

## Film Studies Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	KS3 spiral thematic topic						
	Topic	<p style="text-align: center;"><b>Film Construction</b></p> <p>When producing a film filmmakers use a variety of techniques and features in order to tell their stories and share their message. Students will spend these terms learning about the key elements that filmmakers use that take a story from a script to the big screen. They will develop their understanding of different ways to use the camera, the importance of what is in front of the camera, elements of post production and the importance of sound in film.</p>	<p style="text-align: center;"><b>Film Contexts</b></p> <p>All films are made for a reason. They express a point of view, send a message, explore a period of time and express hope for the future. In the previous topic children looked at how the film is made, in this subject the focus become why make the film at all? Children will look at the context surrounding the production of certain films, What parallels films portray that imitate the real world. They will discuss the how where a film was made, and what is happening in the world at that moment effects the stories that get made.</p>	<p style="text-align: center;"><b>Narrative/Genre</b></p> <p>Films are not made in isolation, they all link to one another. There are features, references that that reoccur throughout history. Eventually these features develop into genres of their own. In this unit the children will develop their understanding of different genres, the history of the biggest genres and the natural growth of subgenres.</p>	<p style="text-align: center;"><b>Production (Coursework)</b></p> <p>This unit provides the children with an opportunity to create something of their own. They will a screenplays, seeing what films look like in their earliest stages of development. They will then be given the opportunity to create their own within a brief. Creating their own sequence within a film, preparing a screenplay and shot list.</p>		
	Topic vocabulary	Cinematography, Mise-en-scene, Editing, Sound	Social, Historical, Political, Technological, Institutional Contexts.	Genre, Structure, Screenplay.	Screenplay, Genre, Character, Setting,		
	Disciplinary literacy link	<b>The Hurt Locker, Dracula (1931) &amp; The Lost Boys (1987)</b>	<b>The Hurt Locker, Undecided (Tsosti, The Wave, Wadjda, Girlhood, The Farewell)</b>	<b>Jojo Rabbit/ District 9</b>	<b>Money Heist, Matchroom vs Queensbury, Deadshot intro suicide squad, Two smoking barrels. (Guy Richie), Bullet Train</b>		

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	SMSC/International dimension link to build cultural capital				
	Horizon Skills (Link to careers)	Link each section of filmmaking to the relevant career in the film industry. Cinematographer, editor, sound designer etc.	<b>Further development of the link to film jobs, discussions on different film companies, directors and particular styles of messages common from different studios.</b>		<b>Focus on developing own ideas, completing the appropriate industry standards for formatting and</b>
	Knowledge and skills	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Cinematography; including camera shots, movement, lighting, framing,</li> <li>• Mise-en-scène; Settings, props, costumes, make-up</li> <li>• Editing; types of editing, principles of editing, visual effects</li> <li>• Sound; Diegetic &amp; non-diegetic</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Understand the meaning behind each of these features</li> </ul> <p>Understand the effect on the audience relating to these features</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Social context (aspects of society and its structure reflected in the film)</li> <li>• Cultural context (aspects of culture – ways of living, beliefs and values of groups of people – reflected in the film)</li> <li>• Historical context (aspects of the society and culture at the time when films are made and, where relevant, when they are set)</li> <li>• Political context (the way political issues, when relevant to the film chosen, are reflected in a film)</li> <li>• Technological context (the technologies reflected in a film's production and, in some cases, in its narrative)</li> <li>• Institutional context (how films are funded, how the level of production budget affects the kind of film made and the main stages of film production)</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• The way that key elements of film form are organised into larger structures, genres and narratives.</li> <li>• How narratives are constructed</li> <li>• The role of the screenplay in establishing the main features</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Study genre and knowledge in relation to Hollywood films</li> <li>• Also study these features as a focus area in relation to Global English language film.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• The key features of a screenplay.</li> <li>• The layout of a shooting script.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Formatting and writing a screenplay.</li> <li>• How to write a shooting script.</li> <li>• Developing own creative ideas</li> </ul>

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	Assessment	Exit tickets relating to each sub-topic. Opportunities to apply this knowledge to the Hurt Locker.	Exit ticket relating to each different context. Opportunities to apply the topics to a variety of films.	Exit ticket: ticket linking to the notable features of a Action film, links back to previous subjects and recurring features within these genres.	Exit Ticket – Identifying a labelling features and formatting of a screenplay Completion of WJEC GCSE Film Studies Coursework.
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	KS3 spiral thematic topic						
	Topic	<p style="text-align: center;"><b>Film Construction</b></p> <p>Children will remind themselves of the key features that a film maker uses to tell their stories to the audience. They will add to their learning as they familiarise themselves with the importance of lighting and the growing use of visual effects.</p>	<p style="text-align: center;"><b>Film Contexts</b></p> <p>All films have a message. It may be good versus evil. But films can be a vessel to convey nuanced messages. Children will continue to develop their understanding of the messages that can be seen beyond what is said on screen. They will further explore what happens behind the scenes in the production of films, and how changes in</p>	<p style="text-align: center;"><b>History of Film</b></p> <p>Since it's creation film has truly developed into an artform. And like other forms of art it has groundbreaking revolutions in it's history. This topic will look at the history of film, focusing on key moments and developments in technology. Children will explore the effect that these changes had on the wider industry.</p>	<p style="text-align: center;"><b>Film Styles</b></p> <p>Films are often categorised by genre alone, and in year 10 student learnt how to sort films into their genres and subgenres. But there is more than genres that define how a film feels. Different directors have a set 'style', films from different countries are immediately recognisable. In this topic children will explore how the British film industry differs from Hollywood. They will look at key examples</p>	<p style="text-align: center;"><b>Representations of people and ideas</b></p> <p>Films are supposed to imitate life, but often fall into lazy stereotypes of different social groups. Children will look at representation in film, how women and marginalised groups are portrayed in films. They will also look at the wider industry and how the groups are treated, looking at the academy</p>	

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			the industry effect what happens in cinemas.		of British directors and their influence on the wider industry.	awards as a key example.	
Topic vocabulary	Cinematography, Mise-en-scene, Lighting, Editing, Visual effects, Sound	Social, Historical, Political, Technological, Institutional Contexts.	Silent Film, Hollywood, Colour, 3D Film, Steadicam, Computer generated imagery	Aesthetic, Style, Composition	Gender, Ethnicity, Age, Different Cultures		
Disciplinary literacy link	<b>The Hurt Locker, Dracula (1931) &amp; The Lost Boys (1987)</b>	<b>The Hurt Locker, <i>Undecided</i> (Tsosti, The Wave, Wadjda, Girlhood, The Farewell)</b>	<b>Dracula (1931) &amp; The Lost Boys (1987)</b>	<b>Attack The Block</b>	<b><i>Undecided</i> (Tsosti, The Wave, Wadjda, Girlhood, The Farewell)</b>		
SMSC/Inter national dimension link to build cultural capital							
Horizon Skills (Link to careers)			<b>Links to the growth of Hollywood and the relevant developments in the British film industry.</b>				
Knowledge and skills	Recap of core study area for exams. (Crucial knowledge for both exams) Knowledge <ul style="list-style-type: none"> <li>• Cinemato</li> </ul>	Recap of core study area for exams (Crucial knowledge for both exams)  Knowledge: <ul style="list-style-type: none"> <li>• Social</li> </ul>	Knowledge <ul style="list-style-type: none"> <li>• the first moving images and silent film</li> <li>• The rise of Hollywood</li> </ul>	Knowledge <ul style="list-style-type: none"> <li>• The Aesthetic qualities of a film</li> <li>• Their Significance</li> <li>• How</li> </ul>	Knowledge <ul style="list-style-type: none"> <li>• Films are never simply 'pictures of reality' but always</li> </ul>		

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		<p>graphy; including camera shots, movement, lighting, framing,</p> <ul style="list-style-type: none"> <li>Mise-en-scène; Settings, props, costumes, make-up</li> <li>Editing; types of editing, principles of editing, visual effects</li> <li>Sound; Diegetic &amp; non-diegetic</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Understand the meaning behind each of these features</li> </ul> <p>Understand the effect on the audience relating to these features</p>	<p>context (aspects of society and its structure reflected in the film)</p> <ul style="list-style-type: none"> <li>Cultural context (aspects of culture – ways of living, beliefs and values of groups of people – reflected in the film)</li> <li>Historical context (aspects of the society and culture at the time when films are made and, where relevant, when they are set)</li> <li>Political context (the way political issues, when relevant to the film chosen, are reflected in a film)</li> <li>Technological context (the technologies reflected in a film's production and, in some cases, in its narrative)</li> <li>Institutional context (how films are funded, how the level of production budget affects the kind of film made and the main stages of film production)</li> </ul>	<p>and the development of sound</p> <ul style="list-style-type: none"> <li>The introduction of colour film</li> <li>The emergence of widescreen technology and 3D film</li> <li>The development of portable cameras and Steadicam technology</li> <li>The role of computer-generated imagery in film.</li> </ul>	<p>filmmakers create aesthetics through specific film sequences</p> <ul style="list-style-type: none"> <li>The importance of mise-en-scene, shot types and editing styles for building aesthetic.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Watch a film and identify repeating features or artistic references to other work.</li> <li>Study hallmark features of the contemporary British film industry</li> </ul>	<p>provide a point of view about what they portray.</p> <ul style="list-style-type: none"> <li>Explore how films represent and therefore offer perspectives on;</li> <li>Gender</li> <li>Ethnicity</li> <li>Age</li> <li>Different cultures</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Infer meaning behind character choices and actions</li> <li>Show understanding of hidden messaging within films on important subjects.</li> </ul>	
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Film Studies Curriculum Map

	Assessment	Completion of past paper questions relating to this key subject area	Completion of past paper questions relating to this key subject area	Creation of a historical timeline of the film industry.	Build a case file of what makes an Edgar Wright film – Also use this casefile to identify stylistic features in Attack the Block.	Write an analysis of how women are portrayed in (Inset Film).	
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