



The Thomas Hardy School

Summer Preparation Task

Media Studies A Level
EDUQAS

Purpose of task:

Enables students to think about media texts in an analytical fashion and begin to use media language to express their responses to texts.

Task:

Complete an analysis of the opening two minutes of a music video of your choice.

This may be presented in essay form/poster/PowerPoint/v-blog/
anything imaginative

Use the questions and glossaries below to help structure your work.

- What are the details of the music video, release date, artist, directors?
- Historical/Contextual Details: When was the track released? Which events, philosophies, etc. influence this video, and what do we need to know about them? Which genre/tradition does the music video belong to? Are there ideas or terms from this work that would be helpful to define? How was it received when released?
- How are the opening credits presented? Why do you think the director chose to present them this way?
- How does the video start? How does this affect you as a viewer?
- Characterization: How are the characters developed? What is their purpose in the video?
- What do they do/wear/say, etc. that establishes this purpose?
- How does performance enhance the video?
- Cinematography: How does the video use colour or light/dark to suggest tone and mood in different scenes? Are there any striking uses of perspective (seeing through a character's eyes, camera angle, etc.)? How does this relate to the meaning of the scene?

Recommended resources:

Film terms

Framing

What's included and excluded in an individual shot.

Very long shot/wide shot - A shot in which figures appear small in the landscape. Often used at the beginning of a film or sequence as an 'establishing shot' to show where the action is taking place; also used to make a figure appear small or isolated.

Long shot - A shot in which a figure can be seen from head to toe.

Mid shot - Shows the figure from approximately the waist to the head. In a mid-shot, you can easily recognise an individual but you can also see what they are doing with their hands.

Medium close up - From chest to head.

Close-up - Head and shoulders, enabling you to easily see facial expressions, so you can see what characters are thinking and feeling.

Big close up - Head only, used when expressions are important.

Extreme close-up - From just above the eyebrows to just below the mouth, or even closer: used to emphasise facial expression or to make the subject appear threatening.

Deadline for Task: First lesson in week commencing 16th September 2024

- **Mise-en-Scene:** Are there any motifs (scenes, images, colours) that are repeated or have a special impact? When do they occur and what purpose do they serve?
- **Sound/Soundtrack:** Is sound or silence used to enhance the video? (i.e. create drama, heighten tension, disorient the viewer, aid characterization, foreshadowing, etc.)
- **Editing:** How and when are scenes cut/organized? Are there any patterns in the way the shots and cuts function? How do they relate to the music?

Other useful terms for shots are: two shot, point of view shot, reaction shot, over-the-shoulder shot, wide-angle shot, telephoto shot, zoom, depth of field, low angle shot, high angle shot, bird's eye shot, tracking, panning, whip pan, tilt, arc, crane shot, hand-held shot, montage, bricolage etc.

Sound

Diegetic sound - sound that the characters can hear.

Non-diegetic sound - sound that we know is not part of what's on screen, such as music (unless there's an orchestra in shot!) and voiceover.

Sound bridge - this uses sound to link two scenes, by having the picture and the diegetic sound change at different points.

Required Stationery and Equipment A Level Media Studies

memory stick/ sketch book

Essential Resources

Media Theory for A Level: The Essential Revision Guide
by [Mark Dixon](#)

Things to Consider Throughout the Year

Deadline for Task: First lesson in week commencing 16th September 2024

Deadline for Task: First lesson in week commencing 16th September 2024