**Creative Intentions Exemplars**

**Example 1:**

I produced the concept of my film with the Todorovian Structure in mind. My film fits into the Todorovian Narrative perfectly. The Student and teacher are in the same classroom working on separate things (Equilibrium), the student notices the teachers USB drive (Disruption), the student distracts the teacher and steals the USB stick when he’s not looking (Recognition of disruption) and a chase ensues. The teacher is wounded in a short but intense gunfight with the student. After the gunfight they meet again where the teacher challenges the student to a standoff (attempt to repair the equilibrium). A few seconds before the standoff begins the teacher is distracted and the student then uses the opportunity to shoot him, the student then proceeds to go back to the classroom to access to USB stick, discovers what’s on the stick and the film ends (New equilibrium).

The reason I decided to use the Todorovian structure is because it’s relatively simple to follow. I produced my film with a Mainstream audience in mind. The action is aimed more towards a younger male audience ranging from 10–30+. I intend to achieve this through the use of guns and make the ways my characters interact with each other serious and confrontational. To further simplify my film I intent to produce it without any of the characters speaking so it can appeal to a much wider audience other than specifically a mainstream, English-speaking audience.

In my film I intend the lighting during certain scenes to create a certain mood. Throughout the first few scenes the lighting is dim which will help add to the action, serious tone of my film. Near the end of the film the characters confront each other outside, the lighting will be dark orange and gloomy to emphasise the serious tone of the scene. To build on the serious tone the characters will be blankly staring at each other from a distance. I also plan to digitally edit the last scene to make the scenes lighting seem darker to make the scene seem more serious.

**Mise-en-scene**

I want to create a school like theme for my film. I will make my actors wear simple school clothing to create and reinforce the school atmosphere. The student wears a basic school uniform: jumper, black trousers, shirt, tie, black trainers, etc. The teacher’s clothes will be similar; he wears a shirt, tie, black trousers, a fedora, glasses and trainers. The teacher wears a hat and glasses to give him a sinister, villain-like look so my audience can identify he’s the film’s antagonist.

I want my intended audience to know right from the beginning that the Teacher is the villain. I will create the Teacher’s representation through his expressions, actions and his clothing. His expression during my film will be fed up, angry and smug, portraying him as a nasty, villainous character. His actions will reinforce this, for example when the Student character steal the Teacher’s USB he will become enraged, pushing stuff of his desk and chasing after the student with a gun. The Teacher wears a hat and glasses. The hat and glasses together make the teacher seem mysterious and elusive. They also will make him look sinister and intimidating when he is starring at the Student character in my film.

 The Student character in my film will be the hero. I want to represent him through his expressions, actions and his clothing too. The Student expression in the first part of my film will make him look somewhat inferior to the Teacher. For example when the Teacher looks up at the Student and notices the Teacher is looking at him he’ll look straight back down with a worried expression to show he’s intimidated by the Teacher. Later on in my film during the standoff scene I plan to film the Student running around a corner where he’ll come face to face with the Teacher. His expression will be somewhat surprised yet calm showing he’s ready to challenge him.

The setting for the majority of my film will be filmed in a school building. The particular classroom I picked is ideal as it’s not being used and I can move props and furniture around as I please. The corridors I’ve picked to film in are relatively quiet most of the time which is ideal for my film. The school grounds outside are quiet as well which really helps when it comes to filming as there are little to no distractions. Although I have where I want to film in mind I need to ask permission.

I plan to use few props in my film. The Student and the Teacher will use fake guns throughout the film. When the guns are eventually used my audience will be able to identify the genre of my film as I intentionally don’t reveal my films genre until that point. They also add to the action aspect of my film. They surprise my audience as they wouldn’t suspect a Teacher and a Student have a gun little alone engaging in a gun battle.

I plan for my characters body language to be quite specific. The Student in the opening scene will be quite relaxed where as the Teachers will be quite slumped as if he’s fed up and annoyed. The student body language will remain more or less the same but later on in my film the Teacher’s body language will become tenser. I want my audience to see my characters specific ways. This will potentially be difficult as there will be no speaking in my film whatsoever so I plan to use body language to help represent what my characters are like, for example the Student being slouched, he’s lazy, bored and tired. The teacher leaning his head against his fist, he’s fed up, angry, he can’t wait for the day to be over.

**Example 2**

Creative Intentions

Narrative

I am going to use a basic todorovian structure in my short film to get my audiences engaged in the film. I will begin with a state of equilibrium where a girl will begin living her day to day life in school. When she gets home there will be a disruption of the equilibrium when she starts to get horrible messages. There is recognition of the disruption when the girl is walking through the corridor with horrible messages written on her clothes. The attempt to repair will then happen when the girl goes to her guidance department to try to get help and the equilibrium will be reinstated when she walks out of the school in the same way she did in the first scene and she is happier again.

The action codes will be when the girl gets the first message on her phone which is the start of the cyber bullying. Another action code will be at the end when she goes to guidance to sort the bullying out. This code will be used so that people who are being bullied realise that they need to get help for it to stop.

I am also going to use enigma codes. The enigma is that the audience are left wondering why this girl is being bullied and what she has done to deserve this. However the film will not tell us why the girl is being bullied as many people aren’t bullied for a specific reason so by not showing who is bullying the girl and why this is shown to the audience.

Language

**Camera angles-** At the beginning of the film the camera will have a long shot of the two girls from face on walking out the school. The camera will then follow one of the girls as she walks out of the school gates .This will establish to the audience the equilibrium and how this girl goes about her everyday life and that she is the main character in this short film. When we are in the girl’s room there will be a medium shot of her sitting on her bed we will then close in on her to see she looks upset. There will then be a close up of her phone so that we can her all the hurtful comments that people have sent her to establish that the girl is being bullied and this will be the disruption of the equilibrium. The camera will then fade to black and we will see the girl walking into school as she walks through the corridor we will see her from the front walking towards the camera from low angles and eye level to see the comments written on her clothes this will show that bullying isn’t something that just goes away and by following the girl from the front we will be able to see her emotions and this will then be the recognition of the equilibrium. When she goes to the guidance base the camera will be from her point of view so that we can see the guidance sign and show to the audience that if they are being bullied them should find help and not just keep it to themselves.

**Music-** I am going to use music that is upsetting and fights against bullying throughout the film to make it more hard- hitting. I want to use dramatic music so the audience realise how serious an issue this is. I am going to use music to create the right atmosphere that I want as in the survey I did with my class 100% said that music creates an atmosphere in a short film. I believe using music will make my audience more engaged in the film and listen to the message more.

**Costumes-** The girl who is being bullied will be wearing a top that has hurtful comments on it throughout one half of the film. This will show that bullying sticks in people’s minds showing people the consequences of bullying.

**Lighting-** I am planning to use dull lighting when the girl is walking through the corridor with all the words written on her which will create the sad and powerful atmosphere that I am looking for. This will emphasise the argument that cyber bullying is something that hurts a lot of people; I believe using dull lighting will show this and make my point stronger.

Representation

My representation is the film will create the ideology that bullying is hurtful and wrong... I am representing this through costume. I will be putting comments on to a girls top and as she walks through the corridor we see these hurtful comments such as ugly and weird. This is showing that bullying isn’t just words but is something that can stay in people’s minds and not go away. I will also represent this through using facts to show the audience how common bullying is and that many people are affected by this. The ideologies I want to put across in this film is that bullying is always wrong and we need to work together to get rid of it.

Preferred reading

My preferred reading of my short film is for teenagers to learn that bullying is a bad thing and has consequences. I want them to learn that bullying is something that people remembers for their life and that there can be serious consequences of bullying. I also want them to understand how common it is.

**Example 3**

1. As my film is not fiction it does not follow a narrative structure such as the Torodov’s structure which would need clear disruption of the equilibrium and a new equilibrium for the conclusion. My film can be thought of as three short parts; an introduction, what not to do and then what to do. The introduction will be used to explain what Diabetes (type 1) is and give details of my own experiences. I felt this was an important thing to do as it would catch the viewer’s interest and start to show Diabetics as normal people. The dos and don’ts will be in an example and explain format as this is the most efficient way to put across the level of information I would like. It is important to me that one of the don’ts is some of the things people say that can be hurtful such as “what did you do to yourself to get Diabetes” as sometimes people don’t understand what that can mean to someone. On the other hand it was also clear that alternatives were needed so that the film had balance. I felt that one of the important things a friend can do to help is learn a little about Diabetes so that they can understand a little more about what their friend is going through.

There are two main representations in my film; teenagers and Diabetics. Teenagers will be represented via the speakers who ask questions. I want to highlight that when they say these things it is not smart or funny for the person they are talking to but instead have the potential to be rude and hurtful. This will follow the ideology that teenagers do not in fact know everything but that that is alright. It will be shown by gently correcting their assumptions and answering their questions. The main (and most important) ideology that I wanted to show when representing Diabetics was the idea that they were the same as their non-diabetic friends. Diabetics are going to be shown through the main speaker as in my target survey someone felt that they would learn best from someone who actually has Diabetes. The film will show this representation by having them dress the same as the other people in the film; in the group shots they should all be shown in school uniform with no obvious differences in the way they move, talk or interact with the other people. They should also act the same when being with other people and appear natural on screen. I want to represent what they have to go through by delivering the bad questions in a way that shows how exasperating they can be.

By the end of my film I would like my audiences to have gained knowledge about what Diabetes is and what they can do to help those they know that may have it. I hope that they will begin to comprehend that their Diabetic friend/family member is just the same as they were pre-diagnosis.

A theme I would like to portray is that of acceptance and friendship as this film will be focused on maintaining a friendship throughout a change in their lives. This will be shown via the do’s as one of the focuses on those is to stay a friend. I have planned to put that at the end so that it is the part the audience is most likely to remember.

Editing will be very important for my creative intentions as to have my film working well the editing will need to be comprehensive and smooth so that the audience has no problem following it. The lighting should be natural suiting to the YouTube style and interior placement so that it appears light and warm so that the film doesn’t come across as too serious. The camera work will be stationary as it will cut from scene to scene rather than following people across a movement. The majority of framing will be in a medium shot to capture just what is needed but a few shots will be wide to create wider detail. This is to show some contrast in shots so that it does not become dull but also allow me to have people as a group. There will be both diegetic and non-diegetic sound in my film as I will have the people speaking but I also hope to get permission to use some upbeat music in the background so that I can keep the tone light. The body language will be key to the mise-en-scene as at different points the Diabetic’s body language will show the effect of being left out as they will appear closed in on themselves and shifting uncomfortably.

**Example 4**

My Creative Intentions:

In my trailer I wanted to use the Todorovian structure for my narrative. To do this my trailer will start off with my equilibrium of 3 friends sitting in school together just chatting. Everything seems fine and normal and nothing seemed out of place or weird. However, the disruption will come when another character walks into the room and asks them if they want to watch a scary film with them. Unknowing of the consequences, they say yes. They begin to watch the film but decide that they do not like it and do not want to watch it anymore so two of them leave. This is where we will see the recognition of the disruption as we see the character getting very angry. The character begins to dress in a long cloak and a mask which appears very scary to the viewers as we cannot see his identity at all. He begins by killing the female character that stayed in the room and fell asleep instead of leaving. The attempt to repair the disruption will come when the other female character comes back into the room and sees the killer standing over the dead body. She will then run out of the room and finds her friend. She will tell them their friend has been killed and that they need to get out of here but as they are trying, the killer strikes again and kills the second female character. There will be no new equilibrium in the trailer as that is what leaves the audience wanting to see the film as they want to know what happens to the rest of the characters. Throughout the film I will create a few enigmas to keep the audience on their feet and keep them guessing. For example, why is this student so angry that they don’t like the movie? What is he going to do to them? Will any of them survive? There will be a few representations in my trailer. For example we will have the typical students sitting in school having a laugh with each other, they are all very normal. Then we will have our typical killer with the long black cloak and a mask on totally hiding his identity. These are the usual things you would see in a teen horror trailer as this is what the audience wants to see as they feel like they can be part of the film as the characters are very similar to themselves so this is why I decided that I am going to use this. In my trailer I plan to use effective camera work and sound to entertain my audience. For example, in the disruption sequence I plan to use loud eerie sounds in the background to add tension and raise enigmas about what is going to happen; e.g. why is he so angry? What is he going to do?

For camera work I plan to use medium shots which allow the viewers to take in all the surroundings between the characters.

**Example 5**

Creative Intentions

The narrative in my film will loosely follow the structure set out by Noel Carroll in his essay ‘The Philosophy of Horror’. Similar to the Todorovian Theory of Narrative Carroll’s structure says that horror films generally go through 3 separate stages. The first stage, the ‘onset’ stage, is where the order of the film’s universe is disrupted, usually by the story’s monster or antagonist. The next stage is the ‘discovery’ stage, where the characters discover that the normal order has been disrupted and usually what caused the disruption. The final stage is the ‘disruption’ stage in which the characters destroy the source of the disruption, which then brings back the original order, although as my film is only a small part of a film, it will not follow the entire structure as the rest of the full length film will complete the theory; however the second stage can be applied, as we, the audience, discover the monster of the story, the white masked killer as he walks towards the camera. The first stage can be loosely applied as well because the film opens with the main character running through the woods, which suggests that a disruption has happened. Throughout my film there will be a variety of narrative codes, specifically enigmas. My film will be made up of several enigmas such as what the character is running from and the identity of the killer, however all the enigmas won’t be resolved it is only supposed to be a segment of a larger film. I also intend to use a variety of horror movie conventions such a jump scares and long continuous suspense building shots, such as the scene where the killer slowly walks toward the camera to relate more with and to make the film more appealing to horror movie fans.

The majority of, if not all of, my film will be shot in a forest and I intend to use the location’s general eerie atmosphere, natural lighting and sound and to add to both the realism of the film and the creepy atmosphere, although I may use some lighting techniques and add some sounds or background music, as incoherent whispers and eerie music, to the scenes after filming. I decided to make the setting in the forests as it a common setting for horror film, such as *Friday the 13th* I will make the start of the film slightly tense with the main character running away from something to shot with ragged breaths in the background, and I will intersect that shot with shots of a masked person passing by the character passing by the camera in different angles. I choose to shot the film in this way as I intend to make the two already unsettling scenes even more alarming, by suggesting that the killer is in pursuit of the protagonist. I won’t have many representations of the characters shown in the film, mainly due to the found footage format and also because the antagonist will never be shown in any real detail as he will be wearing a mask the entire time he is on camera, however there will be some smaller representations portrayed through body language and costumes, for example the killer will be represented as a sinister and mysterious character through his predominately black costume. I choose to have the killer’s representation told through his costume and to have the character have no dialogue to further add to his mysterious nature.

**Example 6**

**Creative Intentions:**

*Narrative*

I intend for my film to loosely follow the Todorovian narrative structure as this is a well known narrative structure that the audience will recognise. The state of equilibrium at the outset will be a girl doing her work in a classroom-like setting. I chose this to be the equilibrium as it relates to my own everyday school life, those of my age group will therefore relate to this recognisable setting as well. Having the equilibrium at the outset relate so much to the world we live in today will highlight the disruption and make it more shocking to the audience and will create a bigger impact. The disruption of the equilibrium will occur when characters from the WWRY script magically begin to appear in this everyday scene and setting of a classroom. I chose this to be the disruption as it brings an element of humour and dramatic effect to the narrative so will attract its audience and keep them hooked. However, I have to be careful that I do not make it too humorous as I do not want it to distract from the mysterious feel of a fantasy style film that I am also aiming for. The recognition that there has been a disruption will be shown when the gaga girl stops in her tracks, thus showing that something is not right/ abnormal about this scene. There will be an attempt to repair the disruption when the protagonist seeks help from a teacher. A pupil will usually seek help from a teacher if they are stuck with something or need help, the audience will therefore recognise that the girl is trying to repair the disruption. The reinstatement of the equilibrium will be when everything appears to be back to normal in the final scene but then there is a plot twist and Killer Queen is revealed lingering in the shadows. This will create a cliff hanger, entertaining the audience and providing them with many enigmatic codes.

I intend for my film to raise many enigma codes, this is to entertain the audience and keep the audience guessing, it also creates an element of surprise. The Enigmas i intend to create are as follows: what is in the drawer? Why are the teachers so afraid? What is so special about this script? And what happens next?

The purpose of the enigmas present throughout my film is to hook the audience and fulfil my films purpose, to entertain.

**Language**

The camera angle I think l will use most is close ups to capture people’s reactions and to draw attention to certain objects. I would like the characters that come out of the script to be in full costume: Kashogi with White hair and a long leather jacket with sunglasses, Killer Queen with intense dark makeup and the gaga girl with a brightly coloured wig and white clothing, perhaps a too too. I am aiming for the beginning of my film to portray a laid back environment not a typical working environment usually associated with a school. I hope to achieve this by my use of setting and lighting, therefore the first scene will be set in a classroom like setting with no other pupils or teachers present, perhaps in a small room within in the school. The effect of there being no one else present will connect the viewer with the protagonist and will allow the viewer to see things from the protagonist’s point of view. The lighting will be slightly dimmed, emphasising the underlying mysterious tone. I also hope to create a very magical feel to the film by using effects to make the key glisten and shine and also using effects to show the girl being blown aback when she opens the script and to show the characters fading back into the script. I aim to make the script look old and worn by using tea to create an old decomposing look , with lots of dust like powders on top of the script so that she can be seen blowing it off- highlighting how long the script has been hidden away and giving the audience a sense of how old it is.

When appropriate, I would like to incorporate songs from the musical into my film. I think that having a character sing part of a song will really bring forth the comedy side of my film and would be a great way to introduce a character into the film. I think this would be a good introduction for the GaGa girl as the character is a bold one (which will be brought forth by her bright outfit and wig). The song I would get the GaGa girl to sing would be radio GaGa as it is sung by the GaGa girls in the musical so therefore, I think, will bring some humour to the plot. When the girl leaves the school I think that ‘Another one Bites the Dust’ would be a perfect outro as it is a song sung by killer queen herself, so rounds off the dark comedy feel I hope to have created with my film. Also as I am aiming for killer queen to be lingering in the shadows at the end of the film, I think that this is a perfect song to emphasise the cliff hanger at the end as the ending will be inconclusive with only killer queens face and this song playing. This will emphasise the enigma of what happens next and will leave the audience wanting more.

**Representations**

I would like the representation of my characters in the film to be as realistic as possible. I hope to achieve this by my use of costumes. I am going to write the script to make the actors have the same characteristics and personality as the character they are playing and am going to make their makeup and costume design the same as the characters in the script, to do this I will research live performances .

Killer Queen will be seen wearing Dark makeup, a black outfit and will have a shadowed face – representing a bigger evil. The Gaga Girl will be seen with a Bright Wig, Bright makeup and will hold the same characteristics as the characters she represents. She will represent a much more controlled character which will be shown when she stops speaking and moving when she finishes reciting the line the girl just read, thus making her out to be a synthetic/robotic type character.

I would like the setting at the outset of the film to reflect a very normal everyday scene which will represent everyday life in today’s society and schools. A classroom like setting will be ideal in creating this representation as my target audience are those of 15-18 years old, meaning that many of them will still be in school so will therefore be accustom to the setting of a classroom and will recognise it as an everyday environment. As the film proceeds the setting will move away from this normal/ everyday scene and will move into a more mysterious and abnormal setting, creating a parallel world. Although, the setting itself may not change but what happens in the setting will, such as the characters that appear there. I think that this would create a more realistic feel to my film and would keep the audience hooked as it reflects so much of our society today so will be even more surprising to the audience.