**Music Video – Media Language, Representation & Contexts**

**Useful slideshare:** [**https://www.slideshare.net/Lexshort/stop-where-you-are-corinne-bailey-rae?qid=f80e000e-f80d-4e05-bf61-5e2d9aff5e5b&v=&b=&from\_search=6**](https://www.slideshare.net/Lexshort/stop-where-you-are-corinne-bailey-rae?qid=f80e000e-f80d-4e05-bf61-5e2d9aff5e5b&v=&b=&from_search=6)

**Section A Stop Where You Are by Corinne Bailey Rae (CBR) Media Language**

**Cover up each side and try to recreate the text in each box.**

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| Mise en scene –grey stone textures, concrete walls and steps (part of the brutalist architecture of London's South bank centre) | connotations of imprisonment and despair. They also echo an impression that the victims are trapped. |
| shots of the sky | form a binary opposition with the harsh textures of the man-made environment and could be seen to represent hope |
| the grey, stone urban location | could be seen as reflecting the toughness of government austerity and lack of compassion towards weaker and vulnerable memebers of society |
| CBR flowing red dress | contrast with the harsh textures of the South Bank location and accentuate her femininity and empowerment. |
| The backlit shots of the artist's hair | emphasize her feminine qualities. |
| Frequent long shots of her arms stretching out in slo-mo suggest that she is | reaching out to the marginalised members of society in a pseudo religious gestures, giving the impression of salvation and compassion. |
| Low-angle shots, back lit shots of the singer | make her appear heroic, brave and empowered. |
| The video is constructed to show | contrasting representations of society, projecting a grim view of a socially divided modern Britain, a divided society. However as the narrative develops, there is an emerging message of hope. |
| There are slow motion shots (e.g.the girls' gang, the acrobatic urban dancer ) | These reinforce the almost magical powers of the artist, who is able to transform and combat aggression with a message of hope. |
| There are close-ups of society's rejects– a homeless woman, a man with an scary-looking dog, an aggressive teenage gang, a lonely girl. | This could be a comment on the effects of government policies of austerity, social division and inequality. |
| The slow lyrical camera work, dance and gesture and use of colour (the dress, shoes, sky) | point to a more optimistic message of hope, compassion and salvation. |
| mid-shots and two shots show | people coming together and reaching out to help vulnerable and excluded members of society. |

**Section B 'Stop Where You are' General Questions**

1. How does the director Chris Turner create a mood of hope against a background of despair?
2. How does the video reflect the rhythm and mood of the song?
3. What does the video tell us about the social context in which it was made?
4. To what extent is the artist objectified and glamorized? Link to Mulvey and Berger's Gaze theory.
5. Do you think this video creates a narrative or conveys a mood ?

**Section C For practice choose another video and write about how the codes and conventions and constructed representations help to convey moods, themes and messages.**

If stuck try

Make Me Feel -Janelle Monáe (Representations of Gender)

All the Stars – Kendrick Lemar (Representations of Race)

21 Pilots – Jumpsuit (Narrative)

No Tears Left to Cry – Ariana Grande

After the Storm – Kali Uchis (Postmodernism, Intertextuality)

Apesh\*t – The Carters (Representation of Western Art & Ethnicity)

God's Plan – Drake (Reps of US society)

This is America – Childish Gambino (Reps of US Society, Race, Stereotyping)

**Section D Titanium Language**

**Cover up each side and try to recreate the text in each box.**

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| The long shot of the ruined school corridor | shows the viewer the extent of the damage and also emphasizes the boy's isolation |
| As the camera tracks along following the boy a she leaves the school building | we share his sense of confusion and fear. |
| Shots of the panicking teacher on the landline phone to the police | establish the period as the1980s. |
| The boy's red hat provides a graphic match between shots | This is a focus for the audience and helps to link the shots together. |
| His frenzied cycling contrasts with the female joggers | suggesting binary opposite between normal and abnormal. |
| As the camera tracks his bike ride home, | we are shown that this is a normal suburban US location. |
| The first real confirmation that something terrible has happened is | the shot of the TV in the living room. |
| The gesture of throwing teddy bears into the air | could symbolize the act of leaving childhood behind. The video can be seen as a 'coming of age' narrative. The boy is caught between childhood and adulthood, and faces a distant, confusing unsympathetic adult world. |
| The boy seems to have supernatural powers that he does not really welcome. | This contrasts with many conventional superhero genre narratives where characters positively use their powers to fight evil |
| The setting sun and the onset of darkness as the boy escapes into the woods | have connotations of imminent doom and tragedy. |
| The boy appears to be walking through a graveyard. The low angle shot | magnifies the size of the gravestones and reinforces the connotations of doom. |
| The boy appears to be surrounded and overpowered by the police | The narrative follows the last two stages of Todorov's three-part structure and focussing on disruption and resolution. |
| The gloomy lighting and eerie location towards the end of the video | are common generic signifiers that reflect the atmosphere of tragedy and doom. |
| Titanium's Mise en Scene evokes | a 1980s atmosphere. This is a time that modern media products often reference intertextually. These intertextual references add to the gratification for older audiences. |
| The devastation of the school location | reminds audiences of high school massacres. |
| The mood of the video | echoes a post 911 insecurity and uncertainty about the world. |

**Section E Titanium Questions**

1. To what extent does the video relate to the song?
2. What effects and messages do you think the director David Wilson is trying to convey in the Titanium music video?
3. How does the video build up narrative?
4. How does the video establish a mood of paranoia and insecurity?
5. What do you think the video may be saying about childhood and growing up?