

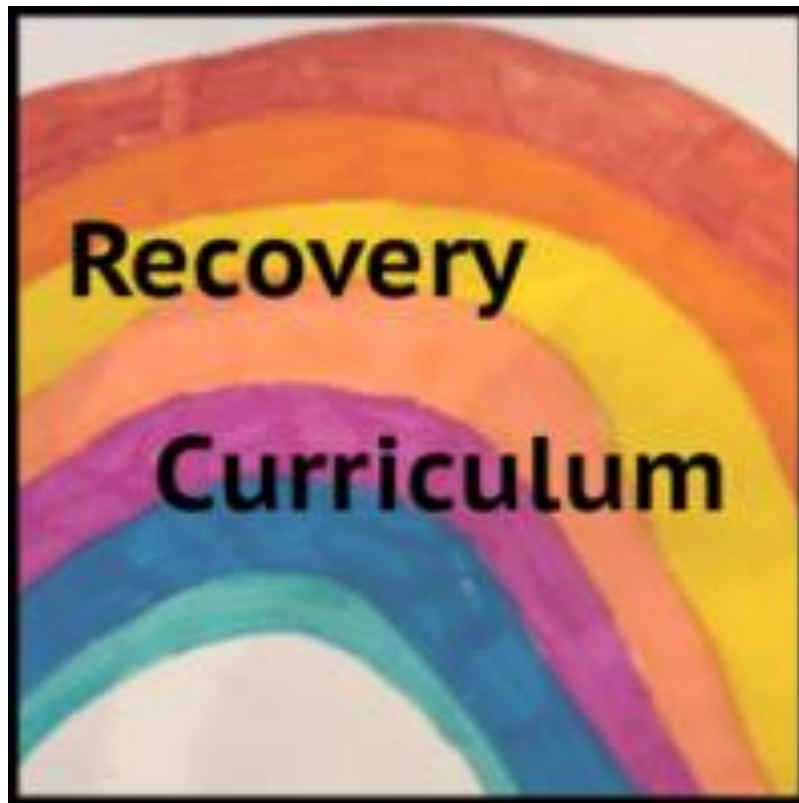
RECOVERY CURRICULUM

Subject: Film Studies

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Subject:	Film Studies	Teacher:	JEM
Year:	11	Class:	11FS
Unit title:	Recovery Unit		
Duration:	Up to 4x weeks		

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?

- Refreshed knowledge of films studied in Y10 – especially Spirited Away, which should have been covered in Y10 but was missed due to the closure
- Able to answer questions on these films

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

- We will be Brave in tackling challenging films – e.g. from different cultures
- We will be Ambitious in covering these films quickly to give a chance for the remaining three films and coursework to be covered

Content – what is being covered, ensuring breadth & depth?

- Skyfall
- Slumdog Millionaire
- Spirited Away – first viewing only as part of this plan, then moving on to the main unit as planned.

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

- All three are set texts 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.
- Plot of each film
- Specific film features for each film – e.g. colour palette of Skyfall, flashback/structure in Slumdog Millionaire.

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?

- **We will have low stakes quizzes at the start of lessons to check understanding**
- **We will begin writing exam answers as soon as feasible after students return.**

Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?

- **We will be flexible around the needs of learners and re-deliver content as necessary for students to better access the next steps of the units.**

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?

- Film as an art form
- Cinematography
- Mise-en-scene
- Editing
- Sound
- Film Contexts
- Film Technologies
- Appropriate Tier 3 vocabulary

Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?

- **We will be able to press forward with the remaining units soon after the completion of this recap.**

WELLBEING

Lockdown – how will students share their experiences of lockdown?

- **Students will be able to share their film experiences through discussion with the teacher and their peers.**

Social and Emotional – how will student social and emotional health be supported?

- **We will discuss how film can be cathartic and allow us to escape from reality (as all art can)**
- **We will discuss how films can be empowering in these challenging times (e.g. Hidden Figures (representation) 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?
<ul style="list-style-type: none"> - Through repetition of some content, allowing students to feel familiar and comfortable with the material before adding in new films for study. - Teams will be re-established after low uptake during the school closure. 	<ul style="list-style-type: none"> - We will spend time discussing films and sharing our experiences in a positive way. - We will talk about the challenge the students face and provide reassurance that the course can be covered in the time they have remaining.
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"> - Discussion around films will be common, with questioning and feedback from all students. 	<ul style="list-style-type: none"> - Students will have the chance to share with each other and discuss the plot and themes of each film.

Delivery							
1	4-5	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	Summarise the plot of Skyfall as can be Recalled.	What	To recap the plot and key features of Skyfall	
		Blended (Teams is embedded for Film) (live and remote as independent study)	<input type="checkbox"/>	Quizzes on terminology.	Why	We will need to know this film well for our exams.	
				Discussion around film experiences in Lockdown.	How	Able to recall and analyse key elements 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)
		Re-watch Skyfall, with pause points for CFU. Viewing sheet provided.		Questioning at various pause points to discuss key elements.	Model an answer to a typical exam question.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Complete their own PEDAL via Teams		Deep feedback from Teams.	Opportunity to re-attempt based on re-teaching from Teams feedback.			

2	4-5	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	Summarise the plot of Slumdog Millionaire as can be recalled. Quizzes on terminology.	What	To recap the plot and key features of Slumdog Millionaire	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	We will need to know this film well for our exams	
	How				Able to recall and analyse key elements 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)
		Re-watch Slumdog Millionaire, with pause points for CFU. Viewing sheet provided.		Questioning at various points to discuss key elements.	Model an answer to a typical exam question.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Complete their own PEDAL via Teams		Deep feedback on Teams	Opportunity to re-attempt and improve following Teams assessment.			

3	2-3	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	Mind map ideas – what is Anime?	What	To learn the plot and key features of Spirited Away	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	We will need to know this film well for our exams.	
	How				Able to recall key plot features of Spirited Away.		
	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)
		Watch Spirited Away & discuss as necessary – then the regular unit will begin to pursue this unit in full detail.		As per Spirited Away unit.	As per Spirited Away unit.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous

		As per Spirited Away unit.	As per Spirited Away unit.	As per Spirited Away unit.	