

Year 12 Film Studies

| Key Areas | Half Term 1 | | Half Term 2 | | Half Term 3 | |
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| | Teacher A <i>Silent Cinema</i> | Teacher B <i>American Cinema</i> | Teacher A <i>Hollywood (1930-1990)</i> | Teacher B <i>American Cinema</i> | Teacher A <i>Documentary</i> | Teacher B <i>Short Film Study/ Screenwriting</i> |
| <p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set films studied this year:</p> <ul style="list-style-type: none"> • <i>Sunrise</i> (Murnau, 1927) • <i>La La Land</i>, (Chazelle, 2016) • <i>Vertigo</i> (Hitchcock, 1958) • <i>Alien</i>, (Scott, 1979) • <i>Get Out</i>, (Peele, 2017) • <i>Amy</i>, (Kapadia, 2015) <p>Short films studied:</p> <ul style="list-style-type: none"> • <i>Meshes in the Afternoon</i> (Deren, US, 1946) 14' • <i>La Jetée</i> (Marker, France, 1962) 28' • <i>When the Day Breaks</i> (Forbis/Tilby, Canada, 1999) 09' • <i>About a Girl</i> (Percival, UK, 2001) 09' • <i>Wasp</i> (Arnold, UK, 2003) 24' • <i>High Maintenance</i> (Van, Germany, 2006) 09' • <i>Connect</i> (Abrahams, UK, 2010) 05' • <i>Night Fishing</i> (Park, South Korea, 2011) 33' • <i>Pitch Black Heist</i> (Maclean, UK, 2012) 13' • <i>Curfew</i> (Christensen, US, 2012) 19' • <i>Swimmer</i> (Ramsay, UK, 2012) 18' • <i>The Gunfighter</i> (Kissack, US, 2014) 09'. • <i>Stutterer</i> (Cleary, UK, 2015) 12'. • <i>Two Cars, One Night</i> (Waititi, NZ, 2004), 11' • <i>The Silent Child</i> (Overton, UK, 2017), 21' • <i>Hair Love</i> (Cherry, US, 2019), 06' • <i>The Human Voice</i> (Almodovar, Spain, 2020), 30' • <i>Wild Tales Compilation</i> (Szifron, Argentina 2014) <ul style="list-style-type: none"> -Pasternak, 8' -<i>The Rats/Las Ratas</i>, 20' -<i>Road to Hell/ El más fuerte</i>, 20' -<i>Bombita</i>, 20' -<i>The Deal/La Propuesta</i>, 20' -<i>Till Death Do Us Part/ Hasta que la muerte nos separe</i>, 22' | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To introduce learners to the key elements of film form: cinematography, mise-en-scène, editing, sound and performance. • To introduce learners to the idea of how film functions as both a medium of representation and as an aesthetic medium. • To explore the contexts of <i>Sunrise</i> including social, cultural, political, historical, and institutional, as well as production. • To explore the realist and the expressive critical debate proposed by André Bazin in relation to <i>Sunrise</i>. • To explore the film movement of German Expressionism. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Year 12 induction inset day. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To introduce learners to the key elements of film form: cinematography, mise-en-scène, editing, sound and performance. • To introduce learners to the idea of how film functions as both a medium of representation and as an aesthetic medium. • To explore the contexts of <i>La La Land</i> including social, cultural, political, historical, and institutional, as well as production. • To introduce learners to the concept of audience spectatorship and apply it to <i>La La Land</i>. • To introduce critical ideological perspectives in American film since 2005 and apply it to <i>La La Land</i>. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form covered by Teacher A in <i>Sunrise</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to Hollywood cinema. • To explore how film functions as both a medium of representation and as an aesthetic medium. • To explore the production contexts of Classical & New Hollywood cinema including their: social, cultural, political, historical, and institutional contexts. • To introduce learners to the concept of auteur theory. • To explore the representations of gender and ethnicity in <i>Vertigo</i> & <i>Alien</i>. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form covered in previous examples. • German Expressionism and its influence on Hitchcock's auteur style. • Representations of gender and ethnicity in previous films studied. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance. • To introduce learners to the idea of how film functions as both a medium of representation and as an aesthetic medium. • To explore the contexts of <i>Get Out</i> including social, cultural, political, historical, and institutional, as well as production. • To introduce learners to the concept of audience spectatorship and apply it to <i>Get Out</i>. • To apply critical ideological perspectives in American film since 2005 and apply it to <i>La La Land</i> & <i>Get Out</i>. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • American Cinema study of <i>La La Land</i>. • Key elements of film form covered in previous examples. • Representations of gender and ethnicity in previous films studied. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to documentary film. • To explore how documentary film functions as both a medium of representation and as an aesthetic medium. • To explore the critical debate of the significance of digital technology in documentary film. • To explore the documentary filmmaking techniques of Kim Longinotto and Michael Moore in relation to <i>Amy</i>. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Engaging with critical debates in <i>Sunrise</i>. • Key elements of film form. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to short film. • To explore how documentary film functions as both a medium of representation and as an aesthetic medium. • To introduce learners to the master script format of screenwriting. • To explore screenplay examples to enrich their understanding of the form. • To introduce learners to the storyboard format. • To watch at least 80 minutes of short films from the Eduqas recommended viewing list. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. |

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| <p>Skills- What will be developed?</p> | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will be able to apply critical approaches to film. Learners will develop their academic writing skills to analyse films. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will be able to apply critical approaches to film. Learners will develop their academic writing skills to analyse films. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will be able to apply critical approaches to film. Learners will develop their comparative academic writing skills to analyse films. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will be able to apply critical approaches to film. Learners will develop their academic writing skills to analyse films. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will be able to apply critical approaches to film. Learners will develop their academic writing skills to analyse films. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will develop their screenwriting skills with the aim of writing their own screenplay. |
| <p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p> | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>Sunrise</i>. Learners will understand the contexts of <i>Sunrise</i> including social, cultural, political, historical and institutional, as well as production. Learners will understand the context of the German Expressionist film movement and its influence on <i>Sunrise</i>. Learners will understand the realist and the expressive critical debate proposed by André Bazin and apply it to <i>Sunrise</i>. Learners will acquire valuable insights into effective approaches to academic writing. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>La La Land</i>. Learners will understand the contexts of <i>La La Land</i> including social, cultural, political, historical and institutional, as well as production. Learners will understand critical approaches to ideology in relation to <i>La La Land</i>. Learners will develop a comprehensive understanding of the concept of spectatorship and various approaches to analysing it, specifically in relation to <i>La La Land</i>. Learners will acquire valuable insights into effective approaches to academic writing. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>Vertigo & Alien</i>. Learners will understand the contexts of <i>Vertigo & Alien</i> in relation to Hollywood cinema: including social, cultural, political, historical and institutional, as well as production. Learners will be able to apply auteur theory in relation to Hitchcock and Scott. Learners will acquire valuable insights into effective approaches to academic writing including comparative analysis skills and creating arguments in their writing. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>Get Out</i>. Learners will understand the contexts of <i>Get Out</i> including social, cultural, political, historical and institutional, as well as production. Learners will understand critical approaches to ideology in relation to <i>Get Out</i>. Learners will develop a comprehensive understanding of the concept of spectatorship and various approaches to analysing it, specifically in relation to <i>Get Out</i>. Learners will acquire valuable insights into effective approaches to academic writing. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>Amy</i>. Learners will understand the contexts of <i>Amy</i> including social, cultural, political, historical and institutional, as well as production. Learners will develop a comprehensive understanding of the documentary filmmaking approaches of Kim Longinotto and Michael Moore to compare with <i>Amy</i>. Learners will understand the impact of digital technologies on documentary filmmaking and <i>Amy</i>. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to selected short films. Learners will understand the key elements of screenplays and the master script format. Learners will understand the key elements of storyboards. |
| <p>SEND- how will support be seen? Seating plans? Simplified questions?</p> | <ul style="list-style-type: none"> Foster an inclusive and supportive learning environment that promotes empathy and respect for learners with SEND. Create seating plans based on IEPs. Adapt learning strategies as needed to accommodate students with IEPs. Design differentiated questions specifically | <ul style="list-style-type: none"> Foster an inclusive and supportive learning environment that promotes empathy and respect for learners with SEND. Create seating plans based on IEPs. Adapt learning strategies as needed to accommodate students with IEPs. Design differentiated questions specifically | <ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. | <ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. | <ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. | <ul style="list-style-type: none"> Continuously promote a culture of inclusivity and respect as learners advance, ensuring that they feel valued and supported throughout their educational journey. Regularly review and update seating plans based on the changing needs of learners with IEPs. Continually assess the effectiveness of learning |

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| | <p>tailored for learners with SEND.</p> <ul style="list-style-type: none"> • Provide structured sentence frames and writing scaffolds for extended written pieces. • Utilize graphic knowledge organisers to enhance access and understanding of key study areas. | <p>tailored for learners with SEND.</p> <ul style="list-style-type: none"> • Provide structured sentence frames and writing scaffolds for extended written pieces. • Utilize graphic knowledge organisers to enhance access and understanding of key study areas. | <ul style="list-style-type: none"> • Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. • Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. • Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. | <ul style="list-style-type: none"> • Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. • Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. • Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. | <ul style="list-style-type: none"> • Continually assess the effectiveness of learning strategies for learners with IEPs and make necessary adaptations based on their progress and feedback. • Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. • Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. | <p>strategies for learners with IEPs and make necessary adaptations based on their progress and feedback.</p> <ul style="list-style-type: none"> • Gradually increase the complexity and depth of differentiated questions as learners progress in their learning, challenging them to apply critical thinking skills and deeper understanding. • Gradually reduce the reliance on sentence structures and writing frames as students become more proficient in their writing skills. |
| <p>Assessment- What? Why?</p> | <ul style="list-style-type: none"> • Teacher A marked assessment on <i>Sunrise</i> focusing on the core study areas. (20 marks) | <ul style="list-style-type: none"> • Teacher A marked assessment on <i>Sunrise</i> focusing on the core study areas. (20 marks) | <ul style="list-style-type: none"> • Teacher B marked assessment on <i>La La Land & Get Out</i> focusing on spectatorship. (40 marks) | <ul style="list-style-type: none"> • Teacher B marked assessment on <i>La La Land & Get Out</i> focusing on spectatorship. (40 marks) | <ul style="list-style-type: none"> • Year 12 January mock based on exam questions agreed by Teacher A & B. | <ul style="list-style-type: none"> • Year 12 January mock based on exam questions agreed by Teacher A & B. |
| <p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p> | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essay of <i>Sunrise</i> and apply it to their own writing. • Low-stakes film knowledge quizzes based on contextual knowledge of <i>Sunrise</i>. • Learners will regularly write core areas of analysis paragraphs focusing on stills from <i>Sunrise</i>. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model paragraph on <i>La La Land</i> and apply it to their own writing. • Low-stakes film knowledge quizzes based on contextual knowledge of <i>La La Land</i>. • Learners will regularly write core areas of analysis paragraphs focusing on stills from <i>La La Land</i>. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model paragraphs on <i>Vertigo & Alien</i> and apply it to their own writing. • Low-stakes film knowledge quizzes based on contextual knowledge of <i>Vertigo & Alien</i>. • Learners will regularly write core areas of analysis paragraphs. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays on <i>La La Land & Get Out</i> and apply it to their own writing. • Low-stakes film knowledge quizzes based on contextual knowledge of <i>La La Land & Get Out</i>. • Learners will regularly write core areas of analysis paragraphs. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays based on questions from the Year 12 January mock exam agreed by teachers. • Learners will review model paragraphs on <i>Amy</i> and apply it to their own writing. • Learners will regularly write core areas of analysis paragraphs. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. |

| | | | focusing on stills from <i>Vertigo & Alien</i> . | focusing on stills from <i>La La Land & Get Out</i> . | focusing on stills from <i>Amy</i> . | | |
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| Literacy - reading, extended accurate writing and oracy opportunities | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on <i>Sunrise</i>. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on <i>La La Land</i>. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on <i>Vertigo & Alien</i>. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on <i>La La Land & Get Out</i>. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on <i>Amy</i>. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Reading comprehension identifying features of screenplay in master script format. Reading comprehension exploring examples of screenplays. Reading comprehension tasks based on academic articles on short films studied. Learners will develop their creative writing skills completing screenplay exercises. | |
| Numeracy/computing skills | <ul style="list-style-type: none"> Learners will research financial aspects of the film industry including budgets and global box office takings. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> Learners will research financial aspects of the film industry including budgets and global box office takings. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> Learners will research financial aspects of the film industry including budgets and global box office takings. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> Learners will research financial aspects of the film industry including budgets and global box office takings. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> Learners will interpret graphical data to identify market trends in documentary film. | <ul style="list-style-type: none"> N/A | |
| Character development | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. |
| Equality/Diversity opportunities | <ul style="list-style-type: none"> Gender roles and stereotypes will be explored in <i>Sunrise</i> and the silent cinema era. | <ul style="list-style-type: none"> Learners will explore spectatorship and audience responses to gender roles and | <ul style="list-style-type: none"> Learners will explore representations of gender and ethnicity in <i>Vertigo & Alien</i>. | <ul style="list-style-type: none"> Learners will explore spectatorship and audience responses to gender roles and stereotypes in <i>Get Out</i>. | <ul style="list-style-type: none"> Learners will explore gender representations in the films of Kim Longinotto and Michael Moore. | <ul style="list-style-type: none"> Learners will explore gender and ethnicity representations in selected short films. | |

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| | | <p>stereotypes in <i>La La Land</i>.</p> <ul style="list-style-type: none"> Learners will explore critical approaches to feminist ideological perspectives in relation to <i>La La Land</i>. Learners will explore critical approaches to representations of ethnicity in <i>La La Land</i>. Learners will explore spectatorship and audience responses to representations of ethnicity in <i>La La Land</i>. | | <ul style="list-style-type: none"> Learners will explore critical approaches to feminist ideological perspectives in relation to <i>Get Out</i>. Learners will explore critical approaches to representations of ethnicity in <i>Get Out</i>. Learners will explore spectatorship and audience responses to representations of ethnicity in <i>Get Out</i>. | <ul style="list-style-type: none"> Learners will apply their understanding of gender representations to key scenes from <i>Amy</i>. | |
| Homework/Independent learning | <p>Learners are recommended to complete viewings of films from the German Expressionist movement:</p> <ul style="list-style-type: none"> <i>The Cabinet of Dr Calagari</i>, (Wiene, 1920) <i>Nosferatu</i> (Murnau, 1922) <i>The Burning Soil</i> (Murnau, 1922) <i>Metropolis</i> (Lang, 1927) | <p>Learners are recommended to complete viewings of films from American Cinema:</p> <ul style="list-style-type: none"> <i>Singin' in the Rain</i> (Donen, 1952) Other work of director Damien Chazelle. | <p>Learners are recommended to complete viewings of films from Hollywood Cinema:</p> <ul style="list-style-type: none"> Other works of director Alfred Hitchcock. Other works of director Ridley Scott. | <p>Learners are recommended to complete viewings of films from American Cinema:</p> <ul style="list-style-type: none"> <i>Singin' in the Rain</i> (Donen, 1952) Other works of director Jordan Peele. Other work of director Damien Chazelle. | <p>Learners are recommended to complete viewings of films from the documentary genre:</p> <ul style="list-style-type: none"> The works of Kim Longinotto. The works of Michael Moore. Other works of Kapadia. | <ul style="list-style-type: none"> Learners are recommended to complete short film viewings and update analysis sheets. Independent research: Learners will find a screenplay and analyse a key scene from it. |
| CIAG coverage/links | <ul style="list-style-type: none"> Lessons include links to careers in the film industry (e.g. producer and director). | <ul style="list-style-type: none"> Lessons include links to careers in the film industry (e.g. producer and director). | <ul style="list-style-type: none"> Lessons include links to careers in the film industry (e.g. producer and director). | <ul style="list-style-type: none"> Lessons include links to careers in the film industry (e.g. producer and director). | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of a documentary filmmaker. | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of screenwriters in the film industry. |

Year 12 Film Studies

| Key Areas | Half Term 4 | | Half Term 5 | | Half Term 6 | |
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| | Teacher B Short Film Study/ Screenwriting | Teacher B Short Film Study/ Screenwriting | Teacher A Coursework Production | Teacher B Coursework Production | Teacher A Coursework Production | Teacher B Coursework Production |
| <p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set films studied this year:</p> <ul style="list-style-type: none"> • <i>Sunrise</i> (Murnau, 1927) • <i>La La Land</i>, (Chazelle, 2016) • <i>Vertigo</i> (Hitchcock, 1958) • <i>Alien</i>, (Scott, 1979) • <i>Get Out</i>, (Peele, 2017) <p>Short films studied:</p> <ul style="list-style-type: none"> • <i>Meshes in the Afternoon</i> (Deren, US, 1946) 14' • <i>La Jetée</i> (Marker, France, 1962) 28' • <i>When the Day Breaks</i> (Forbis/Tilby, Canada, 1999) 09' • <i>About a Girl</i> (Percival, UK, 2001) 09' • <i>Wasp</i> (Arnold, UK, 2003) 24' • <i>High Maintenance</i> (Van, Germany, 2006) 09' • <i>Connect</i> (Abrahams, UK, 2010) 05' • <i>Night Fishing</i> (Park, South Korea, 2011) 33' • <i>Pitch Black Heist</i> (Maclean, UK, 2012) 13' • <i>Curfew</i> (Christensen, US, 2012) 19' • <i>Swimmer</i> (Ramsay, UK, 2012) 18' • <i>The Gunfighter</i> (Kissack, US, 2014) 09'. • <i>Stutterer</i> (Cleary, UK, 2015) 12'. • <i>Two Cars, One Night</i> (Waititi, NZ, 2004), 11' • <i>The Silent Child</i> (Overton, UK, 2017), 21' • <i>Hair Love</i> (Cherry, US, 2019), 06' • <i>The Human Voice</i> (Almodovar, Spain, 2020), 30' • <i>Wild Tales Compilation</i> (Szifron, Argentina 2014) <ul style="list-style-type: none"> -Pasternak, 8' -<i>The Rats/Las Ratas</i>, 20' -<i>Road to Hell/ El más fuerte</i>, 20' -<i>Bombita</i>, 20' -<i>The Deal/La Propuesta</i>, 20' | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to short film. • To explore how documentary film functions as both a medium of representation and as an aesthetic medium. • To introduce learners to the master script format of screenwriting. • To explore screenplay examples to enrich their understanding of the form. • To introduce learners to the storyboard format. • To watch at least 80 minutes of short films from the Eduqas recommended viewing list. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to short film. • To explore how documentary film functions as both a medium of representation and as an aesthetic medium. • To introduce learners to the master script format of screenwriting. • To explore screenplay examples to enrich their understanding of the form. • To introduce learners to the storyboard format. • To watch at least 80 minutes of short films from the Eduqas recommended viewing list. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to create an original short film or screenplay. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to create an original short film or screenplay. • To review prior learning and exam skills for summer mock exam. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to create an original short film or screenplay. • To review prior learning and exam skills for summer mock exam. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. | |

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| <p><i>-Till Death Do Us Part/ Hasta que la muerte nos separe, 22'</i></p> | | | | | | |
| <p>Skills- What will be developed?</p> | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will develop their screenwriting skills with the aim of writing their own screenplay. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will develop their screenwriting skills with the aim of writing their own screenplay. | <ul style="list-style-type: none"> Learners will develop their screenwriting skills writing a screenplay for a short film. Learners will develop their creative skills making a storyboard for their short film. Learners will develop their film production skills filming and editing a short film. | <ul style="list-style-type: none"> Learners will develop their screenwriting skills writing a screenplay for a short film. Learners will develop their creative skills making a storyboard for their short film. Learners will develop their film production skills filming and editing a short film. | <ul style="list-style-type: none"> Learners will develop their screenwriting skills writing a screenplay for a short film. Learners will develop their creative skills making a storyboard for their short film. Learners will develop their film production skills filming and editing a short film. Learners will develop their writing skills during the summer mock exam. | <ul style="list-style-type: none"> Learners will develop their screenwriting skills writing a screenplay for a short film. Learners will develop their creative skills making a storyboard for their short film. Learners will develop their film production skills filming and editing a short film. Learners will develop their writing skills during the summer mock exam. |
| <p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p> | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to selected short films. Learners will understand the key elements of screenplays and the master script format. Learners will understand the key elements of storyboards. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to selected short films. Learners will understand the key elements of screenplays and the master script format. Learners will understand the key elements of storyboards. | <ul style="list-style-type: none"> Learners will develop their productions in response to their brief. Learners will apply their understanding of the short film medium and influences to create a short film. | <ul style="list-style-type: none"> Learners will develop their productions in response to their brief. Learners will apply their understanding of the short film medium and influences to create a short film. | <ul style="list-style-type: none"> Learners will develop their productions in response to their brief. Learners will apply their understanding of the short film medium and influences to create a short film. | <ul style="list-style-type: none"> Learners will develop their productions in response to their brief. Learners will apply their understanding of the short film medium and influences to create a short film. |
| <p>SEND- how will support be seen? Seating plans? Simplified questions?</p> | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem- | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem- | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. Provide a range of question types (e.g., open-ended, problem- |

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| | <p>solving) to engage students with diverse learning styles and abilities.</p> <ul style="list-style-type: none"> Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <ul style="list-style-type: none"> Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <ul style="list-style-type: none"> Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <ul style="list-style-type: none"> Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <ul style="list-style-type: none"> Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <p>solving) to engage students with diverse learning styles and abilities.</p> <ul style="list-style-type: none"> Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. |
| <p>Assessment- What? Why?</p> | <ul style="list-style-type: none"> Teacher A marked assessment on <i>Vertigo</i> & <i>Alien</i> focusing on representation. (40 marks) | <ul style="list-style-type: none"> Teacher A marked assessment on <i>Vertigo</i> & <i>Alien</i> focusing on representation. (40 marks) | <ul style="list-style-type: none"> Year 12 summer mock based on exam questions agreed by Teacher A & B. | <ul style="list-style-type: none"> Year 12 summer mock based on exam questions agreed by Teacher A & B. | <ul style="list-style-type: none"> Year 12 summer mock based on exam questions agreed by Teacher A & B. | <ul style="list-style-type: none"> Year 12 summer mock based on exam questions agreed by Teacher A & B. |
| <p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p> | <ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay of <i>Vertigo</i> & <i>Alien</i> and apply it to their own writing. Low-stakes film knowledge quizzes based on contextual knowledge of <i>Vertigo</i> & <i>Alien</i>. Learners will regularly write core areas of analysis paragraphs focusing on stills from previous films studied. | <ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essay of <i>Vertigo</i> & <i>Alien</i> and apply it to their own writing. knowledge quizzes based on contextual knowledge of <i>Vertigo</i> & <i>Alien</i>. Learners will regularly write core areas of analysis paragraphs focusing on stills from previous films studied. | <ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essays from summer mock exam and apply it to their own writing. | <ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essays from summer mock exam and apply it to their own writing. | <ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essays from summer mock exam and apply it to their own writing. | <ul style="list-style-type: none"> Spaced learning of topic over a sequence of lessons. Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) Interleaving topics so they are revisited at appropriate times between topics. Learners will review model essays from summer mock exam and apply it to their own writing. |

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| <p>Literacy- reading, extended accurate writing and oracy opportunities</p> | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on short films studied. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on short films studied. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on short films studied. Reading comprehension exploring examples of screenplays. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on short films studied. Reading comprehension exploring examples of screenplays. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Learners will be tested on key terminology throughout their lessons building on their vocabulary. Reading comprehension tasks based on academic articles on short films studied. Reading comprehension exploring examples of screenplays. Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> Reading comprehension identifying features of screenplay in master script format. Reading comprehension exploring examples of screenplays. Reading comprehension tasks based on academic articles on short films studied. Learners will develop their creative writing skills completing screenplay exercises. |
| <p>Numeracy/computing skills</p> | <ul style="list-style-type: none"> Learners will research financial aspects of the film industry including budgets and global box office takings. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> Learners will research financial aspects of the film industry including budgets and global box office takings. Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> Learners will use computers to complete independent research. Learners will use new software to assist in their writing of their short film screenplay. Learners will develop skills using the Adobe Premiere Pro software package to create their short film. | <ul style="list-style-type: none"> Learners will use computers to complete independent research. Learners will use new software to assist in their writing of their short film screenplay. Learners will develop skills using the Adobe Premiere Pro software package to create their short film. | <ul style="list-style-type: none"> Learners will use computers to complete independent research. Learners will use new software to assist in their writing of their short film screenplay. Learners will develop skills using the Adobe Premiere Pro software package to create their short film. | <ul style="list-style-type: none"> Learners will use computers to complete independent research. Learners will use new software to assist in their writing of their short film screenplay. Learners will develop skills using the Adobe Premiere Pro software package to create their short film. |
| <p>Character development</p> | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> Critical thinking skills through film analysis. Creative expression and exploration of diverse styles of filmmaking. Visual literacy and the ability to interpret cinematic techniques. Cultural awareness and empathy through exposure to different perspectives on film form. Media literacy and critical consumption of film and media. Research and analytical skills for gathering information and constructing arguments. |
| <p>Equality/Diversity opportunities</p> | <ul style="list-style-type: none"> Learners will explore gender and ethnicity representations in selected short films. | <ul style="list-style-type: none"> Learners will explore gender and ethnicity representations in selected short films. | <ul style="list-style-type: none"> Learners will explore representations of gender and ethnicity in the short film they are creating. | <ul style="list-style-type: none"> Learners will explore representations of gender and ethnicity in the short film they are creating. | <ul style="list-style-type: none"> Learners will explore representations of gender and ethnicity in the short film they are creating. | <ul style="list-style-type: none"> Learners will explore representations of gender and ethnicity in the short film they are creating. |

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| <p>Homework/Independent learning</p> | <ul style="list-style-type: none"> Learners are recommended to complete short film viewings and update analysis sheets. Independent research: Learners will find a screenplay and analyse a key scene from it. | <ul style="list-style-type: none"> Learners are recommended to complete short film viewings and update analysis sheets. Independent research: Learners will find a screenplay and analyse a key scene from it. | <ul style="list-style-type: none"> Learners are recommended to complete short film viewings and update analysis sheets. Independent research: Learners will find a screenplay and analyse a key scene from it. | <ul style="list-style-type: none"> Learners are recommended to complete short film viewings and update analysis sheets. Independent research: Learners will find a screenplay and analyse a key scene from it. | <ul style="list-style-type: none"> Learners are recommended to complete short film viewings and update analysis sheets. Independent research: Learners will find a screenplay and analyse a key scene from it. | <ul style="list-style-type: none"> Learners are recommended to complete short film viewings and update analysis sheets. Independent research: Learners will find a screenplay and analyse a key scene from it. |
| <p>CIAG coverage/links</p> | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of screenwriters in the film industry. | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of screenwriters in the film industry. | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of screenwriters in the film industry. | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of screenwriters in the film industry. | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of screenwriters in the film industry. | <ul style="list-style-type: none"> Lessons will include detailed overviews of the role of screenwriters in the film industry. |

Year 13 Film Studies

| Key Areas | Half Term 1 | | Half Term 2 | | Half Term 3 | |
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| | Teacher A <i>Coursework Evaluation</i> | Teacher B <i>Coursework Evaluation</i> | Teacher A <i>Global Film Study</i> | Teacher B <i>British Cinema Study</i> | Teacher A <i>Experimental Film Study</i> | Teacher B <i>British Cinema Study</i> |
| <p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set films studied this year:</p> <ul style="list-style-type: none"> • <i>Pan's Labyrinth</i> (Del Toro, Spain, 2006) • <i>Taxi Tehran</i> (Panahi, Iran, 2015) • <i>Secrets and Lies</i> (Leigh, 1996)- 2024 is last exam • <i>This is England</i> (Meadows, 2006) • <i>Fallen Angels</i> (Wong, Hong Kong, 1995) | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To write an evaluative analysis of the production demonstrating how narrative features and dramatic qualities of short film are constructed, including through dialogue. • To consider the cinematic influences on the production, including short films in the evaluative analysis. • To provide a perceptive evaluative analysis of how visual/audio and narrative elements are used to create meaning for spectators in relation. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • Coursework production at the end of Year 12. • Short films studied from Year 12. • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To write an evaluative analysis of the production demonstrating how narrative features and dramatic qualities of short film are constructed, including through dialogue. • To consider the cinematic influences on the production, including short films in the evaluative analysis. • To provide a perceptive evaluative analysis of how visual/audio and narrative elements are used to create meaning for spectators in relation. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • Coursework production at the end of Year 12. • Short films studied from Year 12. • KS4 English Literature analysis skills. • Key elements of film form. • Review of effective storyboarding from Scott's <i>Alien</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to <i>Pan's Labyrinth</i> & <i>Taxi Tehran</i>. • To explore how film functions as both a medium of representation and as an aesthetic medium. • To explore the production contexts of Global cinema including their: social, cultural, political, historical, and institutional contexts. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form covered in previous examples. • The core study areas of previous films covered in Year 12 Film Studies. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to <i>Secrets & Lies</i>. • To explore the contexts of <i>Secrets & Lies</i> including social, cultural, political, historical, and institutional, as well as production. • To explore the narrative structure of <i>Secrets & Lies</i>. • To explore the genre of British Social realism and it's influence on narrative in <i>Secrets & Lies</i>. • To apply critical approaches to narrative in <i>Secrets & Lies</i>. • To apply critical ideological perspectives in British film since 1995 and apply it to <i>Secrets & Lies</i>. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form covered in previous examples. • Critical ideological perspectives explored in American film since 2005 taught in Year 12. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to experimental film. • To explore how experimental film functions as both a medium of representation and as an aesthetic medium. • To explore the narrative structure of <i>Fallen Angels</i>. • To explore the concept of genre, genre conventions, and genre in relation to narrative in <i>Fallen Angels</i>. • To identify and explore the auteur 'signatures' in <i>Fallen Angels</i> which can be considered experimental. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form covered in previous examples. • Auteur theory from Hollywood 1930-1990 comparative study. • Narrative approaches of British cinema. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To apply the key elements of film form: cinematography, mise-en-scène, editing, sound and performance to <i>This is England</i>. • To explore the contexts of <i>This is England</i> including social, cultural, political, historical, and institutional, as well as production. • To explore the narrative structure of <i>This is England</i>. • To explore the genre of British Social realism and it's influence on narrative in <i>This is England</i>. • To apply critical approaches to narrative in <i>This is England</i>. • To apply critical ideological perspectives in British film since 1995 and apply it to <i>This is England</i>. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • KS4 English Literature analysis skills. • Key elements of film form. • British Cinema study of <i>Secrets & Lies</i> in previous half term. • Critical ideological perspectives explored in American film since 2005 taught in Year 12. • Narrative approaches of experimental film. |

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| <p>Skills- What will be developed?</p> | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form in their short film production. Learners will be able to apply cinematic influences on their short film production. Learners will develop their academic writing skills to evaluate their short film production. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form in their short film production. Learners will be able to apply cinematic influences on their short film production. Learners will develop their academic writing skills to evaluate their short film production. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form in <i>Pan's Labyrinth & Taxi Tehran</i>. Learners will develop their academic writing skills to analyse global films; focusing on the core study areas. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will be able to apply critical ideological approaches to <i>Secrets & Lies</i>. Learners will analyse the narrative structure of their British films; and explore critical approaches to narrative in relation to them. Learners will develop their academic writing skills to analyse British films; focusing on the core study areas. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will analyse the narrative structure of <i>Fallen Angels</i>, and its identity as an experimental film. Learners will explore the auteur 'signatures' in <i>Fallen Angels</i> in their essay writing. Learners will develop their academic writing skills to analyse films. | <ul style="list-style-type: none"> Learners will understand and apply subject specialist terminology to analyse the key elements of film form. Learners will be able to apply critical ideological approaches to <i>Secrets & Lies</i> and <i>This is England</i>. Learners will analyse the narrative structure of their British films; and explore critical approaches to narrative in relation to them. Learners will develop their academic writing skills to analyse British films; focusing on the core study areas. |
| <p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p> | <ul style="list-style-type: none"> Learners will acquire valuable insights into technical aspects of filmmaking. Learners will develop a deeper appreciation and understanding of film contexts that have inspired their production. Learners will examine a diverse range of cinematic influences and perspectives. Learners will gain a deeper understanding of their personal artistic choices. Learners will develop their critical analysis skills by writing their evaluation. | <ul style="list-style-type: none"> Learners will acquire valuable insights into technical aspects of filmmaking. Learners will develop a deeper appreciation and understanding of film contexts that have inspired their production. Learners will examine a diverse range of cinematic influences and perspectives. Learners will gain a deeper understanding of their personal artistic choices. Learners will develop their critical analysis skills by writing their evaluation. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>Pan's Labyrinth & Taxi Tehran</i>. Learners will understand the contexts of <i>Pan's Labyrinth & Taxi Tehran</i> in relation to global cinema: including social, cultural, political, historical and institutional, as well as production. Learners will acquire valuable insights into effective approaches to academic writing including comparative analysis skills and creating arguments in their writing. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>Secrets & Lies</i>. Learners will understand the contexts of <i>Secrets & Lies</i> including social, cultural, political, historical and institutional, as well as production. Learners will understand the significance of British social realism as a film movement and its impact on narrative. Learners will understand critical approaches to ideology in relation to <i>Secrets & Lies</i>. Learners will be able to apply critical approaches to narrative to <i>Secrets & Lies</i>. Learners will acquire valuable insights into effective approaches to academic writing. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>Fallen Angels</i>. Learners will understand the contexts of <i>Fallen Angels</i> including social, cultural, political, historical and institutional, as well as production. Learners will develop a comprehensive understanding of the experimental approaches used in <i>Fallen Angels</i>. Learners will develop a comprehensive understanding of the auteur signature of Wong Kar-Wai. | <ul style="list-style-type: none"> Learners will understand and apply the key elements of film form to analyse selected scenes from <i>This is England</i>. Learners will understand the contexts of <i>This is England</i> including social, cultural, political, historical and institutional, as well as production. Learners will understand the significance of British social realism as a film movement and its impact on narrative. Learners will understand critical approaches to ideology in relation to <i>This is England</i>. Learners will be able to apply critical approaches to narrative to <i>This is England</i>. Learners will acquire valuable insights into effective approaches to academic writing. |
| <p>SEND- how will support be seen? Seating plans? Simplified questions?</p> | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all students, | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all | <ul style="list-style-type: none"> Provide opportunities for peer mentoring and collaboration, encouraging all |

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| | <p>including those with SEND, to contribute their unique perspectives and talents.</p> <ul style="list-style-type: none"> • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <p>including those with SEND, to contribute their unique perspectives and talents.</p> <ul style="list-style-type: none"> • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <p>students, including those with SEND, to contribute their unique perspectives and talents.</p> <ul style="list-style-type: none"> • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take 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Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <p>students, including those with SEND, to contribute their unique perspectives and talents.</p> <ul style="list-style-type: none"> • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <p>students, including those with SEND, to contribute their unique perspectives and talents.</p> <ul style="list-style-type: none"> • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. |
| Assessment- What? Why? | <ul style="list-style-type: none"> • Teacher A & B to mark evaluative analysis. (20 marks) | <ul style="list-style-type: none"> • Teacher A & B to mark evaluative analysis. (20 marks) | <ul style="list-style-type: none"> • October mock exam based on agreed examples by Teacher A & B. (2 hours) | <ul style="list-style-type: none"> • October mock exam based on agreed examples by Teacher A & B. (2 hours) | <ul style="list-style-type: none"> • February mock exam based on agreed examples by Teacher A & B. (2 hours) | <ul style="list-style-type: none"> • February mock exam based on agreed examples by Teacher A & B. (2 hours) |
| What memory for learning skills will be required- modelling? Concrete answers? Retrieval? | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) |

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| | <ul style="list-style-type: none"> • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review modelled responses of evaluative analysis. • Learners will be encouraged to review prior learning in preparation for their mock exam in the following half-term. | <ul style="list-style-type: none"> • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review modelled responses of evaluative analysis. • Learners will be encouraged to review prior learning in preparation for their mock exam in the following half-term. | <ul style="list-style-type: none"> • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model paragraphs on <i>Pan's Labyrinth & Taxi Tehran</i> and apply it to their own writing. • Low-stakes film knowledge quizzes based on contextual knowledge of <i>Pan's Labyrinth & Taxi Tehran</i>. • Learners will regularly write core areas of analysis paragraphs, focusing on stills from <i>Pan's Labyrinth & Taxi Tehran</i>. | <ul style="list-style-type: none"> • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays on British film and apply it to their own writing. • Low-stakes film knowledge quizzes based on contextual knowledge of <i>Secrets & Lies</i>. • Learners will regularly write core areas of analysis paragraphs, focusing on stills from <i>Secrets & Lies</i>. | <ul style="list-style-type: none"> • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays based on questions from the Year 13 February mock exam agreed by teachers. • Learners will review model paragraphs on <i>Fallen Angels</i> and apply it to their own writing. • Learners will regularly write core areas of analysis paragraphs, focusing on stills from <i>Fallen Angels</i>. | <ul style="list-style-type: none"> • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays based on questions from the Year 13 February mock exam agreed by teachers. • Low-stakes film knowledge quizzes based on contextual knowledge of <i>This is England</i>. • Learners will regularly write core areas of analysis paragraphs, focusing on stills from <i>This is England</i>. |
| Literacy - reading, extended accurate writing and oracy opportunities | <ul style="list-style-type: none"> • Learners will develop their academic writing skills through in-depth planning and writing of evaluative analysis. • Learners will be encouraged to proofread their writing to ensure an awareness of their economy of language. | <ul style="list-style-type: none"> • Learners will develop their academic writing skills through in-depth planning and writing of evaluative analysis. • Learners will be encouraged to proofread their writing to ensure an awareness of their economy of language. | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles on <i>Pan's Labyrinth & Taxi Tehran</i>. • Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles on <i>Secrets & Lies</i>. • Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles on <i>Fallen Angels</i>. • Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Reading comprehension tasks based on academic articles on <i>This is England</i>. • Learners will develop their academic writing skills through in-depth planning exercises. |
| Numeracy /computing skills | <ul style="list-style-type: none"> • Learners will utilise numeracy skills to ensure a balance in the different sections of their evaluative analysis. | <ul style="list-style-type: none"> • Learners will utilise numeracy skills to ensure a balance in the different sections of their evaluative analysis. | <ul style="list-style-type: none"> • Learners will research financial aspects of the film industry including budgets and global box office takings. • Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> • Learners will research financial aspects of the film industry including budgets and global box office takings. • Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> • Learners will research financial aspects of the film industry including budgets and global box office takings. • Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. | <ul style="list-style-type: none"> • Learners will research financial aspects of the film industry including budgets and global box office takings. • Learners will use numeracy skills to gauge the pace of editing to consider its effect on the audience. |
| Character development | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. |

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| | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. |
| Equality/Diversity opportunities | <ul style="list-style-type: none"> • Gender/ethnicity roles and stereotypes may be explored in the evaluative analysis. | <ul style="list-style-type: none"> • Gender/ethnicity roles and stereotypes may be explored in the evaluative analysis. | <ul style="list-style-type: none"> • Learners will explore representations of gender and ethnicity in <i>Pan's Labyrinth</i> & <i>Taxi Tehran</i>. | <ul style="list-style-type: none"> • Learners will explore critical approaches to feminist ideological perspectives in relation to <i>Secrets & Lies</i>. • Learners will explore critical approaches to representations of ethnicity in <i>Secrets & Lies</i>. | <ul style="list-style-type: none"> • Learners will apply their understanding of gender representations to key scenes from <i>Fallen Angels</i>. | <ul style="list-style-type: none"> • Learners will explore critical approaches to feminist ideological perspectives in relation to <i>This is England</i>. • Learners will explore critical approaches to representations of ethnicity in <i>This is England</i>. |
| Homework/Independent learning | <ul style="list-style-type: none"> • Learners will be encouraged to complete the production phase of their coursework pieces. • Learners will be encouraged to complete the final draft of their evaluative analysis by the half-term deadline. | <ul style="list-style-type: none"> • Learners will be encouraged to complete the production phase of their coursework pieces. • Learners will be encouraged to complete the final draft of their evaluative analysis by the half-term deadline. | <p>Learners are recommended to complete viewings of films from Global film:</p> <ul style="list-style-type: none"> • Other works of director Del Toro. • Other works of director & Panahi. • Other global film examples from the recommended viewing list. | <p>Learners are recommended to complete viewings of films from British cinema:</p> <ul style="list-style-type: none"> • Other works of director Mike Leigh. | <p>Learners are recommended to complete viewings of films from the documentary genre:</p> <ul style="list-style-type: none"> • The works of Wong Kar Wai including <i>Chungking Express</i> (1994). | <p>Learners are recommended to complete viewings of films from British cinema:</p> <ul style="list-style-type: none"> • Other works of director Shane Meadows. |
| CIAG coverage/links | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • Lessons include links to careers in the film industry (e.g. producer and director). | <ul style="list-style-type: none"> • Lessons include links to careers in the film industry (e.g. producer and director). | <ul style="list-style-type: none"> • Case study of Chris Doyle as a cinematographer. | <ul style="list-style-type: none"> • Lessons include links to careers in the film industry (e.g. producer and director). |

Year 13 Film Studies

| Key Areas | Half Term 4 | | Half Term 5 | |
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| | Teacher A <i>Revision & Essay Skills</i> | Teacher B <i>Revision & Essay Skills</i> | Teacher A <i>Revision & Essay Skills</i> | Teacher B <i>Revision & Essay Skills</i> |
| <p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>Set films studied this year:</p> <ul style="list-style-type: none"> • <i>Pan’s Labyrinth</i> (Del Torro, Spain, 2006) • <i>Taxi Tehran</i> (Panahi, Iran, 2015) • <i>Secrets and Lies</i> (Leigh, 1996)- 2024 is last exam • <i>This is England</i> (Meadows, 2006) • <i>Fallen Angels</i> (Wong, Hong Kong, 1995) | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise films studied in Year 12. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • Silent Cinema study; <i>Sunrise</i>. • Hollywood cinema study 1930-1999; <i>Vertigo and Alien (Blade Runner</i> for 2024 cohort) • Documentary film; <i>Amy</i>. | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise films studied in Year 12. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • American film since 2005 study; <i>La La Land & Get Out (Winter’s Bone</i> for 2024 cohort) | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise films studied in Year 13. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • Global film study; <i>Pan’s Labyrinth & Taxi Tehran</i>. • Experimental film study; <i>Fallen Angels</i> | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To revise films studied in Year 13. • To continue to develop essay skills including question selection, question interpretation, essay planning & structure, and essay writing. <p>Links with prior/ subsequent learning:</p> <ul style="list-style-type: none"> • British cinema since 1995 study: <i>Secrets & Lies</i> and <i>This is England</i>. |
| <p>Skills- What will be developed?</p> | <ul style="list-style-type: none"> • Learners will develop their analysis and essay writing skills for exam preparation. • Learners will further develop their essay redrafting skills using feedback from their teachers. | <ul style="list-style-type: none"> • Learners will develop their analysis and essay writing skills for exam preparation. • Learners will further develop their essay redrafting skills using feedback from their teachers. | <ul style="list-style-type: none"> • Learners will develop their analysis and essay writing skills for exam preparation. • Learners will further develop their essay redrafting skills using feedback from their teachers. | <ul style="list-style-type: none"> • Learners will develop their analysis and essay writing skills for exam preparation. • Learners will further develop their essay redrafting skills using feedback from their teachers. |
| <p>Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p> | <ul style="list-style-type: none"> • Learners will understand and apply the key elements of film form to selected short films. • Learners will understand the specialised study areas required for each film movement. • Learners will further develop the essay writing structure for their study of film. | <ul style="list-style-type: none"> • Learners will understand and apply the key elements of film form to selected short films. • Learners will understand the specialised study areas required for each film movement. • Learners will further develop the essay writing structure for their study of film. | <ul style="list-style-type: none"> • Learners will understand and apply the key elements of film form to selected short films. • Learners will understand the specialised study areas required for each film movement. • Learners will further develop the essay writing structure for their study of film. | <ul style="list-style-type: none"> • Learners will understand and apply the key elements of film form to selected short films. • Learners will understand the specialised study areas required for each film movement. • Learners will further develop the essay writing structure for their study of film. |
| <p>SEND- how will support be seen? Seating plans? Simplified questions?</p> | <ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. | <ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. | <ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. | <ul style="list-style-type: none"> • Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs. |

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| | <ul style="list-style-type: none"> • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <ul style="list-style-type: none"> • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <ul style="list-style-type: none"> • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. | <ul style="list-style-type: none"> • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge. |
| Assessment- What? Why? | <ul style="list-style-type: none"> • Qualitative feedback of written essays from Year 12 taught by Teacher A. | <ul style="list-style-type: none"> • Qualitative feedback of written essays from Year 12 taught by Teacher B. | <ul style="list-style-type: none"> • Qualitative feedback of written essays from Year 13 taught by Teacher A. | <ul style="list-style-type: none"> • Qualitative feedback of written essays from Year 13 taught by Teacher B. |
| What memory for learning skills will be required- modelling? Concrete answers? Retrieval? | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays from films studied in Year 12. • Low-stakes film knowledge quizzes based on contextual knowledge of films studied in Year 12. • Learners will regularly write core areas of analysis paragraphs focusing on stills from previous films studied. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays from films studied in Year 12. • Low-stakes film knowledge quizzes based on contextual knowledge of films studied in Year 12. • Learners will regularly write core areas of analysis paragraphs focusing on stills from previous films studied. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays from films studied in Year 13. • Low-stakes film knowledge quizzes based on contextual knowledge of films studied in Year 13. • Learners will regularly write core areas of analysis paragraphs focusing on stills from previous films studied. | <ul style="list-style-type: none"> • Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Learners will review model essays from films studied in Year 13. • Low-stakes film knowledge quizzes based on contextual knowledge of films studied in Year 13. • Learners will regularly write core areas of analysis paragraphs focusing on stills from previous films studied. |
| Literacy- reading, extended accurate writing and oracy opportunities | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Learners will develop their academic writing skills through in-depth planning exercises. | <ul style="list-style-type: none"> • Learners will be tested on key terminology throughout their lessons building on their vocabulary. • Learners will develop their academic writing skills through in-depth planning exercises. |
| Numeracy/computing skills | <ul style="list-style-type: none"> • Essay timings to transition between essays in exam. | <ul style="list-style-type: none"> • Essay timings to transition between essays in exam. | <ul style="list-style-type: none"> • Essay timings to transition between essays in exam. | <ul style="list-style-type: none"> • Essay timings to transition between essays in exam. |
| Character development | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. | <ul style="list-style-type: none"> • Critical thinking skills through film analysis. • Creative expression and exploration of diverse styles of filmmaking. |

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| | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. | <ul style="list-style-type: none"> • Visual literacy and the ability to interpret cinematic techniques. • Cultural awareness and empathy through exposure to different perspectives on film form. • Media literacy and critical consumption of film and media. • Research and analytical skills for gathering information and constructing arguments. |
| Equality/Diversity opportunities | <ul style="list-style-type: none"> • Learners will explore gender and ethnicity representations in selected films. | <ul style="list-style-type: none"> • Learners will explore gender and ethnicity representations in selected films. | <ul style="list-style-type: none"> • Learners will explore gender and ethnicity representations in selected films. | <ul style="list-style-type: none"> • Learners will explore gender and ethnicity representations in selected films. |
| Homework/Independent learning | <ul style="list-style-type: none"> • Learners will be encouraged to write past exam style questions under timed conditions at home. • Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers. | <ul style="list-style-type: none"> • Learners will be encouraged to write past exam style questions under timed conditions at home. • Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers. | <ul style="list-style-type: none"> • Learners will be encouraged to write past exam style questions under timed conditions at home. • Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers. | <ul style="list-style-type: none"> • Learners will be encouraged to write past exam style questions under timed conditions at home. • Learners will be encouraged to regularly redraft key sections of essays after receiving detailed qualitative feedback from their teachers. |
| CIAG coverage/links | <ul style="list-style-type: none"> • Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form. | <ul style="list-style-type: none"> • Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form. | <ul style="list-style-type: none"> • Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form. | <ul style="list-style-type: none"> • Learners will be encouraged to liaise with the Copleston careers officer in school and Heads of Sixth Form. |