**Developing an analytical response for Film Studies**

As part of a college-wide initiative we have been asked to set an induction exercise for each subject to be completed by the **end of the second week of teaching**. This has to include some form of **literacy** and **numeracy** focus and also will be **assessed** and the **marks/grades recorded**.

Of course, for Film Studies there is **a limited focus on numeracy**, so I have had to think long and hard about a task that combines this with literacy and which is relevant to the course.

So, what I want you to do are the following **two different tasks**;

1. Produce **a series of** **small tables or a single grid** which identifies **all the ways** by which you can **analyse a single film sequence/scene. This can be a single scene in one location, or a series of short related scenes**. Already on the enrolment task you have looked at a film using **some methodology** based on elements **of film form** (such as cinematography and editing). I would like you to go beyond this with **other categories** by which you might analyse a film and then offer **a scale which measures** them. So, it **can’t** just be these categories – are **there other ways of closely looking at film scenes**?

This scale can be on **any measure** (for example 1-10, 1-100 – up to you) – but does have to employ **a clear focus** where **something about that feature is measured.** You can also have as **many categories** as you like that can offer a **complete and detailed film analysis**.

**For example**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cinematography- Camera Movement** | **Minimal movement 1-5** | **Some movement 6-10** | **Noticeable movement 11-15** | **Lots of important specific movement 16-20** |
| Film; E.g*. Ant Man and the Wasp –* second fight scene |  |  |  |  **18**- lots of quick camera movements to show the main conflict etc |

In a scene which **has a physical fight** between two characters (say a Marvel Cinematic Universe film) – there may be a great deal of **very specific camera movement.** The grid would record a score between 16-20 and **offer reasons** why this conclusion has been reached.

What I am looking for here is for you to come up with as **many ways** that you can look **deeply** at a **sequence/scene** from a film. You can have as many categories as you like – even **sub-categories** as the one suggested overleaf (there is more to cinematography than just movement for example).

This **final grid or series of tables must be typed** and **well set out**. This will be marked **out of 20** and will **assess demonstration of knowledge**.

1. The second task is **a written task**. Using the **grid as a framework** I would like you to **analyse a short scene/sequence**. This example must be a different one from the one that you produced for enrolment and should be from a different film. There is no limit here on how much you do or don’t write, however you will be assessed on **application of knowledge** and marked out of **20 marks.**

I would like this written as **a short essay – again it should be typed** and **not** **just filling out your completed grid**. You should write **your scores in** as part of **the analysis** and offer reasons why you have reached your conclusions. I am more than happy for you to choose a film scene that might **score low** on your grid to offer **a critique** of what you have seen. I have given you an example below. It is up to you **how much of the grid framework** you use in the essay

‘*In my chosen scene of Murder Mystery, I felt that the camera movement was minimal and that is why I thought it was a 4 according to my scale. This might be because the example was just a romantic comedy and the action didn’t warrant any quick camera moves to change perspective*.’

**Summary of tasks**

* Produce a **grid/series of small tables** which can help to analyse a single film scene or sequence. Make sure that there is a scale offered which measures your chosen category.  **(20 marks)**
* Write **an essay on a short scene** which **applies the grid** **to analyse this**. It should not be the enrolment task example or from that film. **(20 marks)**

**What I am assessing**

* **Numeracy skills**
* **Literacy skills**
* **Organisation**
* **Research**
* **Logic**
* **Application of knowledge**
* **Creativity**

**Deadline Date:** First lesson