**Institutional Context Research Exemplars**

Example 1:

Institutional Context Research

I had a few internal institutional factors that changed my short film. One was that I have no budget which caused a few problems. For example I have no money to buy props, costumes and resources. Because of this I have planned to write hurtful comments on a t-shirt instead of printing it which will make the quality of the finish of my film less than what I would like. Another problem I have is that I have limited time to use the resources available to me as I am planning on filming mostly in school which means I will have to share resources due to this I have planned to film parts of my film at home as I have resources there too. I have also looked into how I want to edit my film and I have planned to edit mostly on IMOVIE on the IPAD before putting the film onto the Mac where I will do some more sophisticated editing such as adding music. I had to check if I could add facts in-between the shots of the girl walking down the corridor. To find this out I spoke with someone who is experienced in IMOVIE, I found out I could do this and plan to practice editing before I begin to film to make sure I understand how to edit properly. To solve the problem of sharing resources I am going to use my own ipad so that I can film whenever I want during my free periods, this will also solve the problem of limited time as I will have more time to film outside of class.

Through my research into BBFC classifications I have decided to make my short film a 12/12A. In the BBFC classification guidelines of 2014 it say that for a 12/12A “There may be moderate language. Strong language maybe permitted, depending on the manner in which it is used, who is using the language, its frequency within the work as a whole and any special contextual justification.” After researching this I have decided to still use some of the language I was going to use in my film as I believe it does have a special contextual justification as these words will show the audience that bullying does go to the extent of some of these words such as slut and slag. However I am going to remove some of the words I was going to use due to the fact that I believe the language would be too strong for this age range such as bitch. The BBFC also says “Aggressive discriminatory language (for example homophobic or racist terms) is unlikely to be passed at 12A or 12 unless it is clearly condemned.” Due to this I have changed my planning to have no racist or homophobic terms. <http://www.bbfc.co.uk/what-classification/12a-and-12>

I have researched into the ASA to look how I would have to portray my actors. I was worried about some of the things children cannot do but I have found that children in the ASA are under 16 and the actress I am going to use is over 16 so I have been able to continue planning my film in the way I wanted to. Ruling 5.4 in the ASA rules of children says “Advertisements must not condone or encourage bullying.” Due to this I have to make sure that my short film shows bullying as wrong and doesn’t make it seem like something that is acceptable to do. [https://www.cap.org.uk/Advertising Codes/Broadcast/CodeItem.aspx?cscid={d2bcc9e5-79e5-408a-8db4-8f1eebc49707}#.VnEmDdLNzcs](https://www.cap.org.uk/Advertising%20Codes/Broadcast/CodeItem.aspx?cscid=%7bd2bcc9e5-79e5-408a-8db4-8f1eebc49707%7d#.VnEmDdLNzcs)

 I have also looked into copyright laws about music and have decided that I am going to use copyright free music that I can credit in my short film due to the limited time I have.

**Example 2**

1. For my short film, I wanted to have professional actors and actresses but the fact I have a budget of £0, I have to use two people from my Higher Media class and I am restricted to where I can film as I don’t have any money to hire out places so the school and in my own time is my only options. This affected my planning as using school pupils outside of school I had to co-ordinate when we would plan to film. I want to film outside so that it looks like a real life situation but it has to depend on the weather therefore it might snow and I might not be able to film with my product in school. The time we have for the film should be enough to finish but if some of your cast is absent then you have to arrange another time to finish it off. For my film I had to make sure that when I was filming specific scenes, I would inform the teachers that I was going to be filming near their classroom so that I am not disturbing them. For one scene I am filming outside in a car that is out of the school grounds therefore I have to ask my teacher to have permission to do this. I would also have to ask if it was fine to use the person’s car.

My experience of being a film maker was challenging as I had a certain date for my finished product to be in for. While some of my actors and actresses were absent this was hard to work around as I needed them for filming all the time. I thought it was also challenging as it was hard to get my actors and actresses to act serious as if they didn’t it would not create the serious tone. It was also hard to film in places such as the school corridors as I didn’t want any interruptions and I didn’t want to disturb the teachers therefore this meant I had to ask for permission if it was fine to film there.

The BBFC says ‘’At 15 there is no upper limit on the number of uses of strong language (e.g. ‘f\*\*\*’). Occasionally there may be uses of the strongest terms (e.g. 'c\*\*\*'), depending on the manner in which they are used, who is using the language, its frequency and any special contextual justification. However, continued or aggressive use will not normally be passed 15’’. It is important I have strong language in my film as I want to show how serious and intense Domestic Violence is. I also want to have strong violence to some extent in my film. The BBFC says ‘’ Yes, at 15 violence may be strong. It should not dwell on the infliction of pain or injury, however, and the strongest gory images are unlikely to be acceptable.
Strong sadistic violence is also unlikely to be acceptable.’’ It is important I have strong violence so that my audience can have a realistic portrayal of it. However, if I want to show my film I need to show it to a mature audience because it contains scenes of strong language, violence and mature themes. This affected my planning as I have strong language in some of my scenes therefore I have to follow a set of guidelines to have my film rated 15 certificate. The copyright law will not affect my choice of music because the music is in iMovie as a sound effect. The healthy and safety law constraints I have to go through are me being responsible for any accidents that could happen while filming. I will have one particular scene that deals with one of my characters attacking another character through the use of strong violence therefore; I have to be careful that when practicing this I need to make sure no one gets hurt during this scene.

**Example 3**

**Institutional Context Research**

External Institutions

The first thing I wanted to consider was age rating. As my audience consists of 13-16 year olds an age rating of 15 or older would not be suitable and would restrict the audience my film could appeal to. I decided to go for a 12 rating as my film does have scenes of violence. To keep it from being a 15 or over there are no graphic practical effects like fake blood and foul language will not be present in the film. It is very difficult for an action movie to get a rating of PG or U and if I tried for these certificates I would have to heavily restrict my films action. These ratings could also dissuade some of my audience as it would cause them to think the film is for a younger audience than them. BBFC guidelines are opposed to films that are rated 12 glorifying weapons that are accessible to young people. I was always planning for my main character to use a gun but for variety’s sake I was considering giving some of the henchmen baseball bats or other standard weapons. However the BBFCs’ guidelines led me to equip them with fake guns. One of the main antagonists will use boxing gloves but this is justified by context with regard to the BBFCs’ rules. The context being an attempt at humour based on the boxers attire.

I have also considered copyright law. I cannot use any piece of music that a person or an organisation hold the right to without obtaining either a publishing licence or a recording licence. These people would also be able to claim royalties if I used their music. Because of my limitations in both budget and time (see “Internal Institutions”) there is no possibility of my film containing copyrighted music. However, as music is critical in creating a thrilling tone and is a necessary part of any good action movie I have decided to make use of the music provided by the IMac that I will be using to edit my film. This music is free to use at the filmmakers discretion which means no license is needed.

Health and safety factored into my decisions during my storyboard. In one particular scene my protagonist will throw someone through a doorway. In accordance with health and safety laws all measures must be taken to reduce risk of injury. Therefore, I plan to have a crash mat on the other side of the doorway and will place the camera in a position where said mat cannot be seen. I was originally planning for the fight to be quick and for the throw to be fast and seamless but this could lead to injury and so my protagonist will take longer whilst throwing the henchman in order to reduce risk. Whenever a character is shot I plan for them to just slump against the wall instead of falling over in order to prevent fall damage. In the final fight scene I plan to use camera trickery to create the effects needed which means the actors will not have to strive to make their fight seem real which could lead to bodily harm.

Internal Institutions

There were several limitations I had to consider during my planning phase. I had no budget and therefore all my props had to be borrowed from friends and from the school. This helped lead to my decision of making the film a comedy as it is hard to take a film seriously if the protagonist uses a bright yellow fake gun with orange polystyrene bullets. However, this has also been a boon as knowing what props were available to me helped me with decisions to do with the film, such as the outfits of both major villains. When coming up with their attire I centred my thoughts around what apparel I could borrow from those I knew.

My film must be complete within 2-3 months. I will have some time during class but otherwise I have to film during my own time. Because of this I don’t plan on making the film particularly long and it will only contain three scenes. This also helped to influence the plot of the film, its narrative will be a simple Todorovian storyline as this will be the quickest way to do it because I will be able to film the scenes in chronological order. This will give me more time to edit the film which, as it is an action movie with a number of fight scenes, will take longer than the actual filming.

My film is intended to entertain. None of my own ideologies will be present in the film, all my decisions are based on how likely each aspect of the film will entertain my audience. This is why all of the characters in the film will be standard action movie archetypes, the faceless henchmen, the unstoppable hero, the sneering villain and the ‘brawn-over-brain’ right hand man. These archetypes leave little scope for personal opinion to shine through as they will be represented in a way that these types of characters have been represented many times before.

**Example 4**

**Institutional context research**

When making my trailer in school, I will have no budget. This means that I will be unable to buy props, costumes or suitable setting details. Because I have no budget I will have to make do with the schools resources or our own resources and use what I can. For example, the costumes that the characters will wear will be either from the schools media department where they have a few things that we can use to make our villain look scary, or will be from our own homes as my characters just wore their own clothes from home. Also, the fact that we will have no money to get a good location means that we will have to make do with the film therefore I will have to film my movie in the scariest parts of the school like the old gym and under the stairs next to the craft department which I could use in order to make it appear more sinister. I also don’t have my own camera/Ipad to film with which means that I cannot film anywhere else apart from the school grounds with the schools equipment. I have used the schools equipment before in the past which will give me an advantage when filming my trailer as I know how to work everything therefore will save me time as I do not have to waste time learning how to use it. Making a movie during school time is very hard as I will have to try and not disrupt any classes. The fact that I wanted to have my trailer directed at teens meant that I had to make sure that my trailer was suitable for them to watch. To do this is had a look at the BBFC guidelines and decided what age my trailer would be directed towards depending on what was included in my trailer. For example, my trailer had some strong ,language in it therefore I had to make it an age rating of 15 rather than 12 even thought that would mean that less people could watch it just because I had some string language in it. There were also such things like copyright that I had to worry about, so if I wanted to use a certain song in my trailer I would have to get permission from the copyright owners to use this. For example I wanted to use the sound from the movie scream itself but realised that I couldn’t as this would be copyrighted which would mean that I would have to contact the producers of the film and ask them if I would be able to use this sound which would take too long to do as I have limited time so I will have to make do with the music that I can get of the Mac computer in the media department.

**Example 5**

INTERNAL AND EXTERNAL INSITUTIONS

I looked into age classification information for my institutional research. After selecting the relevant points from the British Board of Film Classification website my short film would probably rate as a “U” under the British Board of Film Classification because my short film has no violence, strong language etc. My film barely has any dialogue as I want the audience to focus more on the characters, setting and the overall meaning of the film. Also, by including no dialogue it ensures that my target audience is widened. It widens my audience either domestically or internationally as my project doesn’t create a language barrier.

An internal institution that affects my filming was the budget. I have a zero budget, unlike any big Hollywood production. Also, I am not allowed to film outside of school during class time. I won’t have to change any of my plans as such; however it did mean that I can’t venture out of school to do filming as I wanted to film only during the designated period of time. Due to this, I have to create my film in the woods in the school grounds and within the school itself.

Also due to a zero budget, I will be relying on voluntary actors and limited resource material available. This would not be a constraint in real life situation of creating a film production, as there would be a dedicated budget to the production of the text. I can’t provide costumes and haven’t plan on doing so anyway, as I want to make the character wear school uniforms possible for two reasons; firstly, it adds to the ambiguity of the film, what the characters are doing and its meaning. Secondly, it gives us a sense of how normal people can be affected so badly. Technology is my second issue, as I know I won’t be able to use high quality editing software therefore, I am limited to ‘iMovie’, which is simpler, freely available editing software. This will cause my project to perhaps have editing limitations, but is still enough to cover what I want to portray.

Also, my target audience responses indicated that I needed to include music in my film. The implications that come with this are that if I am going to borrow the soft piano music I’d have to ask the owner if I could have it.

**Example 6**

**e) Institutional context research**

There were various institutional factors that I had to take into account in making my short film. An external factor being the music I intend to use in my film. Since music tends to be copyrighted I had to look into how and why I would have to ask permission to use some of the songs from the musical. My school recently put on a production of WWRY and I was aware that the music department had to seek permission from the copyright holders. I therefore researched and spoke further to the music department. My research revealed that in order for me to show this film outside of school (such as put in on social media site) I would have to seek this permission and would probably have to pay. However, if the film was only used for exam purposes I would not have to seek this permission. I have therefore decided that I will only show my film within school as part of this media project.

Through my research into BBFC classification, I have decided that my film would be best classified as a 12. This is because the tone I intend to create is light-hearted and mysterious. I do not intend for there to be frequent uses of bad language. My final scene, where killer queen is revealed, causes an underlying thrilling tone. However for a film to be classified as a 12, BBFC states

 “Moderate physical and psychological threat is permitted at 12 or 12A as long as horror sequences are not too frequent or sustained and the overall tone is not disturbing”

<http://www.bbfc.co.uk/what-classification/12a-and-12>

My film wouldn't fall foul of the BBFC regulation as the type of threat that will be present in my film will be very brief and light hearted. An example of a scene that could be perceived as slightly threatening is when the girl is running out of the school followed by the song “Another one bites the dust”. Another scene that could be viewed as being threatening is the teacher interaction but because the interaction is so brief and is not frequent I do not feel that it will be disturbing enough to be classed as anything above a 12.

There were also many internal factors, such as budget, costumes and cast safety. We were given a budget of £0 so I have to provide the costumes and props for my films, such as character outfits. I plan to get the costumes and props for my film from the music department in my school as they recently put on their own production of the musical. I am filming on an Ipad so achieving effects (such as characters fading) will prove to be a challenge and will take up a lot of the editing process time. I have had little to no experience using Imovie so in order for me to edit effectively I will need to practise using the app, this will add time onto the whole process. I plan to use a fade out/in effect on Imovie to make the characters magically appear and disappear. I have decided to film in school, one place being the old gym, so I have had to take into consideration that there may be prelims or P.E classes there at times when I am wanting to film. I want to film in the old gym as it is a very isolated place which I think will help bring forward the mysterious feel I am going for. I also feel that there would be no outside distractions when filming as it is an area that not many people walk past. I would still, however, need to check the availability of the old gym as some of the P.E teachers still use it for teaching. I will need to talk to the P.E teachers and find out when the area will be free and film during that time.