Textual Analysis

Film Choices:
- La Haine (Dir. Matthieu Kassovitz) 1995
- Gun Crazy (Dir. Joseph H. Lewis) 1950
- Across the Universe [Dir. Julie Taymor] 2007

DEADLINES
- **Start Date**: Wednesday 3rd April
- **Declaration of film**: 10th April
- **Cultural Analysis**: 17th April
- **Rough Draft**: Wednesday 24th April
- **Final Date**: Wednesday 1st May
The Assessment Task:
The objective is for you to show an understanding of the cultural context and how meaning is created for an audience by the filmmakers’ decisions about visual and audio elements.

You will choose an extract up to 5 minutes in length from the film to demonstrate your understanding of:

❖ The cultural context of the chosen film text
❖ The use of film elements to construct meaning in the selected extract, using appropriate film vocabulary
❖ How the identified film elements in the selected extract relates to the cultural context of the film, to the film text as a whole, and, where appropriate, to other films, as identified by the student.

You must choose a sequence that will evidence aspects of the cultural context of the film. This should be supported with research from relevant sources.

Word Count: 1750

You should discuss the following features:

1. Cultural Context
   - Economical E.g. economic classes and issues explored within a film’s narrative
   - Historical E.g. the period in time in which a film was created or the period that the film depicts
   - Geographical E.g. the geographical location of a film’s origin or the location it depicts
   - Institutional E.g. the production, distribution and exhibition factors involved for a film
   - Political E.g. a film that attempts to persuade, subvert or create a political effect
   - Social E.g. the communities, identities or issues represented in a film
   - Technological E.g. the tools, products and methods used to create a film

2. Film Elements
   - Cinematography (such as colour, composition, exposure, framing, focus scale, movement, shot type, and so on)
   - Critical response and reception
   - Editing (such as continuity, cut, dissolve, match, montage, pace, transition, and so on)
   - Filmmakers’ influences, intentions and vision
   - Genre, codes and conventions
- **Mise-en-scène** (such as acting and figure behaviour, art direction, costume and make-up, décor, lighting, set and setting, space, and so on)
- Motifs, symbols and themes
- Narrative structure
- Sound (such as dialogue, sound editing, sound effects and foley, soundtrack and music or score, diegetic and non-diegetic, and so on)

### Supporting Visual Evidence:

You may use carefully selected and relevant illustrations, such as screengrabs, visuals or diagrams considered necessary to support your analysis. They must be:

- Clearly labelled
- Appropriately referenced to acknowledge source
- Use MLA, APA, Harvard format
- Labels should not include commentary
How to Use Your Four Weeks!

There is a huge amount to do for your textual analysis.

Do not be fooled - as students have done in the past - into thinking that 4 weeks is long time and that you can "do it later". The time will fly by and unless you stay on top of things, you will be in a last minute rush and panic and this will likely affect your final performance and your score.

Week 1: Film Watching and Clip Selection

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>1-4</td>
<td>April 3rd-6th</td>
<td>Watch films</td>
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<tr>
<td>1-4</td>
<td>April 6th</td>
<td>Do some research on all films and decide on your chosen film</td>
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<td>5</td>
<td>April 7th</td>
<td>REST</td>
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<td>6</td>
<td>April 8th</td>
<td>Rewatch selected film and decide exactly which clip you will analyse. Add to your viewing notes.</td>
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<td>7</td>
<td>April 9th</td>
<td>Read widely on the film. Start making notes here. Find useful articles on the film and check department resources (books/DVD commentaries etc). Notes on Critical responses to the film - link these to cultural context and / or filmmaker intentions.</td>
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Week 2: Background, Cultural Context and Close Analysis

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>April 10th</td>
<td>Hand in Textual Analysis Declaration</td>
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<tr>
<td></td>
<td></td>
<td>Research and make notes on genre codes and conventions. Make notes on the critical reception and response, link this to the cultural context.</td>
</tr>
<tr>
<td>2</td>
<td>April 11th</td>
<td>Research and make notes on cultural contexts (economical, historical geographical, institutional and political and social context)</td>
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</table>
Use an online concept mapping program such as [coggle](https://coggle.it) to provide information on cultural context. See [example](https://example.com).

3 April 12th
Research the filmmakers intentions, influences and visions (this could be the director, script writer, cinematographer, sound composer, Editor etc). This could be looking at interviews, behind the scenes, film commentaries or articles and videos.

4 April 13th
Begin close analysis of Film Elements. Make notes on the NARRATIVE structure and narrative devices in the film and in your chosen scene.

5 April 14th
Make notes on CINEMATOGRAPHY and Lighting and 15 elements of Mise en Scene. Who is the Cinematographer and have they worked with this director, genre or style of film before? Link meaning of Cinematography to cultural context and to film as a whole.

6 April 15th
Make notes on SOUND. Who is the Sound designer / composer? Have they worked with the director before? Analyse the sound of the extract. Ensure that you listen to the clip through a few times without watching it. Focus solely on what you hear. Analyse the music. What does it tell you? What does atmosphere does it create? Link Sound to cultural context and to film as a whole.

7 April 16th
EDITING. Who is the editor? Have they worked with this director before? What type of editing has been used? Continuity, discontinuity, montage? What is the effect? editing/sequencing/ pace transition? Link Editing to cultural context and to Film as a whole.

Week 3: Focused Formal Analysis of Film Elements, Plan Structure and write Essay.

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>April 17th</td>
<td>Hand in Cultural Analysis with bibliography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film Elements: Mise en Scene, Themes and Symbolism - characters</td>
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</tbody>
</table>
Acting, costume/make-up/props, location, set design, script/dialogue, production design/special effects.

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>2-3</td>
<td>April 18th</td>
<td>Essay Structure - plan the outline of your essay. What are your points and evidence from sources and analysis?</td>
</tr>
<tr>
<td>4</td>
<td>April 19th</td>
<td>Write 1st body point</td>
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<tr>
<td>5</td>
<td>April 20th</td>
<td>Write 2nd body point</td>
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<tr>
<td>6</td>
<td>April 21st</td>
<td>Write 3rd body point</td>
</tr>
<tr>
<td>7</td>
<td>April 22nd</td>
<td>Write your introduction and conclusion.</td>
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**Week 4: Writing and Rewriting**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>April 23rd</td>
<td>Proofread</td>
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<tr>
<td>1</td>
<td>April 24th</td>
<td>Hand in 1st Draft</td>
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<tr>
<td>3</td>
<td>April 25th</td>
<td>Redraft</td>
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<tr>
<td>4</td>
<td>April 26th</td>
<td>Redraft: Live Session Feedback</td>
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<td>5</td>
<td>April 27th</td>
<td>Redraft: Live Session Feedback</td>
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<tr>
<td>6</td>
<td>April 28th</td>
<td>Redraft: Live Session Feedback</td>
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**FINAL TWO DAYS!**

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<tr>
<th>Day</th>
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<td>Apr 29th</td>
<td>Apr 30th</td>
<td>Look again at the IB rubric - Have you covered all aspects?</td>
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</table>

May 1st - Hand in to as a PDF
### Cultural Context Considerations (This is not an exhaustive list!)

#### Social
- What communities, identities or issues are represented in the film?
  - What does the film say about the groups, people, events being represented? E.g. race and ethnicity, gender, sexuality, religious, taboos etc.
- What are the social values, conventions or traditions represented in the film?
- Social considerations of the time when the film was made
- Social considerations of the time when the film was set and the links to the time it was made
- What do the film’s themes say about the culture it is part of?
- What does the film say about the society it takes place in?
- Were there any social factors that influenced the film?
- How are the genre conventions relative and dynamic to the social issues explored?
- How is the film used by particular communities, identities or groups?

#### Historical
- What is the historical period of the film? What is the film’s historical significance?
- How is the era presented?
- What cultural moments are depicted in the film?
- Are there events or notable historical figures depicted in the film?
- Consideration of the historical contexts that influence and affect film aesthetics
- How are the genre conventions relative and dynamic to the historical issues explored?
- What is the effect of the historical context on representations?
- How is direction, composition, lighting and so on, handled in order to create the historical period and time?

#### Economic
- What economic classes and issues are explored within the film’s narrative?
- What is the economic message or point of view of the filmmaker?
- What is the economic influence or impact caused by the film or the film’s production methods?

#### Institutional
- Is the film classified as a Hollywood production, independent or world cinema? What values and characteristics of the institution are evident in the extract? How does the cultural context affect this?
- How are film industries funded within the country it was made? Does this affect the production?
- What are the production values of the film? Independent vs. studio based)
- How is this reflected in the scale of the narrative and complexity of the ‘world’ which has been created?
- In what ways has the text been influenced or shaped by the institution that produced it?
- Were there any regulations, classifications or censorship issues that affected the film?
- How does the exhibition mode affect the film?

**Political**
- What was the political climate the film was made?
- Does the film attempts to persuade, subvert or create a political effect?
- What are the political ideologies present within the film?
- Did the filmmaker have a strong political stance?
- Does the film directly address a political issue or concern?

**Technological**
- Recognise the ongoing technological developments in terms of film production
- What concerns or factors are raised related to the film’s sustainability and/or longevity based on the technology used to create, distribute or exhibit it?
- Decision to use analogue or digital filmmaking
- The use of CGI
- Has the new digital filmmaking enabled or constrained the film production?
- What was the choice of camera, lens and frame rate and how does this impact the visual aesthetic of the film? For e.g 8mm, 16mm, 35mm etc

**Geographical**
- Consider the film’s geographical origin
- How is the geographical region depicted in the film?
- What is the film’s geographical significance?
- Is a colonial or postcolonial legacy addressed within the film?

The documents below should provide you with a fairly comprehensive checklist of many of the elements you should consider in an IB analysis.

- Cinematography checklist
- Editing
- Mise-en-scene

Here’s a useful video outlining key shot types.
1. **Opening**
   - Name of film, director, year etc. summarise the film plot in one sentence. 
     *ie What is the film’s ‘Big Idea’?*
   - Introduce the **Cultural Context** you will focus on and why you have chosen it? Why is it important and why does it stand out - use your sources - quotes from directors, film writer, film critics.
   - Introduce the film elements you will focus on in order to analyse the **Cultural Context** in your **Selected Sequence** and in the **Film as a Whole**.

2. **Genre**
   - Features determining genre
   - How extract meets genre
   - How extract subverts genre – if at all

3. **Analysis:**
   - Detailed analysis of film elements that express the cultural context you have highlighted in your introduction. **Choose the elements that work best at showing your cultural context, select approximately 5-7 key moments from your extract!**
     - i. Use of Narrative and structure
     - ii. Mise-en scene
     - iii. Framing
     - iv. Composition
     - v. Cinematography: Shot choices and camera angles
     - vi. Cinematography: Camera movement
     - vii. Lighting
     - viii. Costume/Make-Up/Prop choices
     - ix. Set design and/or importance of place
     - x. Presentation of time
     - xi. Shot length and movement
     - xii. Space (proxemics) and staging
     - xiii. Acting/Characterisation choices
     - xiv. Editing choices – cuts, fades etc
     - xv. Visual symbolism/motifs
     - xvi. Script/dialogue
     - xvii. Sound, score and foley
     - xviii. Themes
     - xix. and whatever else you deem significant…!

4. **Closing**
   - Evaluate the ways in which the **film elements** and the **cultural context** relate to each other (where appropriate, relationships to other film texts). Emphasis why this cultural context is so important in relation to this film, country, period of history, genre and / or filmmaker.
### Criteria A: Cultural Context

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Possible Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
<td></td>
</tr>
</tbody>
</table>
| 1-2  | This work is limited.  
- The student demonstrates little or no understanding of the identified cultural context of the chosen film.  
- The student does not reference sources that are relevant or appropriate to the work. | Basic  
Ineffective  
Superficial |
| 3-4  | This work is adequate.  
- The student demonstrates some understanding of the identified cultural context, but this is underdeveloped.  
- The student supports their understanding of the cultural context with references to some sources that are relevant or appropriate to the work. | Acceptable  
Reasonable  
Standard  
Suitable  
Sufficient  
Typical |
| 5-6  | The work is good.  
- The student demonstrates a clear and appropriate understanding of the identified cultural contexts of the chosen film.  
- The student supports their understanding of the cultural context with references to appropriate and relevant sources. | Competent  
Balanced  
Proficient  
Relevant  
Thoughtful |
| 7-8  | This work is excellent.  
- The student demonstrates an effective and highly appropriate understanding of the identified cultural context of the chosen film.  
- The student supports their understanding of the cultural context with references highly appropriate sources that add to the critical perspectives explored in the work. | Compelling  
Finessed  
Honed  
Insightful  
Mature  
Sophisticated |

### Criteria B: Film Elements

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<tr>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
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</tbody>
</table>
| 1-3  | This work is limited.  
- The student lists the ways in which the extract uses the identified film elements to create meaning. The work is limited in scope and contains mainly irrelevant or superfluous information.  
- The student demonstrates little or no terminology of relevant film terminology. | Basic  
Incomplete  
Ineffective  
Rudimentary  
Superficial |
| 4-6  | This work is adequate.  
- The student outlines the ways in which the extract uses the identified film elements to create meaning. The work is more descriptive than analytical.  
- The student demonstrates some understanding of relevant film terminology. | Acceptable  
Reasonable  
Sufficient  
Standard  
Suitable  
Typical |
| 7-9  | This work is good.  
- The student explains the ways in which the extract uses the identified film elements to create meaning. The work is accurate.  
- The student demonstrates a clear understanding of relevant film terminology. | Competent  
Balanced  
Proficient  
Relevant  
Thoughtful |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Possible Characteristics</th>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
<td></td>
</tr>
</tbody>
</table>
| 1-2  | This work is limited.  
- The student demonstrates little or no understanding of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole. | Basic  
Incomplete  
Rudimentary  
Ineffective  
Superficial |
| 3-4  | This work is adequate.  
- The student demonstrates some understanding of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole, but this is underdeveloped. | Acceptable  
Reasonable  
Standard  
Sufficient  
Suitable  
Typical |
| 5-6  | This work is good.  
- The student demonstrates a clear and appropriate understanding of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole. | Competent  
Balanced  
Proficient  
Relevant  
Thoughtful |
| 7-8  | This work is excellent.  
- The student demonstrates an effective and highly appropriate understanding of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole. | Compelling  
Finessed  
Honed  
Insightful  
Mature  
Sophisticated |

Criteria C: Relationships within the text

<table>
<thead>
<tr>
<th>Mark</th>
<th>28-24</th>
<th>23-19</th>
<th>18-15</th>
<th>14-11</th>
<th>10-9</th>
<th>8-5</th>
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Textual Analysis

FINAL CHECKLIST

Do you have the following?

- Title
- Page numbers
- Word Count
- Size 12 font Double spaced
- Stated the extract including timecode (explained what happens in the sequence chosen)
- Sub headings (if appropriate)
- Images
  - Images labelled (MLA format with labels e.g. Fig.1)
  - Images referred to in the essay? E.g. in fig. 1 the close up...
- In-text citation of ALL sources (MLA, APA, Harvard)
- Bibliography / works cited (MLA, APA, Harvard)
  - Alphabetical order
  - Included YOUR CHOSEN FILM as well as other films.
  - Books
  - Articles
  - Videos/ Video Essays

- Criteria A:
  - Discussed the cultural contexts and themes within the film?
  - Used sources to add to the critical perspectives of the cultural context?
- Criteria B:
  - Clearly identify the film’s elements you will evaluate?
  - Used relevant film terminology consistently and effectively?
  - Gone beyond explaining film elements and evaluated them?
- Criteria C:
  - Discussed how cultural context and the film elements relate to each other?
  - Discussed how this links to the film as a whole (and other films if appropriate).

GOOD LUCK!