

# KS4 Long Term Plan 2022-2023

**Subject: FILM**

**Exam Board: EDUQAS**



## Intent

*Film Studies at St. Paul's is intrinsic part of our student's lives, as it aims to build upon learners' enthusiasm for film and develop an appreciation of film across many different genres, national contexts and time periods. It is our aim to promote film to be the major art form of the last hundred years and we feel it important medium to study which has such a significant influence on the way our students think and feel. The films chosen by the center introduce learners to a wide variety of culturally diverse cinematic experiences and have historical significance and importance to film development.*

*Additionally, production is an important part of this course and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to support learners in producing creative films and screenplays as well as enable their production work to provide an informed filmmaker's perspective on their own study of film*

*Our aim is to support students gain a critical awareness through a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. Student will develop knowledge and understanding in:*

- *The ways in which meanings and responses are generated through film*
- *A contrasting, culturally diverse range of films from different national contexts*
- *How films reflect the social, cultural and political contexts in which they are made*
- *The relationship between film and film technology over time.*
- *Applying their knowledge and understanding of film to filmmaking or screenwriting.*

## Implementation

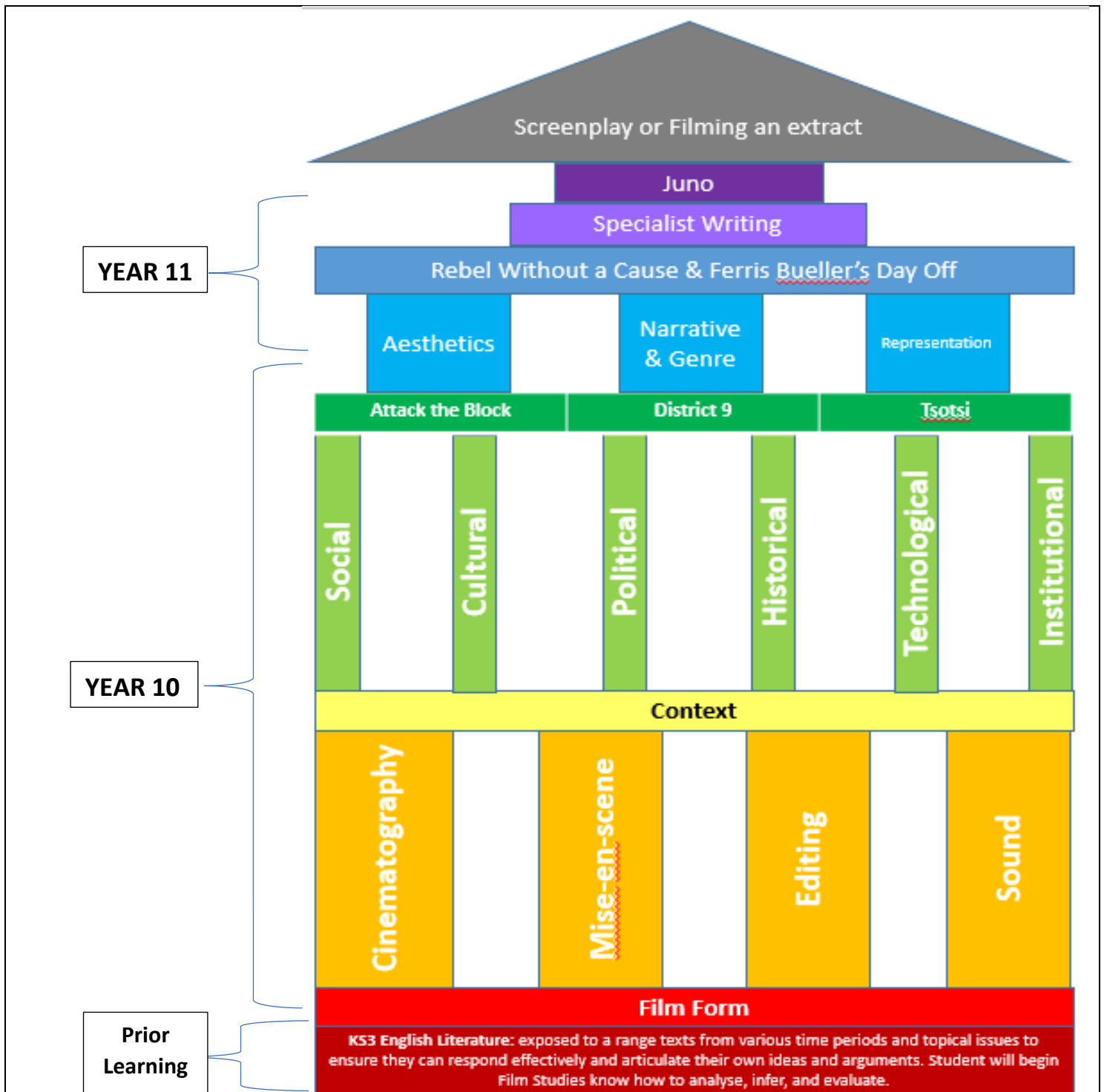
- 2 year mapped curriculum from Year 10 to Year 11 which develops learner knowledge and understanding in order for learners to progress in their knowledge and understanding of Film Studies.
- Learners will come into Film Studies with the prior knowledge of analytical skills built within English Literature

### Core Pillars:

- Film Form: Cinematography, mise-en-scene, editing, and sound
- Context: Social, cultural, political, historical, technological, and institutional

### Additional Study areas:

- A global English language film will focus additionally on narrative – District 9.
- A global non-English language film will focus additionally on representation – Tsoti
- A contemporary UK film will focus additionally on a film's aesthetic qualities – Attack the Block
- A comparison of two US films from the past will be studied in a holistic way but will focus on comparing the films in terms of genre, narrative and context – Rebel Without A Cause & Ferris Bueller's Day Off
- A US independent film will be studied in relation to specialist writing on film in order to enable students to deepen their understanding of film – Juno



### Year 10 - An Induction Period

- This includes teaching the Key Elements of Film Form, through extracts of familiar films to students: (cinematography, mise-en-scène, editing and sound). Learners will progress from studying and analysing the key elements of film form to recognising how contexts and writing on film can deepen their understanding of it. These core areas of knowledge and understanding are implemented within each unit of work.

### Teaching Rationale

- Component 2 is taught in Year 1 and Component 1 is taught in Year 2.
- Component 2 breaks down the additional study areas to develop understanding which will be asked synoptically in Component 1.

- Component 1 features a synoptic US comparison which requires an understanding of the additional study areas introduced in Component 2 and is therefore designed to be taught at the end.
- Component 1 expects learners to engage with Specialist Writing, which may also be seen as an advanced skill that would benefit from being taught later on in the course.
- Thematic links of 'Redemption' are made between each film to allow learners to compartmentalise their knowledge

#### Starting with a British Film:

- Allows learners the chance to build upon what they have learnt about the key elements of film form and develop this knowledge into an understanding of film style/aesthetics. This would provide a smooth transition from the induction period. It also allows learners to settle into the course with a film that is close to their own experience. 'Attack the Block', is a British film which focuses on the concept of 'Broken Britain', youth culture, and perhaps a less familiar genre of science-fiction

#### Global Films:

- District 9, a South African Science-Fiction film which focuses on genre and narrative. By studying this film second, learners further develop their understanding of Sci-Fiction and able to make links with previously learnt content within Attack the Block.
- Tsotsi, a Non-English South African Crime Drama, is taught last due to being an unfamiliar language to most of our students. Additionally, this being studied after District 9 will enable students to be more confident with their understanding of South African context of the Apartheid.

#### Year 11

- A comparison of two US films from the past, Rebel Without A Cause (1955) & Ferris Bueller's Day Off (1986), will be studied in a holistic way focusing on comparing the films in terms of genre, narrative and context
- Juno, a US independent film will be studied in relation to specialist writing on film
- Each component contains exam assessment (apart from the NEA unit) designed to develop the AOs needed at GCSE.
- Learners will apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting producing either a film opening sequence or a screenplay / shooting script opening sequence.

#### Coursework

Coursework is completed after Component 2 topics. Students will implement their core skills and additional topics areas to create an opening of a film extract or screenwriting. This also includes an evaluation element.

#### Assessments and Homework

- The course includes the regular feature of 'exam weeks' at which points learners can consolidate learning and update their revision notes/undertake mocks and create a comprehensive revision file that they can return to at the end of the course
- Clear assessment policy hinged on quality teacher/student dialogue, either verbally or in written form using DIRT time.
- Homework includes independent booklets which enable learners to read wider context around each film, questions which build on skills learnt within lessons, practice exam questions, applying terms and theories. Monitored weekly.

- Engaged and motivated students who enjoy their lessons.
- Students develop a lifelong love of cinema and are willing to take risks and be adventurous in their own film viewing.
- Class books have evidence of a wealth of varied tasks, showing progress in the skills needed to be successful at GCSE.
- Students that are meeting or exceeding benchmarks.
- Students that are confident to respond to and discuss films both verbally or in writing.
- Students that can act on verbal or written feedback to improve their work.
- Students who have a deeper understanding of other time periods, other cultures/attitudes/viewpoints.
- Students choose to develop their learning further by taking A Level Media Studies.
- Students who have useful life skills and the confidence that will enable them to take their next steps, either in higher education or the world of work.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	<b>British Film</b> <ul style="list-style-type: none"> <li>• Induction Week 1: Introductory Film Screening Key Elements of Film Form – TECHNICAL: Cinematography, Editing &amp; Sound</li> <li>• Induction Week 2: Key Elements of Film Form – VISUAL: Mise-en-scène, Aesthetics</li> <li>• Week 3 - Introduction to Component 2: Global Film What is British Cinema? (intro with clips)</li> <li>• Week 4 – Attack the Block: British Film (Component 2, Section C) Film Screening &amp; Discussion/Initial Analysis</li> <li>• Week 5 – Attack the Block: Key sequence analysis – key elements</li> <li>• Week 6 – Attack the Block: key sequence analysis – Aesthetic/film style</li> <li>• Week 7 – British Film Contexts</li> <li>• Week 8 – Exam Focus: component 2, Section C - British Film</li> </ul>	<b>AO1: Demonstrate knowledge and understanding of elements of film</b>  <b>AO2: Apply knowledge and understanding of elements of film, including to analyse and compare films; analyse and evaluate own work in relation to other professionally produced work.</b>	<b>Component 2, Section C</b> <ul style="list-style-type: none"> <li>• <b>2 assessments covering different type of questions</b></li> </ul>
Yr 10 Autumn 2	<b>Global English Language Film</b> <ul style="list-style-type: none"> <li>• Week 1 – Intro to narrative</li> <li>• Week 2 – District 9: Global English Language Film (Component 2, Section A) Film screening</li> </ul>	<b>AO1: Demonstrate knowledge and understanding of elements of film</b> <b>AO2: Apply knowledge and understanding of elements of film, including to analyse and</b>	<b>Component 2, Section A</b> <b>2 assessments</b>

	<ul style="list-style-type: none"> <li>• Week 3 – District 9: Key sequence analysis – key elements</li> <li>• Week 4 – District 9: Key sequence analysis – Narrative</li> <li>• Week 5 – Film contexts</li> <li>• Week 6 – Revision: What do we know so far?</li> </ul> <p>Week 7 – Exam focus: Component 2, Section A</p>	<b>compare films; analyse and evaluate own work in relation to other professionally produced work.</b>	
Yr 10 Spring 1	<p><b>Global Non-English Language Film</b></p> <p>Week 1 – Intro to Representation</p> <p>Week 2 – Tsotsi: Global Non-English Film (Component 2, Section B) Film screening</p> <p>Week 3 – Tsotsi: key Sequence analysis - key elements</p> <p>Week 4 - Tsotsi: key sequence analysis – representations</p> <p>Week 5 – Tsotsi: Film contexts</p> <p>Week 6 – Exam focus: Component 2, Section B – Global non-English language film</p>	<p><b>AO1: Demonstrate knowledge and understanding of elements of film</b></p> <p><b>AO2: Apply knowledge and understanding of elements of film, including to analyse and compare films; analyse and evaluate own work in relation to other professionally produced work.</b></p>	<b>Component 2, Section B 2 assessments</b>
Yr 10 Spring 2	<p>Week 1-2 - Component 2 – Recap Sections A, B, C</p>	<p><b>AO1: Demonstrate knowledge and understanding of elements of film</b></p> <p><b>AO2: Apply knowledge and understanding of elements of film, including to analyse and compare films; analyse and evaluate own work in relation to other professionally produced work.</b></p>	<b>End of year exam Component 2</b>
	<p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>• Week 1-2 – Research</li> <li>• Week 3 – Ideas</li> <li>• Week 4-5 – Storyboards/Drafting Script</li> <li>• Week 6 – Shot list/drafting script/digital driving test</li> </ul> <p>Week 7-8 – Rough cut/Draft 1</p>	<b>AO3: Apply knowledge and understanding of elements of film to the production of film or screenplay</b>	<b>Component 3 RAW Mark</b>
Yr 10 Summer 1	<p><b>Component 3</b></p> <p>Week 1-6 – Rough cut/Draft 1</p>	<b>AO3: Apply knowledge and understanding of elements of film to the production of film or screenplay</b>	
Yr 10 Summer 2	<p><b>Component 3</b></p> <p>Final Tweaks</p> <p>Week 6 - Evaluation</p>	<b>AO3: Apply knowledge and understanding of elements of film to the production of film or screenplay</b>	<b>Component 3 RAW Mark</b>

