

Marshland Curriculum Overview

Film Studies

Curriculum Intent

The WJEC Eduqas specification in GCSE Film Studies draws on learners' enthusiasm for film and introduces them to a wide variety of cinematic experiences through films, which have been important in the development of film and film technology. Learners develop knowledge of US mainstream film by studying one movie from the 1950s and one from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they study more recent films – a US independent as well as titles from the UK, Europe and South Africa.

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

The curriculum encourages creative thinking for their own productions by drawing on their experiences and understanding of films they have analysed and the context behind them.

Students learn how films:

- are constructed through cinematography (camerawork and lighting), mise-en-scène (how sets, locations, props and costume are used), editing and sound
- are organised into structures – genre (the different kinds of film) and narrative (how films tell their stories)
- can be used artistically (the aesthetic qualities) and as a way of communicating ideas and issues (representation)

Learners make sense of film through

- exploring relevant contexts (social, cultural, historical, political and institutional)
- an awareness of key aspects of the history of film and through specialist writing

How does our curriculum build upon previous learning?

KS3	Students understand how creative images can create an effect on the audience. Student analysis in English underpins the overall understanding of the way in which author's specific choices can influence the audience. Further development of the context of narratives and non-fiction texts develop their understanding of the reasons behind director choices.
KS4	Building on KS3 student ability to focus on specific techniques and the effect they create, then work together to create the overall idea or effect of the film or story.

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
Apply analytic skills developed during KS3 to the different medium of film. They focus on director's choices and how they both create an effect on the chosen audience, as well as creating a contextually important message. Using literacy skills inherent in both KS2 and KS3 combined with the analytical writing style developed in English to explore key moments in films.	• Through use of retrieval practice at the start of lessons • Homework based on exploring key sequences in films • Questioning that draws upon prior knowledge and skills utilised in previous lessons • Modelling for both written and production pieces to secure knowledge and skills for students to apply independently

How does our curriculum align to the national curriculum?
Follows the Edexcel specification for film studies, ensuring that students have the skills and knowledge required for both their production and final exams.

How do we check student understanding and monitor progress?
Understanding is monitored during lessons through questioning and live marking of written pieces using google classrooms. Students PPEs (mock) are assessed against exam criteria to ensure learning is taking place.

Curriculum sequencing			
Year	Autumn	Spring	Summer
10	<u>Component 2</u> ● Introduction to technical codes of film ● Introduction to aspects of film: cinematography, mise-en-scène, editing, sound ● Component 2 Section C - British Film - Skyfall - film aesthetics ● Component 2 Section A - Global English language film - Slumdog Millionaire - film narrative ● Narrative theory	<u>Component 2</u> ● Section B - Foreign language film - Tsotsi ● Understanding culture and representation within film <u>Component 3</u> ● Initial ideas and research ● Storyboarding and practice production	<u>Component 2</u> ● Revision and preparation for PPE <u>Component 3</u> ● Evaluation of final production ● Improvements planned ● Filming and editing of production
11	<u>Component 3</u> ● Production completion - reworks - improvements <u>Component 1</u> ● Preparation for PPE 1 ● Section C - Independent film - Hurt Locker ● Exploring specialist writing ● Exploring context and film developments	<u>Component 1</u> ● Section A and B - Comparative American film ● Exploring historical context ● Preparation for PPE 2	<u>Revision and exam preparation</u> ● Revision and exam techniques ● Key feedback on areas identified in PPE 2
Rationale for this sequencing	Students begin with learning key components of film form and terminology to build their confidence and enable them to access the rest of the course. Once assessed to be at a sufficient level through questioning and written tasks, they move onto British film, with a focus on technique. Component 2 theme is ‘different worlds’ with the overall idea that characters struggle with being out of their depth in a new and difficult ‘world’ that they have not explored before. This continues with a narrative focus on Slumdog and representation in Tsotsi. Knowledge can then be applied to their own production work in the summer term where they apply skills and techniques analysed into their own work. Skills are then utilised in Y11 where students focus more on the context and cultural impact of film and how that is represented through form. The final term is dedicated to revision of key sequences and questions.		
How does our curriculum prepare students for the transition to post-16 pathways?			
Film studies can be chosen as a subject at many levels with a wide range of university courses applicable across the country. With the skills that students have developed they will be able to access Media or film post-16 with a secure knowledge of the key terminology, themes and skills required.			