

# Worksheet 10: Genre



<b>Film studied:</b>		
<b>Genre conventions - what to expect</b> (Note down what the genre conventions are - this drives what we will expect to see / encounter in films of this genre)	<b>Genre conventions - what is present in this film?</b> Look what you have written in the box on the left and see what can be copied across to this column	<b>Genre inventions - are there elements of this film which move away from the conventions~? If so, note them down below</b>
<b>Characters (what kinds of heroes and villains should we expect?)</b>		
<b>Settings (what time periods and places</b>		

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**Teacher's Standards**

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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<b>should we expect?)</b>		
<b>Iconography (how should we expect characters, places and props to look?)</b>		
<b>Film studied:</b>		

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<b>Genre conventions - what to expect</b> <b>(Note down what the genre conventions are - this drives what we will expect to see / encounter in films of this genre)</b>	<b>Genre conventions - what is present in this film?</b> <b>Look what you have written in the box on the left and see what can be copied across to this column</b>	<b>Genre inventions - are there elements of this film which move away from the conventions~? If so, note them down below</b>
<b>Characters (what kinds of heroes and villains should we expect?)</b>		
<b>Settings (what time periods and places should we expect?)</b>		

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<b>Iconography (how should we expect characters, places and props to look?)</b>		
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<b>Compare - genre conventions which the films share in common</b>	<b>Contrast - genre inventions present in either film</b>

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Cawelti argued that all films exist somewhere on a spectrum between being completely conventional and being completely inventional

**CONVENTIONAL**

**INVENTIONAL**



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