforms
 - Less confusion surrounding the artist's message
- What it does for the artist
 - The artist can choose where to distribute material
 - They are able to widen the demographic they aim for
 - Portrays their message across different platforms
- The conventions that are used and what is suggested
 - Artwork and conventions are similar across all of the pages

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5. Purpose and Regulation

Starter: Why Do Music Videos Exist?

Answers can include the following:

- For entertainment
- Promote an artist/track/album through continual references to the product and
- Provide a visual narrative for a song
- Distribute an important message
- Celebrate a milestone
- Provide information – for example Taylor Swift's *You Need to Calm Down* includes LGBTQ+ rights
- Create a social talking point – Childish Gambino's *This is America* is a good example of important issues about society, and Robin Thicke's *Blurred Lines* is another good example of how a music video can create discussion
- Create a connection with / celebrate people who have helped artists get where they are now – other artists who come from shows such as *The X Factor* often use images with them throughout the show to help create a connection with fans but also acts as a reminder to them and the public to gain success.

Task 1: Who Regulates?

The BBFC regulates music videos. The reasons for why they do this could include:

- Videos are becoming more risqué
- The BBFC already regulates films, and videos are becoming more like films
- There is a lack of regulation for music videos

Task 2: Why Regulate?

Answers could include the following:

What needs regulating?

- Full or partial nudity
- Inappropriate language
- Inappropriate message
- Sexual themes
- Drug/alcohol abuse
- Sensitive topics, such as domestic abuse
- Graphic violence

Why should videos be regulated?

- Could be considered inappropriate for younger audiences
- May encourage inappropriate behaviour
- Could cause fear/harm
- Could be discriminatory
- Could be considered offensive

Task 3: The Production Process

- A director is sought and comes up with a proposal for a video.
- If this is agreed then the crew will be hired.
- A timeline for the video is drawn up and shooting (or at least the product) begins.
- The video then heads to post production where it will be edited and any effects will be added.
- Any reshoots
- Any reshoots
- UK product certification
- The video is then sent to networks

Plenary: Compare and Contrast Set Texts

Answers could include:

Taylor Swift

- Intertextual references
- Unconventional representations of gender, going against the status quo

Stormzy

- References to Black Lives Matter protests
- Post-C19 references

TLC

- The video is a
- The video is a
- The video is a

Lizzo

- Lizzo's dress codes
- The stereotypical representation of men

Justin Bieber

- The stereotypical representation of the surroundings
- Bieber in the position of white saviour

Duran

- The video is a
- The video is a
- The video is a

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6. The Effectiveness of Websites

Starter: Why Have a Website?

Answers could include:

- Ability to sell merchandise
- Provides more information to the audience
- Gives links to social media – this helps to create a greater connection with the audience
- A place to list and order tickets for tours
- Has a global reach to websites
- Provides interactivity (for example, a good example of this is how they created their own avatar which created a connection between the artist and the audience)

Task 1: Life Offline

Answers could include:

- Ability to sell merchandise – this could be done traditionally through music stores such as HMV
- Provides more information to the audience – this could be done through interviews in magazines and other print publications
- Gives links to social media – could be included on the album artwork
- A place to list and order tickets for tours given in small print leaflets
- Copies of the albums
- Has a global reach to websites could be achieved through a variety of countries

Task 2: Why is It necessary?

Answers could include:

- Reaches a wider demographic because websites are available all the time where they are
- Technology means audiences can access information wherever they are
- It is a useful place to store links to other parts of the artist's portfolio
- It is expected of artists
- It is a way of keeping up to date more easily
- It is quicker and cheaper to update
- Helps to create a specific representation of the artist (perhaps a star persona) through colour selection
- Reflects the artist's ideology through the layout and design choices that have been made
- Links to social media and mailing lists help to directly communicate with fans and the different pages helps to communicate tours and upcoming events with brevity

Task 3: Creating a Campaign

- *Although credit should be given to a well-justified argument (regardless of whether you disagree), the likelihood is that she would not have been as successful because:*
 - She has a huge audience with active fans who would be following – or on the blog and who would know of the situation instantly
 - She was able to use social media to target a much wider audience and reach more people
 - She could target news outlets directly, and instantly
 - She is able to target Scooter in a more indirect way
- *Answers could include:*
 - Scheduling posts to make the campaign longer running
 - Tagging other artists or users to widen their fanbases
 - Directly linking back to situations that have happened in the past to remind people of what happened
 - Fuelling a large public discussion point by making all online media consistent

Plenary: Leaving a Legacy

Answers could include:

- Provides recognition after death
- Has the ability to introduce new generations to the artist and their music
- Allows managers and fans to continually update the website
- Can act as a memorial

Extension: Marketing a New Album

Answers could include:

- Raises tension and suspense
- Creates a social talking point
- Reaches a wide demographic
- Gives fans an exclusive material

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7. Targeting an Audience

Starter: Identifying Demographics

- 16–24-year-old females, D–E on the ABC1 system, who would be considered system – **Taylor Swift / Lizzo**
- 20–40-year-olds, C1–E on the ABC1 system, who would be considered 'reform' system – **Stormzy / Justin Bieber**
- 30–55-year-old men/women, A–C1 on the ABC1 system, who would be considered 'resigned' – **Duran Duran / TLC**

Task 1: Attracting an Audience

Answers could include:

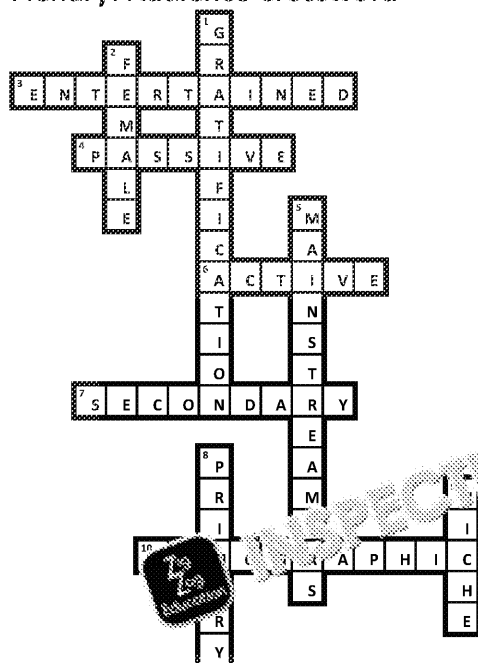
Taylor Swift / Lizzo

- Give the audience someone to aspire to
- Act as a role model
- Are inspiring
- Are part of popular music (make the audience popular)
- Are easy to listen to
- Have a wide appeal

Stormzy / Justin Bieber

- Give the audience someone to aspire to
- Act as a role model
- Carry status
- Are part of popular music (make the audience popular)
- Have a wide appeal (music has been used in films)
- Have a reputation that audiences are interested in / likely to follow

Plenary: Audience Crossword



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8. Audience Needs

Starter: Blumler and Katz

1. Entertainment
2. Social interaction
3. Information
4. Personal Identity
5. Escape daily life

Task 1: Audiences and Online Media

Answers could include:

- Gives audiences additional information about the artist
- Allows them to catch up on tour dates
- Can access exclusive information
- Can purchase merchandise and tour tickets
- Can get access to the different social media the artist uses
- Can make more people become fans
- Creates an online community of like-minded people
- Interaction with the artist through social media links or information included
- Personalised experiences (e.g. people can create their own account on the artist's page to relate to the audience in different ways).

Task 2: Comparing Online Success

Answers could include:

- Women tend to use their phones more than men, which might explain the popularity of social media
- The traditional artists did not have online media to use during their peak of popularity
- The traditional artists are likely to have a less technological audience
- Male artists have tend to have higher Facebook ratings as they can post more often
- It is more common for women to take pictures of themselves, which may be why female fans have more Instagram followers

Extension: Investigating the Set Texts

Answers could include:

- The age of the platform compared to demographics – for example, Facebook was popular with older audiences as it was released back in 2004.
- The needs of the audience – there is a greater emphasis on image and representation on social media, which may explain why Instagram is more popular with younger audiences.
- The general users of social media – women tend to use social media on mobile phones more often than men, which could explain the difference between the male and female celebrities.

Homework:

- Instagram: Ariana Grande (166 million followers)
- X (Twitter): Katy Perry (100 million followers)
- Facebook: Shakira (100 million followers)

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9. Star Persona

Starter: Star Persona

A star persona is a role/character that is created when a person's image is represented in different media.

Task 1: Representation Timeline

Explanations should show that the representation of the artist has become more complex and also show the amount of success that they have received.

Task 2: Contrasting Representations

Lizzo and Taylor Swift could be considered role models because they offer an image for different demographics to aspire to. Lizzo has become a champion for the body positivity movement for women in the entertainment industry. They are also female themselves, which allows them to relate to their fans, and have both come from relatively humble backgrounds, which makes their success more achievable.

In their videos, however, there are examples of women being sexualised with dress that emphasise their bodies. The women in the yacht scene of 'The Man' are wearing outfits that are encouraged to share The Man's perspective in this scene. In the video for Lizzo's 'Truth or Dare' she is emphasising her chest and her curves. This links to Laura Mulvey's male gaze theory, which is not only targeting their young female demographics but are also attracting a male audience. They are less of a role model, particularly given that the 16–24-year-old female demographic may feel insecure with their bodies and how they look.

Plenary: The Bigger Issue

Answers could include:

- Childish Gambino *This is America*
- The Black Eyed Peas *Where is the Love?*
- Band Aid *Do They Know It's Christmas?*

Extension: Female Gaze

'Female gaze' is where men are represented sexually, which puts the audience into the perspective of a heterosexual female.

Music videos that include female gaze could be:

- Nicki Minaj *Super Bass*
- Katy Perry *Peacock*
- The Weather Girls *It's Raining Men*

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10. Online Representation

Starter: Who Controls the Image?

- Who creates and controls the artist's image?
Often this is a combination of the artist themselves and their producer or manager. Artists such as Taylor Swift and Lizzo, have a greater level of personal interaction with their production team with a greater level of control.
- Why do they have this creative control?
The artist has control because ultimately they are the ones who are being represented that is being used. However, the production team (producer / marketing director) they not only have experience representing and marketing stars to different audiences, they have also have conducted market research to identify any target audiences that can be reached.

Task 3: Candid vs Posed

Posed shots allow artists to be positioned in a specific way to give a particular message. It is the image that the producers want to portray for the current tour or album. It also acts as inspiration for the audience as it adds to their 'star persona'.

Candid images, on the other hand, allow the artist to look more natural and remind them of an average person. It makes them seem more relatable and also acts as inspiration to imagine that they can achieve the same level of fame. Some candid images, however, can be used to make a star look less credible.

Extension: Creating an Image

Answers for each artist could include:

- Taylor Swift:
 - Role model – known for not letting the negative press affect her (the end of her era owning her negative representation in the press)
 - Activist – contributed to the #MeToo movement and has since campaigned for her song 'You Need to Calm Down'
- Lizzo:
 - Relatable – despite the fact that her marketing and star persona is a contrast to her daily life (especially on her Instagram), which makes her seem like a relatable companion
 - Body positivity icon – she is unapologetic about her size and style, making something that combats the stereotypical representation of women in music
- Stormzy:
 - Successful – from a working-class background and celebrates his heritage, inspiring many young black Britons.
- Justin Bieber:
 - Realistic – Bieber has had several image changes over his career, suggesting that he is like everyone else and makes mistakes. Most recently he is known for his style which has become less controversial.

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