



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>



## Close Study Product: Music Video One Direction - History

This 2015 video self-referentially covers the band's own history since their creation during 2010's X-Factor. Their debt to Simon Cowell is acknowledged in the video. This product provides interesting opportunities to study convergence between media industries, the role of video in reaching audiences and the relationship between producers and audiences.



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Complete the initial Personal Learning Checklist for One Direction – History CSP as a starting point for your assessment

### Personal Learning Checklist: One Direction ‘History’ Close Study Product



	At end of unit		
	R	A	G
<b>Historical, Social, Cultural and Political context</b>			
I understand what a ‘manufactured’ band is and how this differs from an ‘authentic’ band like Arctic Monkeys			
I understand how One Direction formed			
<b>Media Audiences</b>			
I can explain why people watch music videos			
I understand how the video has been clearly targeted at a One Direction audience			
I can explain the semiotic codes with the One Direction ‘History’ video			
I understand and can describe the assumptions that the video directors will have made about the audience.			
I can compare the way that music videos are consumed now compared to the 1980s.			
I can describe how different people respond to One Direction ‘History’ in different ways and why.			
I can describe and explain how people may respond differently to a video over time.			
I can analyse the audience of One Direction ‘History’			
<b>Media Industries</b>			
I can explain why record companies make music videos and how this fits into the music industry promotion schedule.			
I understand the dominance and importance of major record companies like <u>Syco/Sony</u>			
I can explain how music videos are regulated			



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

**Lesson 1: The band**

**Historical, Social and Cultural contexts**

One Direction started life as individual wannabe singers on reality TV show, ‘The X Factor’. They offer a clear comparison to our other Music CSP, Arctic Monkeys, who grew up together and developed more naturally.

Whilst reality music shows are not new (see below) and there has been a long history of pop stars who have found fame on TV shows. The later shows built on the growth of reality TV from shows such as Big Brother merged with the talent show concept. Using technology to encourage audience participation and access to a candidate’s “journey”. This feeling that the audience was now part of the process rather than apart from it was a big part of the



**Click image to view video**

success. Also, there was a voyeuristic aspect to the show as we got behind the scenes access and candidates emotions. The ‘rags-to-riches’ story also made it more appealing to audiences.



New Faces  
1970s - 1980s



Opportunity Knocks  
1940s - 1990s



Pop Idol  
2001 - 2003



X Factor  
2004 - now

**Click images to view video**

In your books, and in your own words:

- One Direction are a 'manufactured' pop band. What does this mean?
- Why was X-Factor, and modern shows like it, so successful?



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Historical, Social and Cultural contexts

One Direction were composed of Niall Horan, Liam Payne, Harry Styles, Louis Tomlinson, and Zayn Malik. The group signed with Simon Cowell's record label Syco Records after forming and finishing third in the seventh series of the British televised singing competition The X Factor in 2010. They failed to progress to the "Boys" category at "judges' houses" but were put together to form a five-piece boy band at Wembley Arena, in London, England, in July 2010, during the "bootcamp" stage of the competition, thus qualifying for the "Groups" category.

In an approach pioneered by The Beatles, each member has his own shtick: Horan is the “cute little Irish one,” Malik is the “quiet and mysterious one,” Payne is “the sensible one,” Styles is “the charming one” and Tomlinson is “the funny one.” Each member's individual identity is reinforced by their intentionally different personal styles. Caroline Watson, the band's original stylist, spoke about styling the band, "At the beginning I didn't want them all in black or all in leather—that whole stereotypical boy band thing." Instead, her original idea was for them to be the "male equivalent to the Spice Girls", with each member being a part of the group but still having his own individual style.

## Lesson 1: The band



In your books, and in your own words:

- Explain the construction (manufacture?) of the band was deliberate and was designed to appeal to the target audience.





<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 2: The video

### How is the video planned and designed?



[Click image to view video](#)

History was the 3<sup>rd</sup> and final single from the fifth album and clearly signposted the end of their journey as a band.

The video features clips of the band throughout the years, highlighting their tours and personal anecdotes (including clips with former member Zayn Malik). The video ends as the band walk off in separate directions.

Watch the video and listen to the lyrics. You may need to do this more than once and may not enjoy it 😊 Think about the context of the video (being possibly their last one) and how the design of it has reflected the journey the band (and the fans) have been on. These messages have been designed for very specific reasons.

In your books, and in your own words:

- Describe the One Direction 'History' video if you were explaining it to someone who had never seen it and didn't know the history of the band.





<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

Lesson 2: The video

## The Music Video – what is the point?

Music videos are another way of promoting and marketing musical performers. Music videos aim to:



Promote both album and single sales through retail outlets.



Promote new or existing artists or bands to an audience.



Promote an image of an artist or band that engages with the audience.



Entertain the audience and encourage replays of the video



Create visual images that convey the meaning and story of the song

There are generally two types of music video

- **Performance video** – footage of the band performing the song, addressing the camera, often has audience response.
- **Narrative video** - Tell the story of the song lyrics through the use of actors, , although sometimes the narrative will cut back and forth between the actors playing roles and the music artist performing.



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 2: The video

### How do One Direction use video to project their image/message?



Starts with images from the X-Factor show to anchor the idea of the 1D journey.



Switches to modern depictions of 1D highlighting their evolution from reality stars to pop stars.



Zayn is included (he has left at this point). This references his fans (and him).



Includes footage of the fans so that they feel represented and have evolved with the band.



Shows the band members showing their bodies. This innocent and safe sexualisation of the band caters for that teen audience and their 'crushes'.



Shows various images of global cities and landmarks to represent the global success of the band.



At the end of the video, images of the band and fans hugging, waving and crying represents the emotions felt as they end their journey.



Video ends with the band members walking in different directions as they split and pursue solo projects.

In your books, and in your own words:

- Analyse and explain the key messages that 1D and directors convey in the video.
- How does this compare with the messages in Arctic Monkey's IBYLGONTD video?



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 2: The video

### What assumptions have the producers of History made about their target audience?

Remember, a music video is for a range of audiences. It must work for people that have never heard of One Direction before and for those who are their most loyal fans. However, given the context of the song (i.e. their last) there are some assumptions that the directors has made when making it. They are:

- **The target audience will be familiar with how One Direction started** (i.e. they will understand the X-Factor references)
- **The target audience will be familiar with how the band has changed** (i.e. they will understand why Zayn is in some clips and not others)
- **They have a ‘relationship’ with the band and will feel connected and emotional with regards to their journey** *“the emotion of it lies in the fact that they are taking a little break, and in the moments in the video where they hug and such, where you can kind of feel that it’s not just the fans that are emotional, but they are too. They love their fans and they love what they do, and I think the video was just trying to share with their fans that they feel the same way.”* - Calvin Aurand:



In your books, and in your own words:

- What assumptions have the producers of History made about their audience and why is it important.



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

Lesson 3: The audience

Who are One Direction's audience?



Look at the stills taken from the audience on the 'History' video and attempt the next slide's activities.





<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 3: The audience

### Who are One Direction's audience?

A **demographic** is a set of objective characteristics that describe a group of people. In your case, people who will be willing to listen to or watch your music video. Those characteristics include things like age, gender, class, ethnicity, sexuality, location, and sometimes education and lifestyle. When analysing an audience, you can use these headings. There are some useful acronyms to help you:

**G**ender

**E**thnicity

**A**ge

**R**egion

**S**ocial-economic status

You may also see **CAGES** – **C**lass, **A**ge, **G**ender, **E**thnicity and **S**exuality

In your books, and in your own words:

- Use GEARS to classify the audience demographics of a 1D audience?
- Use CAGES to classify the audience demographics of a 1D audience?





<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 3: The audience

### What pleasures and rewards does an audience get from One Direction?

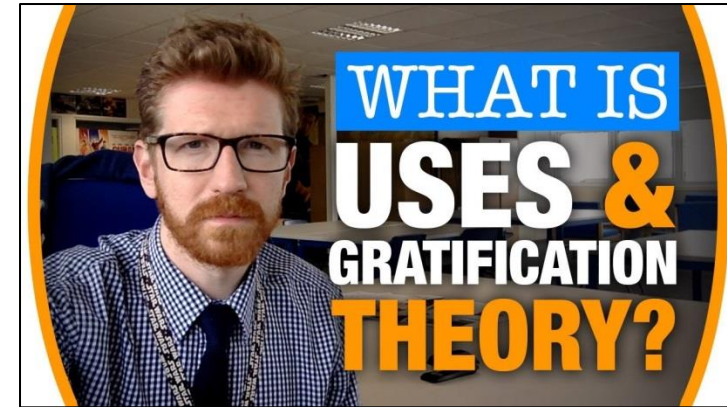
Remember the *'Uses and Gratifications'* model we have looked at in previous units? What were the uses and gratifications to the One Direction audience?

**Diversion** – some people use music to relax and escape.

**Personal relationships** – through music and shared interests we form shared interests and social connections with like-minded people.

**Personal identity** - an important part of youth culture is to identify with certain types of music or 'tribes'.

**Surveillance** – we use music (and associated attitudes, fashion etc) to gain a greater understanding of the world around us and our place in it. We also use music to inform our thinking about emotion etc through lyrical content.



[Click image to view video](#)

In your books, and in your own words:

- What are the pleasures and rewards for music video audiences?
- Why do people watch the One Direction History video?







<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 3: The audience

### Who are the One Directions audience?

As well as demographic classification of audience, we can also use a **psychometric** classification which defines an audience by how they **think** and by considering their **values, attitudes and lifestyle (VALs)**. A psychometric method of categorisation specific to advertising was developed by **'Young and Rubicam'**. They identified different groups:

**The Explorer:** Driven by a need for discovery and/or challenge.

**The Aspirer:** materialistic/ care more about what others think about.

**The Succeeder:** self confidence/ strong goal orientation/ organised

**The Reformer:** Values their own independent judgement/ anti materialistic

**The Mainstream:** Largest group/ core need is security/ live in a daily routine.

**The Struggler:** Seek escape/live for today few plans for tomorrow

**The Resigned:** Aim to survive/ predominantly older people.



In your books, and in your own words:

- Which 'Young and Rubicam' groups do you think are more likely to listen to One Direction music and attend their concerts? Explain your answer.



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 4: Audience reaction

**How and why do audience responses vary to One Direction?**



**One Direction**  
'Love em' or 'Loathe em'



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 4: Audience reaction

### How and why do audience responses vary to One Direction?

There may be a number of things that impact on how audiences respond to the One Direction video. Remember, all analysis on a wide scale like this is a generalisation:

**Age:** a 84 year old pensioner may not enjoy it as much as a 13 year old schoolgirl.

**Gender:** girls may respond very differently to boys to a boyband.

**Ethnicity:** different ethnic groups may respond in different ways to 1D. Having said that, One Direction have mass-appeal.

**Cultural:** The culture, upbringing and experiences of an audience will influence how the audience may respond to this video. If I have been exposed to lots of information about 1D and their history, I am likely to be more positive about this video.

**Situation:** If I'm watching this video with fellow teens or other 1D fans, the experience is likely to be much more positive than watching it with my Grandparents.

**Time:** Sometimes we have different reactions over time. Sometimes, we hate things initially, and learn to love them. Sometimes, we love them and start to hate them with repeated listens or watches. Our response over time may change given our changing life circumstances or tastes.



In your books, and in your own words:

- Why would different people react in different ways to this video?
- How and why could our reaction change over time?



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 4: Audience reaction

### How and why do audience responses vary to One Direction?

Stuart Hall (1973) suggested that there were three main perspectives involved in the way in which an audience responds to a media product. This involves how the audience is positioned by the product and influences their response to it.



#### Preferred reading

This is where the audience responds to the product exactly as the producer intended. Loyal 1D fans would probably fit into this category.



#### Negotiated reading

This is where the audience accepts parts of the product and not others. Someone who is not a fan of 1D, but appreciates the importance of the video in terms of the history of the band and of the music industry may fit into this category.



#### Oppositional or resistant readings

This is where the audience rejects the band / song / video. This may be personal taste, may be that they object to the genre or manufactured bands, etc.



In your books, and in your own words:

- Explain Hall's Audience Reception Theory using One Direction History and another media product of your choice.



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 4: Video industry

### How does the audience consume the video?

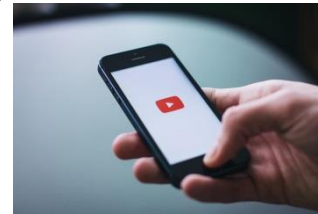
Historically, music videos were consumed exclusively through TV shows (such as Top of the Pops) or specific music channels (like MTV from 1987 in the UK). Now the methods of viewing these products are numerous:



Free-to-air TV has a number of music channels available offering a range of music genre to targeted audience.



YouTube is one of the most popular sources of streaming music videos. For example, Luis Fonsi - Despacito ft. Daddy Yankee has over 5 billion views. Increasingly, young people will go to YouTube for their on-demand, any device, music.



We can watch YouTube on our mobile devices...



...smart TVs...



...PCs...



...and games consoles.



In your books, and in your own words:

- Explain how we used to consume music video in the 1980s.
- Explain how we now consume music video and why it has changed.





<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

## Lesson 5: Why do music companies make videos and release them?

### Why do record companies release them and how?

We have music videos so that the artist can promote their song or album, also then people can find there new song for example viewers or artists upload their songs to YouTube so it is easy for viewers to listen to the latest music. This is also for the artist to express a visual representation of the song.

The video fits into the overall package of promotional events around the time of a single or album release. Remember, music video is a powerful visual tool to get a song to the audience without personal appearances (which is difficult for a global band like 1D to do). It fits into the promotional events with:

Radio interviews	Public appearances*	Live shows
TV interviews*	Music video promotion*	Social Media marketing*
Press interviews*	Concert tours	Website marketing*

Those events with a \* would involved the music video as a key part of the event.



In your books, and in your own words:

- Why do record companies make music videos?
- How does the music video complement the marketing of a single/album?



## Lesson 5: Music Regulation

### How are music videos rated and regulated in the UK?

Regulation is the idea that content should be given specific guidelines in order to protect younger audiences from explicit content and ideas. Music video regulation is controlled by the BBFC who set certain standards and ratings for different age groups who they believe should be exposed to content specific to their age via age ratings and certification. YouTube and Vevo work in partnership with the BBFC to age rate all music videos and artists who are signed to Sony Music UK, Universal Music UK and Warner Music UK. Not all music producers sign up to this though.

The BBFC regulate many different aspects of music videos. The sort of issues the BBFC considers in classifying music videos include:

- drug misuse
- dangerous behaviour presented as safe
- bad language
- sexual behaviour and nudity
- threatening behaviour and violence



An example of music video regulation is Frankie Goes To Hollywood 'Relax'. Banned in 1984 for sexual content, it had the opposite effect becoming a No1 hit

These aspects are wholly considered for the safety of children and their exposure on the internet. The idea of censoring these categories comes from the regulation of films and how they are age rated in the cinema. <http://www.bbfc.co.uk/what-classification/online-music-videos>



In your books, and in your own words:

- Who regulates music videos? Why is regulation important?
- BBFC do not regulate the content of songs. Who regulates that?





## Lesson 5: Record Company

### How influential are record companies (like Simon Cowell's Syco) in determining the form and content of music videos like History?

Cowell signed One Direction a record contract worth around \$2 million under Syco Records. Cowell owns the label and it is a subsidiary of Syco Entertainment, a global joint venture between him and Sony Music. The benefits of this are:

- Sony and Syco's influence, expertise and financial backing. Remember, the music industry is dominated by four large companies – Universal, Sony EMI and Warner. The influence they have is huge, although some bands would much prefer to sign with an independent label. Why?
- Access to a portfolio of in-house and external writers and producers who provide them with materials and other resources to produce songs and albums.
- The opportunity to work with other Sony Music artists like musician Ed Sheeran, pop superstar Kelly Clarkson, and pop rock band lead Tom Fletcher. This expands their fanbase.
- Syco has an experienced team of record producers and video directors. The directors of this video had previously directed a 1D film (This is Us) and previous 1D and Olly Murs videos.
- One Direction had been particularly active in their careers – the name of the band was Harry Styles idea, for example, and they have directed some of their videos. However, the record companies will want to keep a tight control on the representation of the band in the videos. This is especially true of 1D who must be seen to be 'clean' and positive representations for their fanbase (and parents)

In your books, and in your own words:

- What advantages are there to signing to a major record labels
- How do big record companies influence the music and music video's of their artists?





<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

Lesson 5: Compare CSPs

Why is this video seen as a turning point in the relationship between the music industry, artists and fans?



Compare One Direction 'History' video with Arctic Monkeys, 'I Bet You Look Good On The Dancefloor'

	<b>Arctic Monkeys</b>	<b>One Direction</b>
Record label	Initially their own, then independent label Domino Records	
Video type	Live recording	
Band creation	Met whilst young	
Music written by	Themselves	
Fanbase	Young, indie music, indie lifestyle	
Style of music	Indie Rock	
Promotion	Word of Mouth, Social Media.	



<https://upload.wikimedia.org/wikipedia/commons/5/55/News-media-standards.jpg>

**This concludes the One Direction Close Study Product.**

**Now complete your Personal Learning Checklist for this CSP.**