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**Film and  
Television**  
Studies

**Outreach Brochure 2017—2018**



# Our Outreach Sessions

You and your students can work with the UK's No. 1 Film and Television Studies Department<sup>1</sup>.

Visit [warwick.ac.uk/ftvoutreach](http://warwick.ac.uk/ftvoutreach) to find out more or to book a session.

In this brochure you will find information on sessions that we run for schools and colleges. These sessions are based on the expertise of staff within the department and designed in collaboration with teachers. Many link specifically to school curricula. Please note that the following are just examples of what we have delivered in the past - we can work with you to design a bespoke session, delivered in school or on campus, to meet the needs of your students.

<sup>1</sup>Ranked as the UK's top Film and Television Studies department in The Times Good University Guide 2013 and Complete University Guide 2014; ranked second in Guardian 2018 League table

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*The day was brilliantly planned and organised by Dr Thompson, and flowed logically through the steps from research to final essay writing in such a way that this year's A Level students are miles ahead of where previous year groups were: Thank you!*

- Head of Media Studies at a Coventry School

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# Exploring Film Studies

A short introduction to film studies using *Raiders of the Lost Ark*, *The Force Awakens*, and other examples of blockbuster cinema. Students are introduced to the concept of “reading” a film, and taught some technical vocabulary through interactive exercises. Building on this, students work in groups to analyse a short clip from the film in terms of how it makes them think or feel, and to discuss how the clip achieves this. Students are encouraged to think more deeply about how meaning is conveyed through images (not just dialogue) and to engage critically with the form of cinema they are most familiar with. An expanded version of this session is available for older or more advanced students

**Aims:** Interactive session to introduce younger students to the basic elements of film studies. Focus on close textual analysis and use of technical vocabulary.

**Duration:** Approximately 1 hour (with options for an extended session)

**Suitability:** Can be tailored to years 5 – 10.

**Location:** On campus or in School



# Exploring Film Studies: Advanced



**Aims:** Introduce older students to the practice of film studies at Warwick. Students explore how a film can be analysed from historical, theoretical, and critical/aesthetic perspectives; and are introduced to the methods and vocabulary of close textual analysis

**Duration:** 2 hours

**Suitability:** Recommended Year 10+

**Location:** On campus or in School

An expanded version of our **Exploring Film Studies** session, adapted with older students in mind. This longer session delves deeper into the history and aesthetics of blockbuster cinema, and uses film theory to explore recent trends. By contextualising the blockbuster critically and historically, this session aims to get students thinking critically about the mode of cinema with which they are likely most familiar. As with the basic version of Exploring Film Studies, students are guided through the process of “reading” a film, with particular emphasis on how meaning is conveyed visually.

With particular focus on *The Force Awakens*, students are challenged to assess the artistic merit of blockbuster reboots, remakes, and sequels with reference to the historical, theoretical, and aesthetic frameworks introduced earlier in the session.

# Rethinking *Twilight*

Everyone's got an opinion on the vampire franchise – so why should we care about studying it? This session uses a text already familiar to students as a primer in Film Studies debates and methods. Depending on the level of students, this session can be used as an introduction to film language; an exploration of aesthetics; an introduction to feminist readings of film; or to highlight the links between film and art history through consideration of the text's gothic, romantic, and Pre-Raphaelite influences. A particularly useful text for considering notions of value and the importance of considering the critical context of a work (a theme common to the sessions on aesthetics, feminism, and art history). *Twilight* also provides many opportunities to consider how meaning is conveyed visually through costume, lighting, location etc.



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*It was a great experience and a good day*

- Year 8 student

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**Aims:** A flexible session that can be tailored for a wide range of age groups and cover a variety of topics. Can be used more generally as introduction to issues in film studies, or focused on specific concerns. *Twilight* is a particularly useful text for older students looking at the gothic or feminist theory and criticism. For students of all ages this session aims to challenge the notion that some texts are more worthy than others for critical consideration.

**Duration:** 2 – 3 hours for sessions on aesthetics, feminism, or art history. 1 hour as an introduction to film language (the intro to film language can be incorporated into longer sessions if required)

**Suitability:** Can be tailored for groups in years 7 – 13. The sessions on feminism and aesthetics are most suitable for years 10 – 13. The sessions on film language and art history are suitable for all age groups

**Location:** On campus or in school.

# Representing the City: New York

A more in-depth introduction than that afforded by Exploring Film session. Our Representing the City: New York session introduces students to the technical language of film studies, before moving on to look at the representation of the city in the film. This session uses child-friendly films *Elf* and *Enchanted*, and so is particularly suitable for primary or lower secondary school students. A highly interactive session involving clip analysis, class discussion and group tasks such as storyboarding their own “Coming to New York” sequence. Depending on duration and age group students are also introduced to key critical concepts relating to the representation of the metropolis, in language appropriate to their age and ability.

When run using *Elf* this session is particularly suitable as an end of Autumn term activity.

**Aims:** Younger students can explore issues of cinema, the city and representation through a case study of New York.

**Duration:** 1 – 3 hours

**Suitability:** Can be tailored to years 5 – 9

**Location:** in school or in campus



# Public Service Broadcasting: *Doctor Who*

We'll climb into the TARDIS and explore how Doctor Who has been used throughout history to help the BBC fulfil its 'public service' obligations. Students will find out how Doctor Who educates, entertains and engages with art, culture, family, region, and nation. This is a longer session that incorporates a number of activities. Where possible we like to screen two episodes of Doctor Who (typically one 1960s episode and one post 2005 episode), guiding students through a discussion of the similarities and differences, and encouraging them to consider how this matches up to the elements of Public Service Broadcasting examined. Students also examine material from the BBC online archives relating to the show, as well as material from the Royal Charter and other related documents as appropriate.



**Aims:** Using the popular show Doctor Who as an entry point, students are introduced to the concept of Public Service Broadcasting. This session has a strong historical component; with students covering the history of the BBC, looking at archival materials, and comparing an episode of the show from 1960s with a more recent example. In addition to learning about the BBC, PBS, and the licence fee, students will also come away with knowledge about the history – and future – of television more generally.

**Duration:** 2 – 3 hours or full day event

**Suitability:** Can be tailored to students in years 7 – 13

**Location:** On campus or in school

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*It was very fun and Matt was a good lecturer. He was very enthusiastic*

- Year 9 student

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# AS & A Level Film Studies and Media Studies

We are currently working on putting together sessions tied to the new specifications for Film Studies and Media Studies at AS and A Level. We are particularly interested in running sessions on music videos as well as more general sessions on aspects of theory. In the past, we have run sessions on representing the city (focusing on Berlin) as well as study sessions on *Fight Club*. You can read short descriptions of these sessions below. We welcome any suggestions from teachers for sessions that might enhance student learning, or where students might benefit from additional support and expertise. If you are visiting us on campus, we are also able to provide an introduction to the University of Warwick's library; and a workshop on conducting research using secondary sources.

Included below are some details for sessions tied to specific aspects of A Level Media Studies and Film Studies curricula we have offered in the past.

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*Thank you for your hard work and ensuring all content was relevant to their A Level*

- A Level Film Studies Teacher

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## Representing the City: Berlin

**Aims:** Advanced level students will be introduced to the concept and theories of “modernity” through a case study of cinematic representations of the city of Berlin. **Duration:** Whole day event

**Suitability:** This session links to the **AQA Media Studies A-Level** module **MEST3 Critical Perspectives: Representations in the Media**. If run with the library session, it is also designed to prepare students for the independent study element of **MEST4 Media: Research and Production**.

**Location:** On campus (or in school without library session)

## *Fight Club* Study Day

**Aims:** This session draws on the research experience of staff to provide students with a detailed introduction to key theoretical approaches to the *Fight Club*, including masculinity, nihilism, Marxism, and postmodernism.

**Duration:** Minimum 3 hours or whole day event with library session

**Suitability:** This session is designed to support students working on *Fight Club* for the **Single Film - Critical Study** component of the **WJEC A Level Film Studies**.

**Location:** On campus (or in school without library session)





# Literature On Film

## English Set Text Enhancement



Many English Literature teachers use film adaptations of set texts as a learning resource. These sessions take this idea a step further, giving students the skills to critically interrogate and interpret the adaptations themselves as texts in their own right. By the end of the event, students will be able to engage with film at a level beyond narrative and story. This is particularly helpful where the course of study dictates that students should have an awareness of broader themes and the cultural context surrounding set texts.

The table below provides examples of sessions designed in relation to various GCSE set texts. Due to the wide selection of set texts at A Level, please get in touch with us directly to discuss your specific needs.

Indicative Session Titles	Suggested Texts
Medium Specificity and Staging	<i>An Inspector Calls, A Taste of Honey, Hobson's Choice, Shakespeare</i>
Heritage Adaptations and Costume Drama Cultural Adaptation	<i>Pride and Prejudice, Jane Eyre, Great Expectations, Silas Marner</i>
Naturalism and the Documentary Style	<i>Lord of the Flies</i>
The gothic on page and screen	<i>Frankenstein, The Strange Case of Dr Jekyll and Mr Hyde, Jane Eyre</i>
America's Great Depression on Film	<i>Of Mice and Men</i>
Interactive Multimedia Adaptation Session	Suitable for any of the set texts with multiple cross-media adaptations. This session makes use of the facilities afforded by the Experimental Teaching Space in the university's Teaching Grid.

# The Many Faces of Jekyll and Hyde

## Example Set Text Enhancement Session



In 2017, we ran a session for GCSE English Literature Students on *The Strange Case of Dr Jekyll and Mr Hyde*. Looking at the text through the lens of adaptation, the session aimed to guide students to think about adaptation in terms of interpretation and translation rather than simply degrees of faithfulness to the text. A short lecture introduced students to concepts of medium specificity, genre, and adaptation—as well as the basics of analysing audio-visual texts. After this students had the opportunity to engage with clips and extracts from a variety of adaptations representing diverse media, genres, and time periods. After discussing these adaptations students produced storyboards and posters for their own adaptations. The session took place in the university's Teaching Grid—a space dedicated to exploring innovative teaching methods. Making full use of the facilities afforded by the Teaching Grid, the space was divided into a number of differently themed zones reflecting each of the adaptations (a cinema for films, a living room for TV, a comic store etc) and interacted with the clips and extracts in different ways (via projection, on a tv screen, and on tablets).

# Study Skills and Teacher CPD

In addition to other outreach activities, we also offer interactive sessions on **referencing, research,** and selecting appropriate **sources**. These can be tailored to any age group but will be particularly useful for AS or A2 students undertaking independent research projects for assessment or EPQ.

These sessions can be run in a stand-alone format, or combined with one of our other sessions

## Get in Touch

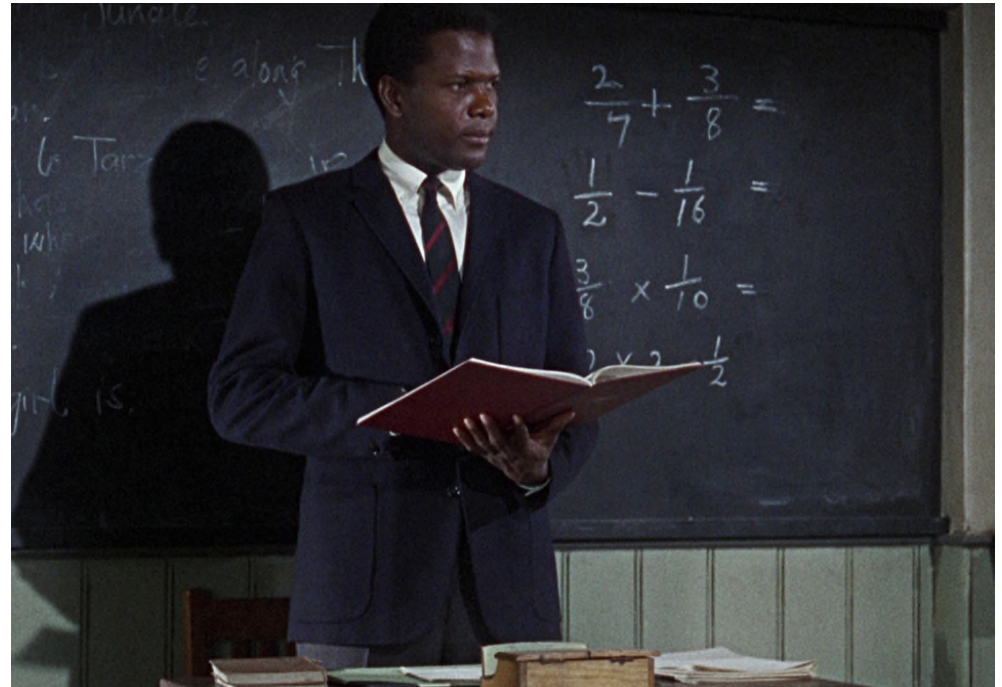
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We have previously delivered sessions to PGCE trainees at Warwick University's Centre for Professional Education on the use of film in lessons for non-media specialists. We are also happy to offer teachers access to training and subject knowledge enhancement sessions on relevant areas of film studies. Please contact us if you'd like to discuss this further.