# A Level Media Studies – Transition pack / baseline assessment

One of the key skills in ALevel Media Studies is the ability to analyse texts for media language: this includes camera shots/angles, movement and editing; **mise-en-scene** (see key terms below) & sound. As a baseline test you will be analysing the music video for Mercy by Muse (https://www.youtube.com/watch?v=yj8Xpdx60Ws )

**Baseline Task 1: Analyse the music video for Mercy by Muse**

Watch the music vidoe 3 times and take notes on:

- Use of camera angles/shots and movement (use the sheet to help you)
- Use of mise-en-scene (see key terms below)
- Use of sound/music
- The narrative (story) or message of the music video
- Use of stereotypes

Try to explain how these communicate messages for audiences – e.g.

*"Early in the music video the camera zooms in on a groups of men in white coats looking at diagrams that appear to be for a robot woman. The costumes make the audience assume they are scientists. This, along with the diagram of the robot establishes the genre of the music video as science-fiction'*

Write up your notes as a formal essay – this should take you 45-50 minutes. Make sure to P-E-E and try to use media terms throughout (see 'key terms' on the other side of this sheet to help).

You should aim to write about 750 words. You can use screen shots if you want to.

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**Baseline task 2:**

Another main element of Media Studies is creating media products. For Coursework you will be set a series of briefs from the exam board to create a specific product for a specific target audience. You will need to research and plan in order to justify and explain your ideas.



You second task is to research, plan and create a print (magazine/billboard) advert for a deodorant/perfume/aftershave you have created. You will need to:

- Research existing print deodorant/perfume/aftershave adverts:
    - Find approx..5 existing adverts and annotate them (camera shots, use of colour, typography, **mode of address**, placement of product, slogan etc.)
    - Form a conclusion: what makes an effective deodorant/perfume/aftershave advert?
- Plan your idea:
    - Create a name for your product, explain the name
    - Create a logo and a slogan – explain them
    - Choose the **typography** for your product (you may wish to show different examples you have considered and explain why you chose the one you did)

- o Sketch/plan on computer the layout for your final advert
- o Optional: design the bottle
- Production: create the advert for your product
  - o Use your own photos where possible (bottles etc. from internet are ok, but models and key images should be your own) to create an A4 print advert – it can be landscape (billboard) or portrait (magazine).
  - o If you know how to use DTP programmes such as Photoshop, GIMP etc. then by all means use these; if you don't: word or Powerpoint (or even Paint) are still pretty effective at creating products.
- Evaluation: briefly explain your advert
  - o Who is your target audience and how does it appeal to them?
  - o What messages does it send about your product?
  - o Why did you choose you main image, colours, setting etc.?
  - o What conventions (things you expect to find) did you use? Why?
  - o What do you believe you have done well? What could be improved?

The entire task should take you approximately 5 hours (for the controlled Assessment you'd have 40 hours, but have a lot more to do)



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### **Key terms**

| Mise-en-scene | Everything within the frame – basically means: <br>• Lighting <br>• Costume <br>• Props <br>• Make up <br>• Setting <br>• Body language and non-verbal communication |
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| Mode of address | The way a text 'talks' to its audience – e.g. formal/informal; direct (straight to you) or indirect (you're an observer) |
| Narrative | The story and how it is told – e.g. Hero (protagonist), villain (antagonist), Princess (prize for the hero); beginning = equilibrium (everything is normal); middle = disruption (something happens); end = new equilibrium (a new normality) |
| Genre | Type or category (e.g. horror, action, rap, dance) |
| Stereotype | An exaggerated representation of a group of people – can often be negative (e.g. all young people are intimidating and wear hoodies) |
| Typography | Style of writing: the font, size & colour |