

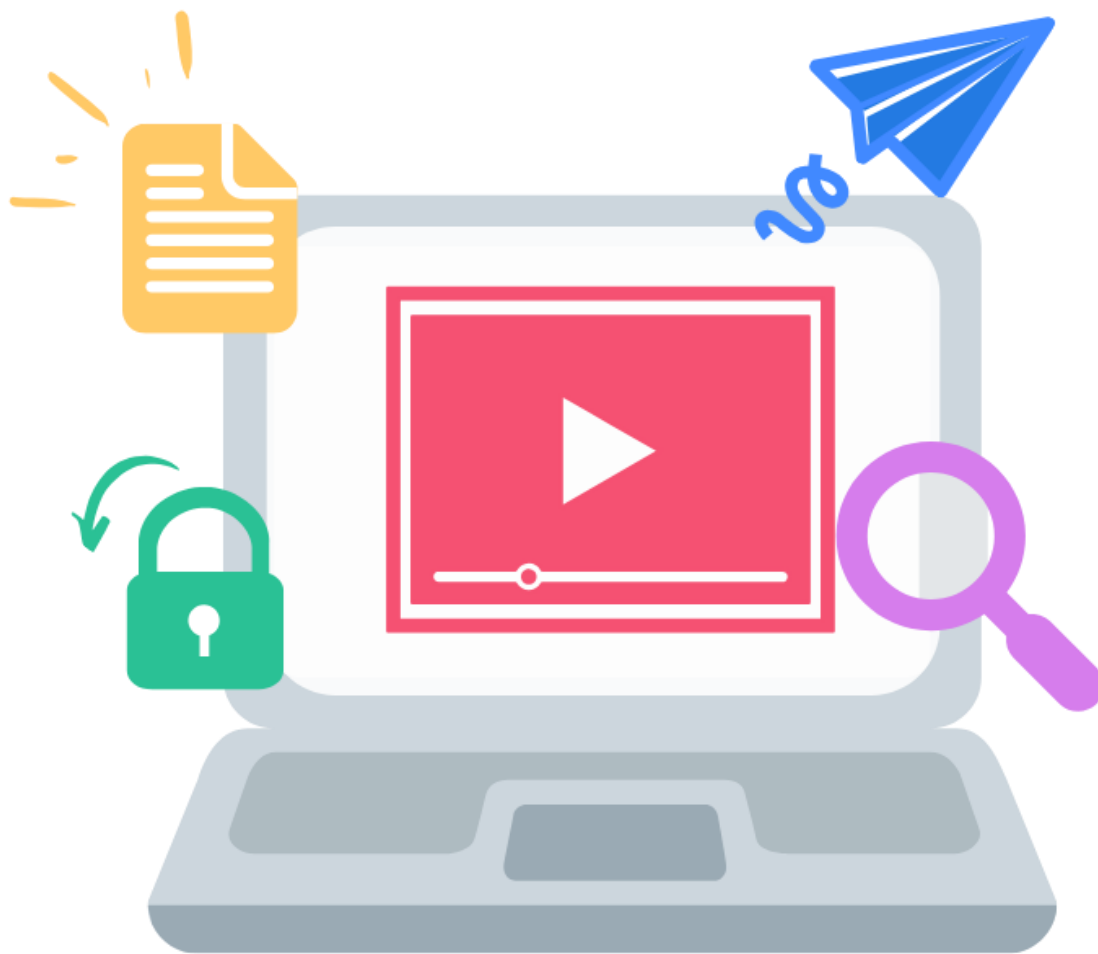
# REMOTE LEARNING MODULE

Subject: Film Studies

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Updated:



Subject:	Film Studies	Teacher (if applicable):	EMH/JEM
Year:	11	Ability/Class (if applicable):	Options Set
Module title:	Rebel Without A Cause		
Duration:		8 weeks <input checked="" type="checkbox"/>	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 American Hollywood films for the first time.

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

This module will allow students to apply their knowledge of Film to the classic 'Rebel Without A Cause'. They will be able to answer exam-style questions by the end of the unit.

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. It features a film from a time period that many of our students wouldn't normally choose to watch.

This module is Brave because it will encourage students to become more self-aware about their role in society as teenagers, and help to seek them identify the characteristics of being a successful (or unsuccessful) member of society.

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

- Component 1 – 1930-1960 American Mainstream Film
- AO1 & AO2

<ul style="list-style-type: none"> <li>• Sound</li> <li>• Contexts of film</li> <li>• Tier 3 Film Vocabulary</li> </ul>	
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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?

<ul style="list-style-type: none"> <li>• Hollywood – the Golden Age of Cinema – history, impact and influences</li> <li>• Evolution of film technologies and their impact</li> <li>• The Teenager as a concept over time</li> <li>• Comparison (to Ferris, in subsequent unit)</li> <li>• Film/art as a social commentary</li> </ul>
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## Implementation

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?
<ul style="list-style-type: none"> <li>• Cinematography</li> <li>• Mise-en-scène</li> <li>• Editing</li> <li>• Sound</li> <li>• Contexts of film</li> </ul>	<ul style="list-style-type: none"> <li>• This film will be examined on at the end of the course.</li> <li>• Success in this qualification will enable the further study of filmmaking.</li> </ul>

### LEARNING

<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?	<b>Asynchronous</b> – 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).	Watching The Film Itself – we will endeavour to make the film available online. This will take 2-3 lessons worth of time to complete. 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.	
<b>ENGAGEMENT</b>		
<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – 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.  This unit will refer to a pre-made booklet, and page numbers refer to this booklet. These can either be distributed physically or shared digitally.	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.	
<b>FEEDBACK</b>		
<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
<b>A final Stepped Exam Question (e.g. /1, /4, /10) based on past/exemplar papers.</b>	<b>2 Weeks</b>	<b>Quiz and summary of film plot</b>
	<b>4 Weeks</b>	<b>Complete short form (3-4 mark) answers</b>
	<b>6 Weeks</b>	<b>Exam style question (10 marks)</b>
	<b>8 Weeks</b>	<b>Full exam section (/1, /~4, /10)</b>
	<b>Other</b>	

**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 the film (2-3 lessons work)	What	To understand the plot and characters of the film
		Blended (live in classroom and remote as study)		Why	It is essential we know this film well as we will be examined on it
				How	I will be able to answer questions on the plot and characters of this film

	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)		
		<ul style="list-style-type: none"> <li>- Read and sort the contextual information (p3-5) and sort into: social, historical, political, cultural or technological.</li> <li>- Complete the Poster task (p9)</li> </ul>		<ul style="list-style-type: none"> <li>- Question as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion around elements we enjoyed/appreciated and less successful elements of the film</li> </ul>			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		<ul style="list-style-type: none"> <li>- Complete the 'film response' activities on p12-13</li> <li>- Write a plot synopsis</li> </ul>		<ul style="list-style-type: none"> <li>- Self-assess vs expected content of the summary/synopsis</li> </ul>		<ul style="list-style-type: none"> <li>- Forms quiz to check understanding of key content</li> </ul>		
2	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>- Complete character recall task (p14)</li> <li>- Quizzes on film context/ terminology/ film timeline as appropriate</li> </ul>		What	To understand the characters in this film	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	We need to explore how the characters are represented in this film	
						How	Through an exam-style question centred on characters	
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
			<ul style="list-style-type: none"> <li>- Using film vocab, complete the character descriptions on p15-16</li> <li>- Reintroduce representation (p18) (previously studied concept, need to apply to this context)</li> </ul>		<ul style="list-style-type: none"> <li>- Questioning as appropriate</li> <li>- Short written answers shared with the group where appropriate</li> </ul>		<ul style="list-style-type: none"> <li>- Summarise the character in ~2 sentences (p17)</li> <li>- Model a character representation activity p19</li> </ul>	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		
		<ul style="list-style-type: none"> <li>- Complete representation activity p19-20</li> </ul>		<ul style="list-style-type: none"> <li>- Feedback via teams (inc DIRT task if suitable)</li> <li>- Share answers if appropriate</li> </ul>		<ul style="list-style-type: none"> <li>- Complete the questions on p23 as a checkpoint of understanding (Teams if needed)</li> </ul>		
3	5	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		

		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>- Define genre and generic convention (p.24)</li> <li>- List popular film genres and their key features (e.g. crime, low key lighting)</li> <li>- Quizzes on film context/ terminology/ film timeline as appropriate</li> </ul>	What	To understand the concept of Genre in RWAC	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Genre is an Additional Study Area for this film	
				How	Able to answer a exam style question concerning genre		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
<ul style="list-style-type: none"> <li>- Consider stills (p26) from RWAC and how they show different genres – highlight the 'blurred boundaries'</li> <li>- Define melodrama (p27) and share model (P4P) of the summarising activity, to be completed after re-watching a section.</li> <li>- Reintroduce narrative structure (crossover from English) (p29-31)</li> </ul>		<ul style="list-style-type: none"> <li>- Questioning as appropriate</li> <li>- Sharing short written answers</li> </ul>		<ul style="list-style-type: none"> <li>- Share model of activity on p27</li> <li>- Plot the act structure of RWAC against the standard model (p32)</li> </ul>		Synchronous (live)	
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
<ul style="list-style-type: none"> <li>- Apply genre work to characters – p34-37 – what is implicit and what is explicit?</li> </ul>		<ul style="list-style-type: none"> <li>- Feedback via teams (inc DIRT task if suitable)</li> <li>- Share answers if appropriate</li> </ul>		<ul style="list-style-type: none"> <li>- Exam-style question – How is RWAC typical of its genre? (or similar)</li> </ul>			
4	5	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>- Quizzes on film context/ terminology/ film timeline as appropriate</li> <li>- Read the exemplar answers regarding costume p43-44</li> <li>-</li> </ul>		What	To explore the production choices that make this film culturally significant
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	Elements of cinematography and design remain iconic and worthy of our thought
				How	Answering an end of unit assessment Exam Section.		
	Number of lessons in	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
		<ul style="list-style-type: none"> <li>- Explore how the idea of a teenager is shown through costume (p45-6) when compared to adults (p47-49)</li> </ul>		<ul style="list-style-type: none"> <li>- Questioning as appropriate</li> <li>- Sharing short written answers</li> <li>- Example short questions on p60</li> </ul>		<ul style="list-style-type: none"> <li>- Models shared on p45 &amp; p47</li> <li>- Model exam answer discussed and shared</li> <li>- (Built in to New Material activities – all have elements where a concept is</li> </ul>	

		<ul style="list-style-type: none"> <li>- Explore what film elements have been used to show relationships between characters (p53-54)</li> <li>-</li> </ul>		introduced, models are shared and students then work independently)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		<ul style="list-style-type: none"> <li>- (Built in to New Material activities – all have elements where a concept is introduced, models are shared and students then work independently)</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback via teams (inc DIRT task if suitable)</li> <li>- Share answers if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Complete exam section stepped set of questions (/1, /3 or 4, /10)</li> </ul>	