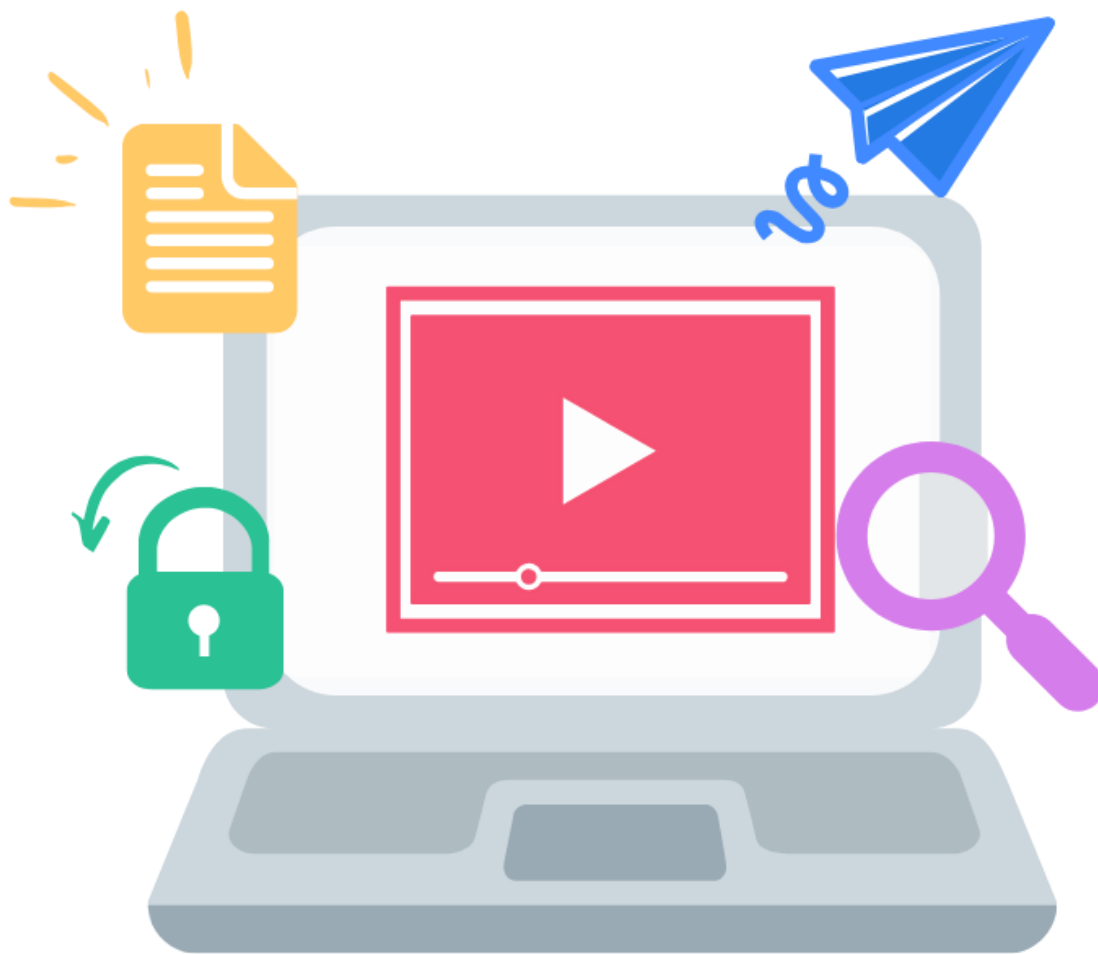# REMOTE LEARNING MODULE

Subject: Film Studies
Author: JEM
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Updated:

Subject:	Film Studies		Teacher (if applicable):	EMH/JEM	
Year:	10		Ability/Class (if applicable):	Options Set	
Module title:	Foundations of Film				
Duration:			6 weeks ☒		Other:

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

This GCSE option exists to give our students an opportunity to explore, know and understand the world of Film, a media type that is crucial within modern society. It is, at the time of writing, the only GCSE related directly to Media offered by the Academy. In Film Studies, students will explore a variety of British, American and International films, broadening the horizons of our students and exposing them to a variety of different cultures and contexts. This module introduces students to these concepts.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

This module will provide students with a foothold in their knowledge and understanding of film. They will develop the technical vocabulary to discuss films, have experiences analysing their different features, and begin to understand how the industry has developed over time.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

This module is Ambitious because it will encourage students to think about an important element of the media in a critical way, that they may not have previously considered. It will aim to cover all of the elements needed for success in the course.

This module is Brave because it will expose students to different films from different contexts, without the need to adhere to the specified films from the exam board. We will be able to encourage students to bravely explore a variety of films.

This module is Kind because it will encourage creative thinking and empathy with characters and filmmakers – what were the intentions of the director here? What emotions are they trying to convey?

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the Content link to the NC or Exam Spec?
• Cinematography • Mise-en-scène • Editing	• Introduction unit to establish the core knowledge needed to analyse Film. • All key areas of Film and AOs covered.

• Sound • Contexts of film • Tier 3 Film Vocabulary • Screenplay features • Films not covered on the specification in extract form	• Extracts from a variety of films used.

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

• All Tier 3 vocabulary

• Film as a constructed piece of art

• Key study areas – as listed in the Content section.

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
• Cinematography • Mise-en-scène • Editing • Sound • Contexts of film	• These are the core study areas for all 6 films that must be studied as part of the GCSE – some films have a subsequent additional study area.

LEARNING

Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
Prepare for Practice elements, such as modelling answers Introducing new, key topics (e.g. different types of shot for cinematography).	Deliberate Practice – of exam-style answers and other written tasks. Light and Deep Feedback – using Quizzes and Rubrics in Forms and Teams. Checking prior learning through quizzes.

ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	**Disengagement** – how are you going to ensure students who are not engaging with this module are identified and supported?
Where possible we will provide printed stills for analysis however a suitable device and internet access is essential for viewing clips, etc.	If a student does not attend a synchronous session, a message will be sent to parents and student via Edulink. Form tutor will also be informed. The expectation is to catch up on the work or watch the recorded lesson.

FEEDBACK		
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	**Review Points** – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
A final PEDAL exam question (optionally – with a short quiz on vocabulary/film features, in the Three Part English Assessment style), based on a suitable clip (e.g. from Thor regarding the use of Dutch Angles, or Attack The Block regarding colour palette).	**2 Weeks**	**Forms Quiz**
	4 Weeks	**Written Question**
	6 Weeks	**Final Exam Style Answer**
	8 Weeks	
	Other	

Delivery *(please note - a two week remote learning module may only take one lesson cycle)*

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	4	Remote (live on MS Teams and remote as study)	☒	- Watch clip from The Dark Knight - Note anything that strikes us about the visual look, dramatic tension or emotive feeling of the film. - Repeat with a second clip should there be a need for further depth.	What	To understand the basic elements of film
					Why	To give us an understanding of the different elements of film
		Blended (live in classroom and remote as study)	☐		How	I will be able to begin to use the correct terms when discussing films

		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
	Number of lessons in cycle:	- Notes/discussion points shared - Annotate examples of stills with different features from a glossary - Explore different elements of film with a definition of each (e.g. cinematography)	- Questions (Forms if possible) on the vocabulary introduced -	- Model annotations for stills - Model a response to a simple question (e.g. 2-3 marks)	Synchronous (live)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
- Independent answer on a simple Core Study area (e.g. shot type) from a specified still image	- Self-assess for correct use of vocabulary; re-draft answers where necessary	- Submit forms quiz checking for understanding of three key areas	

	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2 / Number of lessons in cycle: / 4	Remote (live on MS Teams and remote as study)	☒	- Matching/sorting activity to place 3x images from Quantum of Solace in the 'correct' order - Repeat with another clip/stills from a different type of film (e.g. Saving Private Ryan)	What	To understand how Films can be edited together
	Blended (live in classroom and remote as study)	☐		Why	Editing is a key part of the film production process
				How	Able to answer questions regarding editing.

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
- Explore different alternatives to the stills provided before revealing the 'correct' answer with the clip - Encourage students to tap/click etc. when an edit occurs whilst viewing the sequence - Introduce editing types through video (possibly Async with feedback to follow)	- Questioning as appropriate - Compete the difference in QoS to Skyfall clip – the Long Take, followed by questioning. - Forms quiz (possible Async) to CFU	- Model an answer based on the Long Take – name the PEDAL steps.	

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
- Students to complete an answer based on QoS clip	- Self-assess answer vs success criteria	- Final written question based on a different clip with notable editing features (fed back on Teams)	

	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
3 / 5	Remote (live on MS Teams and remote as study)	☒	- Intro different colour with films (e.g. Amelie, Grand Budapest Hotel, etc.)	What	To explore how colour is used in films

		Blended (live in classroom and remote as study)	☐	- Annotate with the expected genre of the film, any other predictions etc.		Why	Colour theory is an important part of filmmaking and media as a whole
						How	Able to answer questions on colour palette in a specified film clip

	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Number of lessons in cycle:	- Colour connotation – mind map thoughts/emotions/ characteristics of each colour - Introduce colour theory with video – making notes	- Discuss colour theory video and question as appropriate.	- Attempt annotations on specified scenes/stills from various movies – focus on vocabulary and intended impact - Model a PEDAL on one of these stills	**Synchronous (live)**
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
	- Independent response to a different still	- Self assess and redraft the paragraph after using a success criteria.	- Complete a final assessment question using PEDAL as specified in Implementation above, encompassing varied areas of film.	**Asynchronous (remote)**