

## Year 12 Film Studies Bridging Work 2025

You will each show your analysis of the film extract you are about to choose in class in a format of your choice. We look forward to seeing your ideas in the first week of Film Studies @ Luffa!

This work will form a part of your initial Progress Review.

Also, have a look at our subject Google Site to see what you're in store for over the next two years!

[:https://sites.google.com/bishopluffa.org.uk/filmstudies/home](https://sites.google.com/bishopluffa.org.uk/filmstudies/home)

1. Choose an **extract** from **a film of your choice**. The clip should be no more than 2 or 3 minutes long and must be available to show in the classroom via You Tube or your copy of the DVD/Blu-ray.
2. Prepare a document on the extract in a **format of your choice – be imaginative and unique!** You could create a power-point with recorded narration (that way you don't have to stand up in front of the class!), make a video essay, a podcast, or a short "Film Review" style programme. Or simply a presentation for the class. As long as we can all watch it!
3. You must address at least some elements within the **3 Core Study Areas of Film** below, but you don't need to discuss them all equally or in isolation if you don't want to. Some of the descriptors in brackets or bullet points may not apply which is absolutely fine.

FILM FORM	MEANING AND RESPONSE	THE CONTEXTS OF FILM
<p><b>Cinematography</b> (lighting, camera angles, shot types)</p> <p><b>Mise-en-scene</b> (props, setting, costume, hair, make-up, staging)</p> <p><b>Editing</b> (cuts, transitions, pacing, shot length, montage)</p> <p><b>Sound</b> (music, dialogue, narration, sound effects)</p> <p><b>Performance</b> (movement, expression, communication, eye contact, gestures, speech, acting styles)</p>	<p><b>Representation</b> (portrayal of people, groups and places, for example:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Race</li> <li>• Sexuality</li> <li>• Age</li> <li>• Family units</li> <li>• Organisations and Institutions</li> <li>• Class</li> <li>• Nationality</li> <li>• Those in power</li> <li>• Those without power</li> <li>• Cities</li> <li>• Rural</li> </ul> <p>Consider how and why the portrayals appear in your film extract as they do</p> <p>Is there any <b>stereotyping</b> or <b>under-representation</b>?</p> <p><b>Aesthetics</b> – the overall style, feel and texture of the extract</p>	<p><b>Social</b> – the dominant attitudes, beliefs and restrictions of the time the film was made</p> <p><b>Cultural</b> – the artistic and institutional contexts of the film, or impact of other artistic influences such as music, fashion, design and art.</p> <p><b>Political</b> – political issues, movements, struggles and events of the film's era. Censorship may be an issue too.</p> <p><b>Institutional, Financial and Technological contexts</b> Where relevant, consider budgets, box office takings, distribution, shot on film or digital, studio or independent film? How was the film exhibited – streaming, multiplex cinema, arthouse, direct to video etc</p>

4. We would like to discuss your extract for up to 10 minutes (including the length of the clip). If possible, please sign up to our Google Classroom (code: **gavdb4h2**) and then attach and turn in your work to the **Bridging Work assignment**. If you can't join for whatever reason don't worry; keep hold of your work and I'll give you further instruction in September.

If you have any questions, add a comment to the Google Classroom or email me ([evansg@bishopluffa.org.uk](mailto:evansg@bishopluffa.org.uk))

Good luck and I look forward to seeing you all in September!