**Higher Media Assignment Exemplars – Planning phase part 2 – Content research**

**Exemplar 1**

I came up with the initial premise of my film right at the start of my assignment. I watched various similar comedic sketches on YouTube as my inspiration. One of my main inspirations was a comedy sketch by a channel named ‘Cyndago’ called The Ned Affair (https://www.youtube.com/watch?v=ciFHFjKdjtE). The particular style of video inspired aspects of my film; in the video there’s a chase sequence. That chase sequence inspired mine, specifically the music; I chose similar music to the video because it I think its best suited the action sequence. The music connotes action, suspense and it fits really well with the action genre. The music I chose to be featured in the chase sequence in the final cut of my film is action-like. At 3:03 in the video the characters are shown to be running down a corridor, this influenced my film as I made the decision to film part of the sequence in a similar corridor.

I watched another comedy sketch by Cyndago. The comedic sketch Hire my Ass inspired the first scene of my film. The first 2 minutes of the video takes place in an office with two characters. One of the characters looks similar to The Teacher featured in my film. The Employer character in Hire my Ass inspired the clothing of the Teacher. The setup of the office in the scene also inspired my first scene when I was coming up with the basic idea for my film. In the video I watched the two characters sit parallel from each other. I plan for the characters in my film to sit parallel from each other like in the sketch Hire my Ass.

I was also inspired by The Good, The Bad and The Ugly. Towards the end of my film I plan to feature a parody of the famous standoff scene from The Good, The Bad and The Ugly. In the early stages of my film I intended for the Teacher character in my film to die but I wanted to keep within the funny, comedic genre. I killed the teacher off in a funny, stupid manner during the standoff because I didn’t want to stray from the comedic genre of my film by being too serious. The Good, The Bad and The Ugly also influenced the music. At the beginning of my film I plan to use Western music similar to The Good, The Bad and The Ugly. Also during the final confrontation between my two characters ‘Ennio Morricone’, the iconic The Good, The Bad and The Ugly music will play. This could potentially be a problem as I didn’t want to use copyrighted music and the music itself is copyrighted however I don’t plan to monetise my film in anyway.

**Exemplar 2**

1. When trying to research what information and help was out there for people who had friends with Diabetes I found that what was available was very limited. Even official websites like Diabetes UK didn’t have anything to help friends. Most information was aimed at parents or other family members however one website ‘kidshealth.org’ *(*[*http://kidshealth.org/teen/your\_mind/friends/friend\_diabetes.html#*](http://kidshealth.org/teen/your_mind/friends/friend_diabetes.html)*)* did have a good article that gave information on what Diabetes is and what they can do to help a friend, it was specifically aimed at teenagers and helped give me the language/vocabulary– intelligent and mature but not filled with medical jargon- and tone that is usually put towards them. It didn’t have things not to say however and so this helped me realise that people are not told that some of the things they do can be hurtful and so made me make sure that my film would highlight it.

There were different videos on YouTube that followed my idea of things that you should not say; however, most of these were for people who knew parents of a Diabetic child and the things you shouldn’t say to them, (like this video; [*https://www.youtube.com/watch?v=LFIVVHQod5o*](https://www.youtube.com/watch?v=LFIVVHQod5o)*)* it was rare that one was aimed at what not to say to the Diabetic themselves. But when it was the audience was just people in general and there was little explanation of why they shouldn’t say these things nor any help in what they could do instead, (for example this video: <https://www.youtube.com/watch?v=Y2tzeWp_rvk> ). Because of this I wanted to give them alternatives as it isn’t always helpful just to be told what not to do without anything in its place.

Watching the videos made it clear to me that the film I was aiming to make was missing from the information outlets available and was a clear gap in the market. This meant that I had to make sure it was clear that it was aimed at the friends of a Diabetic. I planned to do this by adding that into the very starting introduction and title page. It also meant the tone would be lighter and the speaker would need to appear as friendly, approachable, and open.

Watching YouTubers helped me see the style, often those films would have neutral backgrounds instead of a room or other settings, because of this I was able to modify my setting so that it wasn’t specific making the process easier as the filming process was going to take place in school and no longer had to look like a distinctive environment like a bedroom which had been my original idea. However the aura of the films I watched were always casual and friendly even if the background was neutral, because of this I tried to make sure that even though the setting was blank it was still surrounded by light and some colours to achieve the same feel.

To begin with it had been my plan to have music in the background. However the videos I watched didn’t have music instead focusing on the person themselves. This made me see that music may have distracted the audience from what I was saying and so I changed my plans to not include any non-diegetic sound.

**Exemplar 3**

<https://www.youtube.com/watch?v=si2MNuy5cDA>

I watched the short fantasy film, “The Seraphim Prophecies”to gain an insight into how a fantasy short film would start. The short film proved to be very beneficial to me as it started with, what the audience presumed, was a very normal setting. This reflects my own idea as in the opening scene a girl is doing her work in a classroom and in the opening scene of this short film , a girl is sitting outside doing her work. The scene is then interrupted to show that this is not going to be set in our world, again this puts into place the idea that I had of there being a disruption in the opening scene that shows that the film is going to be set in a world parallel to our own. The actress in the short film is very adventurous and daring and is close to my age so I feel I can relate to her. The protagonist in my short film is going to be around the age of my target audience, 15-18 y/o, so that my audience can relate to them. Because there are more females that know of the musical than men, I am going to make my protagonist a female, again so that the audience can relate to her.

<https://www.youtube.com/watch?v=bncjYt0hmdM>

I watched the short dark comedy film “spilled milk” to see what type of humour a dark comedy has. The short film had a very serious undertone of murder yet it was made light hearted and humorous as it all revolved around a husband trying to find milk for his wife. This to me shows that in order for me to create a dark comedy, I must have quite a serious undertone with a light-hearted way of presenting it. The film opens with a wife telling her husband to go and get some milk. Although this is a normal scenario, it is made almost abnormal by the dialect and tone in the actor’s voices. This contracts from a fantasy film opening as a fantasy film tends to open with a normal everyday scene whereas this dark comedy opens with a slightly abnormal everyday scene. In the film I intend to create I would like to open my film the way a fantasy film tends to open, I will do this by creating a very normal and everyday setting.

<https://www.youtube.com/watch?v=KROYZfSaf38>

This short scene from the film “inkheart” shows one of the characters that have entered into our world from being read out of a book. He does not believe it has happened and is in denial that it is real. This gives me a suggestion of how I can go about showing one of my characters feelings. I could make one of the characters that have been brought to life very confused and scared throughout or I could make this confusion brief.

<https://www.youtube.com/watch?v=EsV2Z_il_L4>

I watched a trailer for the film “inkheart”. The film is a fantasy with some occasional humour throughout. The trailer shows that the film is about characters from different novels coming to life, only in this film it is the readers who possess this magical ability to read characters out. Although there is darkness portrayed throughout the trailer, it is clear that the characters that have entered the world are to be taken very seriously creating a dark tone to the film. This serious character is something I am looking into for Kashoggi , although I would like him to be taken a little seriously, i would still like him to represent a light-hearted evil.

**Exemplar 4**

1. For my content research I looked into two main areas, music videos which have already been made which represent or include people who are members of the lgbtq community, and then I also looked at music videos that used stop motion. I found a music video by Melanie Barker called “Circles” which used stop motion and herself. I liked her idea of using a person as this makes things seem realistic, but then she incorporated some unrealistic things using paper tigers and other props. This gave me the idea to use people to tell a story which could be true, but then use props such as paper stars and planets to create an unrealistic yet interesting feel to my video. In this music video she uses a very bright background which goes with the upbeat song, the colour of the background makes the video very happy and positive. However, as I want a slightly sad feel to my video this helped me decide to use a dark coloured background.

This video doesn’t follow a narrative structure as it doesn’t tell a story, showing her singing and focusing on the song more than actually telling a story through the video.

<https://www.youtube.com/watch?v=59rPbVTZbO4>

“I choose you” by Sara Bareilles was one of the videos I looked into which represented the lgbtq community. This was also the video which made me want to represent the two girls in the same way I would represent a boy and a girl. Sara Bareilles helps two people propose to their partners, one a man proposing to a girl and the other a girl to a girl. But throughout the whole video she treats both couples the same way. She does this by having the same enthusiasm while helping both couples, and follows both couples in the same manner, showing photos of them and telling their stories. I liked this idea as I don’t see a reason why either couple should be treated differently.

The narrative of this video follows the Todorovian structure; we see the equilibrium of two unmarried couples, followed by the disruption of Sara Barellies asking to assist with the proposals, the recognition is when they begin to plan the proposal, with the repair of the proposal happening, which all lead to the new equilibrium of two newly engaged couples.

<https://www.youtube.com/watch?v=xjE5D9cHiOk>

The music video “Her Lover“ by Ally & Stevie, a mashup of "Rhiannon" and "Dreams" originally by Fleetwood Mac, shows two girls who are obviously together in at least a sexual way. But throughout the video we see shots of not only the two girls getting along, but also ones where they are arguing or away from each other and looking angry or distressed. I liked this idea of showing both sides to the relationship, as things aren’t always like a fairytale and completely, fully, happy. I wanted to incorporate this into my music video, especially since the lyrics of my song suggested that love isn’t all it seems. This is why I decided to include a scene where the two girls are arguing with each other, and scenes where they leave each other, but then also include scene where they are showing each other affection, like the kiss at the end. The music video “Her Lover” was also quite full on with scenes implying sex and wouldn’t really be suitable for younger viewers. Since I want my music video to be appropriate for younger and older audiences I knew that I definitely wouldn’t be following any of the other ideas in this video.

<https://www.youtube.com/watch?v=QHZCGBJ1xDU&index=8&list=PLIts0bYa2aM8OgqeTEzSIDN7Y7W9al0Es>

**Exemplar 5**

I found the short film “You Look Disgusting” very effective as it used very strong and powerful music which I believe created an atmosphere that was sad and lonely. I am going to use similar music in my short film to create an atmosphere that will show how important the message is. I believe that strong music will make the message of the film more powerful as it has done in this short film. I also found the scene where the girl is surrounded by hurtful comments very effective. This has given me inspiration to put hurtful comments and words on my character’s clothes as she walks down the corridor. I believed the words were very effective in this short film as they made you realise how hurtful the things you can say are. I am going to use this as I think it shows the point that hurtful comments stick and I believe putting the words on my characters clothes instead of just behind her will make the point even more powerful. There is a dull colour in the background of this short film throughout which I think creates a sad and dull atmosphere showing that bullying creates a dark life for the victims of it. I am going to use dull lighting in my film to create a similar atmosphere which will again strengthen my point about cyber bullying.

<https://www.youtube.com/watch?v=WWTRwj9t-vU>

In the public information film “End Cyber bullying 2015 | Official (ETCB) End to Cyber Bullying Organization” there are lots of facts, definitions and consequences of cyber bullying. After seeing this and doing my audience research I have decided to put facts throughout my film that will again strengthen the argument that bullying has major consequences. However they have a spokesperson saying their facts, I am going to do this differently and have the facts written on the screen as I thinking seeing the figures is more shocking as in the short film “Bullying is NOT Okay” they have the figures written on the screen in bold and large letters which makes it stand out. In one scene the fact is split up and they have the figure on the screen by itself which makes it really strong and bold. I think this strengthens the point as it is more shocking and this is how I would like to put facts into my film. In between the facts in this film there are black spaces where it fades to the next fact which give you time for the facts to sink in which is very powerful. I am going to cross-cut between the girl walking down the corridor and the facts which will give the audience time for the fact to sink in while they see the powerful image of the girl with hurtful comment on her clothes which I think will make it more effective and allow the audience to understand how important the topic of bullying is.

<https://www.youtube.com/watch?v=qGjLWpak60E>

<https://www.youtube.com/watch?v=bfT2qqrqzgo>

I watched a short film “Cyber Bullying Facts” which I believe isn’t as effective. It uses animation which I believe isn’t as effective as I believe using a live person makes it feel more real and shows it could happen to anyone and anytime. Through this research I have decided to use a live girl to make my film more effective.

<https://www.youtube.com/results?search_query=cyberbullying+videos+with+facts>

**Exemplar 6**

I watched several short action/comedy sketches for research. I noticed a variety of recurring techniques that I want to include in my film. For example short films such as “Sniper Pug,” “Christmas Demolition,” and “Salon Shootout,” there featured numerous action sequences. Whenever a character engaged another character in a close fight there were a large number of quick cuts. There were also times when the camera came very close to the participants of the fights which created a claustrophobic, tense atmosphere. This added gravity to the scene and brought the audience closer into the film. I liked the effect and decided to emulate it at least once in my film. I plan on the fight scene with the antagonists’ right hand man to contain this.

The protagonists in these films were represented as dispassionate forces of nature who could tear through large numbers of opponents with ease. They rarely showed emotion whilst dealing with their enemies’ henchmen. This also created the impression that the nameless henchmen were beneath the protagonist which seemed like a good way to get across the action hero persona I wanted. This is why I have added this into my film. In the corridor scene the protagonist will fight his way through 4-5 henchmen seamlessly and appear untouchable. There will be a moment when a henchman tackles him but the protagonist will quickly shrug him off.

The comedy in “Sniper Pug” and “Christmas Demolition” was created by the absurd situations. Whether it was a lone hero fighting his way through hordes of elves to get to Santa or a black ops team supported by a pug with a sniper rifle. I liked this as it meant the action didn’t have to stop in order for humour to be created. This heavily influenced the climactic battle in my film in which the protagonist grapples with a boxer named Gertrude.

I noticed that most of the short films I watched revolved around one space, a sort of fighting arena. Although this worked fairly effectively to commit the audience to the plot I decided against pursuing this tactic as I felt it would be difficult to differentiate the action sequences. This is why I will make a large part of the film follow the protagonist walking down a corridor. This gives a sense of journey and gets the audience to be more invested in the protagonists’ end goal as they want to find out what it is. However I did like the way the non-changing environment created a closer bond between protagonist and antagonist and thought this would be emphasised by the protagonists’ initial journey, which is why the final battle takes place in one room.