

Film Studies 5 Year Curriculum Overview (2024-25)

Intent	Implemenion	Impact
<p>Film Studies is the study of films from different periods of filmmaking from across the world. It offers an unparalleled opportunity to explore human stories reflecting diversity in cultural social class and world view. It gives students the chance to see films they might otherwise never see and develop the skills necessary to discuss the meanings those films create for an audience.</p> <p>Film Studies also gives students the opportunity to exercise their own creativity in response to the concepts of narrative, genre, aesthetics and representation which they are presented with and following Bloom's Taxonomy of learning this creativity and attendant evaluation sit at the zenith of their learning.</p>	<p>Across the three years of GCSE study the students learn the language of film and how to apply it in analysis of the films they study. Using these key micro elements of film form (cinematography, sound, editing and mise en scene) the students learn to describe what they see and hear then explain how these micro-elements help to synthesise meaning, especially considering the aesthetics and their role in a film's look or style. Using metacognitive approaches students learning to respond to questions following the prompts: What? How? Why?</p> <p>In addition, they learn about film from a structural perspective exploring narrative, plot and story; genres including Teen, Sci Fi, Horror, Romance, Action and Thriller and the hybrids of more than one genre; and representations of people, places and events within the films.</p> <p>Films are never studied without a deep awareness of their contexts - social, cultural, historical, political, institutional and technological - as these are vital in the understanding of the meanings created for the spectator.</p> <p>Students also learn how to write and format a screenplay, plan and execute a shooting script, film scenes and sequences and edit using industry standard software. Creativity is seen as the ultimate expression of their understanding</p>	<p>By the end of the three years of GCSE study, students have developed a clear knowledge and understanding of the ways in which films are constructed, how meanings are created through technical means and how audiences' responses are affected. Students are able to write with confidence using accurate terminology, explain fluently with reference to contexts, narrative and genre, and explore the construction of representations.</p> <p>The skills gained at GCSE are excellent preparation for the study of English Literature, Sociology, Media Studies and of course Film Studies. A level Film Studies develops their critical awareness further still through a range of deeper and broader studies of different films considering them ideologically, in terms of spectatorship, auteurship, experimentalism and film movements as well as narrative and aesthetics.</p> <p>Film Students regularly seek paths into higher education studying Film and Television and many alumni work in the media industries.</p>

Year 9 Film Studies Curriculum Overview (1st year of 3 year course - no current Year 9 class)

HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
<p>Introduction to the key elements of film form. Learning the key terminology.</p> <p>Analysing scenes using the key elements of film form</p> <p>US Film 1961-1990 ET: The Extra-Terrestrial (1983) Scene analysis Exploring genre, characters, relationships and contexts</p>	<p>Introduction to practical skills in filmmaking</p> <p>Hitchcock study Researching director, watching and analysing clips</p>	<p>The Birds (1964) Scene analysis Exploring themes, genre, use of key elements to create meaning and response</p> <p>Global film in English: The Breadwinner (2017) Focus on key elements of film form, aesthetics, narrative and context</p>	<p><u>Screenwriting #1</u></p> <ul style="list-style-type: none"> Understanding genres: Using formatting Online aps <p>Writing visually</p> <p>UK film: Rocks (2019) Focus on aesthetics, genre, narrative, characters and themes</p>	<p>Revising films studied</p> <p>Practical Productions: Planning/filming</p> <p><u>Screenwriting #2</u> Improving screenplays Creating shooting scripts</p> <p><u>Test shoots</u></p> <ul style="list-style-type: none"> constructing a sequence editing 	<p>Mini group productions Plan, prep, Production First edits, final cut, Sound</p> <p>Review and evaluation of productions</p> <ul style="list-style-type: none"> Review of year Preparing for year 10
<p>Deeper learning Aesthetics and genres - sound and image making meaning</p>	<p>Deeper learning Films from around the world How society influences film</p>	<p>Deeper learning Films from around the world</p> <ul style="list-style-type: none"> How film influences society. 	<p>Deeper learning History and development of film</p> <ul style="list-style-type: none"> Film timeline 	<p>Careers in Film</p> <p>Opportunities to extend learning beyond classroom</p>	<p>Summer film project (TBC)</p>
<p>Extra- curricular Activities: all taught after school. After school filmmaking opportunities, links to external professional organisations offering courses in student filmmaking</p>		<p>Key resources / websites:</p>			

Year 10 Film Studies Curriculum Overview (2nd year of 3 year course - no current year 10 class)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>UK film: Attack The Block(2011) Focus on aesthetics + key elements of film form, contexts</p> <p>NEA: screenwriting Shooting scripts Understanding genres:</p> <ul style="list-style-type: none"> ● Teen ● Horror ● Sci-Fi ● Romance ● Action 	<p>Global film in a foreign language: Wadjda (2012)</p> <p>Focus on key elements of film form, social and cultural context, representations</p> <p>Practical</p> <ul style="list-style-type: none"> ● Developing skills in filming ● Understanding editing ● Understanding sound 	<p>Global film in English: Slumdog Millionaire (2008)</p> <p>Focus on key elements of film form, narrative and context</p> <p>Improving screenplays and shooting scripts</p> <p>Test shoots</p> <ul style="list-style-type: none"> ● constructing a sequence 	<p>NEA: creative and production Planning and pre-production</p> <ul style="list-style-type: none"> ● NEA (Component 3) Completing Screenplays/Shooting Scripts – re-drafts 	<p>Revision PPE1:</p> <p>FIT and consolidation of all three films</p> <p>NEA (Component 3) Completing Screenplays/Shooting Scripts – re-drafts</p> <p>Practical Productions: Planning/filming</p>	<p>NEA: Production First edits</p> <p>Review and evaluation of productions</p>
<p>Deeper learning Aesthetics and genres - sound and image making meaning</p>	<p>Deeper learning Films from around the world</p> <ul style="list-style-type: none"> ● How society influences film 	<p>Deeper learning Films from around the world</p> <ul style="list-style-type: none"> ● How film influences society. 	<p>Deeper learning History and development of film</p>	<p>Careers in Film Opportunities to extend learning beyond classroom</p>	<p>Summer film project</p>
<p>Extra- curricular Activities: HW intervention, practical filmmaking, SKY studios, Pinwood</p> <p>Film club TBC</p>				<p>Key resources / websites GC, Studio Binder, WriterDuet, Da Vinci resolve BFI</p>	

Year 10 XC Film Studies Curriculum Overview (2nd year of 2 year course)

Current course

Term 1	Term 2	Term 3	Term 4	Term 5
<p><u>Baseline testing</u> K&U of key elements of film form, meaning and response, contexts - through low stakes testing on <u>component 2</u></p> <p>Component 1 <u>Teen drama/comedy option</u> Rebel without a Cause Ferris Bewler's Day Off Focus on comparison: genre, narrative and context in addition to key elements of film form. Develop skills in longer answers (10, 15 mark questions)</p> <p>Film Timeline - learning and testing (throughout year) Component 3 - editing/refining</p>	<p><u>In class testing</u> Component 2 (selected question) + Component 1 (questions 1&2 only)</p> <p>Component 1 question 3 - comparative (20 mark) question</p> <p>Component 3: Film production edit (20%) NEA Evaluations (re-draft to competition by Mar 2025) (10%)</p>	<p>Revision of <u>CP2</u>: UK, English language and global films in another language. Re-screenings (partial):</p> <ul style="list-style-type: none"> ● Attack the Block ● Jo Jo Rabbit ● Wadjda <p>In class testing on CP1 (without section C) and CP2</p> <p>Component 1 - Section C <u>Independent US Film</u> Whiplash Question 5 - specialist writing, analysis - toxic masculinity and genre</p>	<p>Whiplash Complete study Testing on Q5</p> <p>Component 1 revision: Hollywood and US Independent film: re-screenings (partial)</p> <ul style="list-style-type: none"> ● Rebel ● Ferris <p>Bewler ● Whiplash Analysis and test questions</p> <p>Submit NEA BFI study day (TBC)</p>	<p>Revision schedule published to GC in March</p> <p>NEA submitted prior to 5th May</p> <p>CP1 and 2 Exams (2 x 1.5 hours) in May/June</p>
<p>Deeper learning:</p> <ul style="list-style-type: none"> ● Film History and wider contextual knowledge 	<ul style="list-style-type: none"> ● Developing critical thinking in relation to specialist writing. 	<ul style="list-style-type: none"> ● Application of skills, wider contextual knowledge and appreciation of diversity 	<p>Exam skills</p>	
<p>Extra-Curricular activities: autumn term NEA, SKY Studio visit (selected students), BFI study day, Pinewood Futures (selected students)</p>			<p>Key resources / websites: Studio Binder, WriterDuet, YouTube, Google Classroom</p>	

Year 11 Film Studies Curriculum Overview (3rd year of 3 year course)

Current course

Term 1	Term 2	Term 3	Term 4	Term 5
<p>Baseline testing K&U of key elements of film form, meaning and response, contexts - through low stakes testing on component 2</p> <p>Component 1 <u>Teen drama/comedy option</u> Rebel without a Cause Ferris Bawler's Day Off Focus on comparison: genre, narrative and context in addition to key elements of film form. Develop skills in longer answers (10, 15 mark questions)</p> <p>Film Timeline - learning and testing (throughout year)</p> <p>Component 3: NEA Editing/refining</p>	<p>Formal testing Component 2 (selected question) + Component 1 (questions 1&2 only)</p> <p>Component 1 question 3 - comparative (20 mark) question</p> <p>Component 3: NEA Film production edit Final screenplay/shooting script (20%) NEA Evaluations (re-draft to competition by Jan 2025) (10%)</p>	<p>Revision of <u>CP2</u>: UK, English language and global films in another language. Re-screenings (partial):</p> <ul style="list-style-type: none"> ● Attack the Block ● Slumdog Millionaire ● Wadjda <p>PPE on CP1 (without section C) and CP2</p> <p>Component 1 - Section C <u>Independent US Film</u> Whiplash Question 5 - specialist writing, analysis - toxic masculinity and genre</p>	<p>Whiplash Complete study Testing on Q5</p> <p>Component 1 revision: Hollywood and US Independent film: re-screenings (partial)</p> <ul style="list-style-type: none"> ● Rebel ● Ferris Bawler ● Whiplash <p>Analysis and test questions</p> <p>Submit NEA BFI study day (TBC)</p>	<p>Revision schedule published to GC in March</p> <p>NEA submitted prior to 5th May</p> <p>CP1 and 2 Exams (2 x 1.5 hours) in May/June</p>
<p>Deeper learning:</p> <ul style="list-style-type: none"> ● Film History and wider contextual knowledge 	<ul style="list-style-type: none"> ● Developing critical thinking in relation to specialist writing. 	<ul style="list-style-type: none"> ● Application of skills, wider contextual knowledge and appreciation of diversity 	<p>Exam skills</p>	
<p>Extra-Curricular activities: autumn term NEA, SKY Studio visit (selected students), BFI study day, Pinewood Futures (selected students)</p>		<p>Key resources / websites: Studio Binder, WriterDuet, YouTube, Google Classroom</p>		

Key Stage 5 Film Studies Curriculum Overview

The study of film is an opportunity to engage with the dominant art form of the last 100 years: an art form that has spread to every corner of the globe and reflects the cultures, stories and representations of human existence.

Studying film is a powerful experience that can be emotional, thrilling, illuminating and challenging. Students experience a range of responses as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations, powerful music and sound structured through the editing which focuses and directs the attention of the spectator.

Studying film **develops critical thinking** through analysis of films, including:

- the ways in which meanings and responses are generated through film
- a contrasting, culturally diverse range of films from different national contexts
- film as an aesthetic medium
- how films reflect the social, cultural and political contexts in which they are made
- the relationship between film and film technology over time
- to apply knowledge and understanding of film to filmmaking or screenwriting

Film Studies promotes **global learning** through study of diverse films from a range of cultures. It deepens **historical knowledge** of culture and technology and **develops emotional intelligence**. Alongside the **critical responses**, students are encouraged to **explore their creativity** through screenwriting and film-making. They **develop independence** and **responsibility** through planning, producing and editing filmed productions. Alongside this, they develop **real world skills** in writing, filming, editing and **collaborating**.

NB: Years 12 and 13 are taught in the same class and the carousel of films rotates each year. Below is the current rotation for 2024-25.

Year 12 and 13 (2024-25)

Term	Year 12	Year 13	Notes
Autumn 1	Base line CP2 A: World Cinema <ul style="list-style-type: none"> • Pan's Labyrinth • City of God Induction/core skills	Base line CP2 A: World Cinema <ul style="list-style-type: none"> • Pan's Labyrinth • City of God CP3: NEA - post production edit / EA1	Y12 and 13 taught in sync in the same class
Autumn 2	Documentary practical CP2 C: Silent Cinema <ul style="list-style-type: none"> • Keaton shorts CP3: Short film study / Screenwriting	PPE 2 - Q from CP1 + CP2 SecA CP2 C: Silent Cinema <ul style="list-style-type: none"> • Keaton shorts CP3: NEA - post production sound / EA2	Y12 and 13 in sync with texts. Different path for PPE and NEA
Spring 1	CP2 D: Experimental film <ul style="list-style-type: none"> • Memento CP1 A: Hollywood 1930-1960 <ul style="list-style-type: none"> • Some Like It Hot 	CP2 D: Experimental film <ul style="list-style-type: none"> • Memento PPE 3 - both full papers CP3: NEA - EA final	Final in sync text Separate screenings Some discrete lessons
Spring 2	SLIH CP1 A: Hollywood 1961-1990 <ul style="list-style-type: none"> • Do The Right Thing 	<u>Revision</u> CP3: NEA - hand in	Some shared exam prep/revision
Summer 1	PPE 1 - CP2 (A, C, D) + CP1 (A) CP2 B: Documentary <ul style="list-style-type: none"> • Stories We tell 	CP3: NEA submitted to exam board early May Public Exams	Y12 discrete lessons
Summer 2	CP3: NEA - screenwriting 2 CP3: NEA - production		