

# Creating your Dystopian Film

During the next few weeks you will explore your understanding of the dystopian genre by writing a script and producing a short film.

Before you start you might like to look at these articles for advice:

<http://www.telegraph.co.uk/film/insurgent/divergent-hunger-games-how-to-write-dystopian-thriller/>

<http://tvtropes.org/pmwiki/pmwiki.php/SoYouWantTo/WriteADystopia>

<https://opetklassrum.wordpress.com/2014/05/12/writing-template-for-dystopia-novel/>

## Rationale

Length: Between 350 to 500 words.

A Rationale guides your readers/viewers in their interpretation and provides an insight into your purpose and the creative process. It is also a useful planning tool to help ensure that you have thought about your film with enough depth and detail, and that you are using some of the techniques we have studied in class. This should be written in paragraph form.

You can use the headings below to guide your structure

### Ideas/Theme

1. What are the main ideas you would like the audience to think about as they watch your dystopian film?

### Chosen aspect(s) to focus themes and characters

2. How will you use setting to suggest the quality of life and atmosphere? Does the atmosphere or mood change? Will your portrayal of setting indicate what has happened prior to the start of your drama?

2. How have you created/crafted your characters to convey the themes in your film? Consider the different ways writers create situations for their characters to react to. Also, describe the traits you will give your characters to engage your audience, and promote thought.

3. What aspects of style in the dystopian genre have you decided to experiment with?

Eg. How will you use colours and lighting? Symbols? Motifs? Specific camera angles? Special effects to suggest innovation or regression in technology? What sound effects and or background music will enhance realism?

#### 4. Language and Dialogue:

Will the script be all in dialogue, or will you have a narrator/voice over at times?

- What tone of voice will your characters have and how will you create this through language etc.?

Will you use metaphorical language (eg. similes, metaphors, personification)?

Will you vary sentence length, and for what purpose? (e.g. really short sentences for tension, and long, flowing sentences for description)

Will you use refrains or repetition?

5. Ending: How will you resolve the conflict to focus audiences on your theme? Do you have an ironic twist, do you end with a mystery, or unresolved idea or point. What do you want your audience to think about and or feel at the end of your story?

Rubrics:

	<p style="text-align: center;"><b>Criterion C: Producing text</b></p> <p><i>At the end of year 5, students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. <i>produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</i></li> <li>2. <i>make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</i></li> <li>3. <i>select relevant details and examples to develop ideas.</i></li> </ol>	<p style="text-align: center;"><b>Criterion D: Using language</b></p> <p><i>At the end of year 5, students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. <i>use appropriate and varied vocabulary, sentence structures and forms of expression</i></li> <li>2. <i>write and speak in a register and style that serve the context and intention</i></li> <li>3. <i>use correct grammar, syntax and punctuation</i></li> <li>4. <i>spell (alphabetic languages), write (character languages) and pronounce with accuracy</i></li> <li>5. <i>use appropriate non-verbal communication techniques.</i></li> </ol>
<b>0</b>	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
<b>1-2</b>	<ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination or sensitivity and <b>minimal</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to develop ideas</li> </ol>	<ol style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that do not serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques</li> </ol>
<b>3-4</b>	<ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination or sensitivity and <b>some</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to develop ideas.</li> </ol>	<ol style="list-style-type: none"> <li>i. uses a <b>range</b> of appropriate vocabulary, sentence structures, and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree of accuracy</b>; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some use of appropriate</b> non-verbal communication techniques.</li> </ol>
<b>5-6</b>	<ol style="list-style-type: none"> <li>i. Produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination or sensitivity and <b>substantial</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ol>	<ol style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors do not hinder effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ol>
<b>7-8</b>	<ol style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of insight, imagination or sensitivity and <b>perceptive</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>.</li> </ol>	<ol style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ol>

