

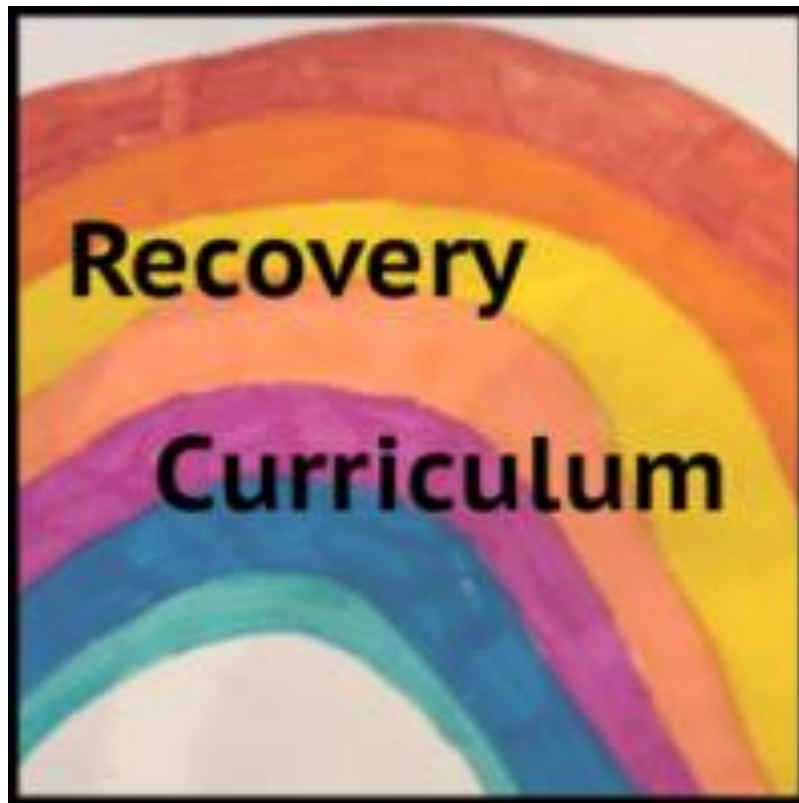
RECOVERY CURRICULUM

Subject: Film Studies

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Subject:	Film Studies	Teacher:	FRM
Year:	10	Class:	10FS
Unit title:	Foundations of Film		
Duration:	2 weeks (as this unit will blend into the existing Foundations of Film unit)		
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 unit/topic?			
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.			
Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?			
<ul style="list-style-type: none">- Develop a knowledge of 'good' film through watching and discussion.- Develop a preliminary knowledge of the language needed to discuss film in detail.			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?			
<ul style="list-style-type: none">- We will be Brave in discussing films from a variety of ages and genres- We will be Ambitious in promoting films of a different culture and/or those with subtitles- We will be Kind in allowing all students to make contributions to all discussions, in a positive environment.			
Content – what is being covered, ensuring breadth & depth?		National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?	
<ul style="list-style-type: none">- Fundamental film studies concepts like cinematography in a brief manner.- A variety of different trailers from different genres.		<ul style="list-style-type: none">- Genres broadly linked to either those studied for Component 1/2 or the NEA (Component 3) – but not limited to these.- General film discussions promote the use of film language that will be required for the exam.	

Powerful Knowledge - what powerful knowledge is included in this SoW? 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 powerful knowledge specified in the Intent & Implementation documentation
- Providing a foundation of our love of film as a group – what interests us, what engages us - and what engages people in other cultures when it comes to film.

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?
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This will be the first time these students study film, so we will be running our traditional first unit with some amendments. This will allow us to check with in-lesson quizzes.	We will reapply the skills to different contexts – e.g. analysing a second or third film to identify different features, with teacher adaptation of content to suit the needs of the students.
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KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
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- Film as an art form
- Cinematography
- Mise-en-scene
- Editing
- Sound
- Film Contexts
- Film Technologies
- Appropriate Tier 3 vocabulary

- **This will enable students to develop a foundation of knowledge in Film to support their more detailed analysis later in the unit, and the course.**

WELLBEING

Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
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- **Students will be encouraged to share ‘what they’ve watched’ through discussions and a review of a film of their choice.**

- **We will talk about how films can empower people – e.g. through films such as Hidden Figures (representing the**

	underrepresented) or Booksmart (gender balanced production)
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
This is a new class, so skills for learning in Film Studies will have to be established for the first time (e.g. watching conditions, analysis paragraphs).	This is a new class, so relationships will need to be established for the first time, through discussion and generating excitement around the films to be studied.
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work-based opportunities (while still ensuring social distancing)?
<ul style="list-style-type: none"> When considering different trailers, films etc. we will be able to discuss in terms of the film, but in terms of the 'likes and dislikes' of the group, developing a critical eye. 	<ul style="list-style-type: none"> There are significant opportunities for discussion through this unit – and it will likely result in more heavy discussion amongst students as they decide their favoured films.

Delivery							
1	3-5 – discussion dependent.	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	x	1. List favourite films / films watched recently 2. Quiz on simple T3 vocab terms 3. Annotate a still with what's in the frame	What	What different people enjoy in the world of Film	
		Blended (Teams is embedded for Film) (live and remote as independent study)	<input type="checkbox"/>		Why	We are an audience – and our views are important in understanding how the Film Industry works.	
				How	We will watch trailers and discuss them, considering different genres and cultures.		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		
1. Trailer for Parasite – what put this as the winner of the most recent Oscar for best Picture 2. Introduce key vocab x3 max depending on test. Share stills		1. Break down trailer pointing out features 2. Questioning (e.g. why costume not clothes) with the class.	1. Discuss – is this a film we want to watch? What would they prefer to watch? (Take examples, to use in following lesson)				

		<p>from films they have chosen – what can we see.</p> <p>3. Listen to Kermode review of Sex and the City 2 – what are his main problems with this film?</p>	<p>3. What films do they hate/love? Why is there such an emotional response?</p>	<p>2. Select one trailer from the student selection to analyse – model a PEDAL</p> <p>3. Watch a trailer (teacher's choice) of a recent film. Model a review.</p>	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		<p>1. Written response</p> <p>2. PEDAL for themselves based on the same trailer.</p> <p>3. Students write their own review – completed as 2nd draft on MS teams for ease of marking.</p>	<p>1. Check for punctuation – and evidence from trailer.</p> <p>2. Share best sentences, including director.</p> <p>3. Deep on Teams for T3 vocab and SPAG</p>	<p>1. Introduce MS Teams (should have some familiarity) – show them that there will be blended learning.</p> <p>2. Self-assess vs criteria</p> <p>3. Deep on Teams for T3 vocab and SPAG</p>	Asynchronous (remote)