

# Subject: Film and Media

Curriculum Staff: Sarah Mitchell and Lily Mitchell



“Cultivating Curiosity, Creativity and Empathy.”

How does Film and Media develop:	
<b>Respect</b>	We study a wide range of films that reflect worldwide and historical cultural diversity, so the students learn to understand that everyone’s world view can be different and this can alter over time. Whole class discussions based around the ideology, messages and values embedded into film and media products widen this understanding, as does the value of respecting and embracing difference.
<b>Courage</b>	We offer a safe and supportive classroom atmosphere that encourages all to have courage to form opinions and to vocalise them in an appropriate manner. We embed the core value that all opinions deserve to be heard.
<b>Community</b>	We study films and media products that show a wide range of communities from across the globe and the strength that can be found in finding a community we trust and can rely on.
<b>Wisdom</b>	We aim to nurture the students to find wisdom in a huge variety of settings and situations by examining how other cultures and time periods view the power of knowledge. We encourage the students to not only absorb messages of wisdom from some of the voices in film and media products, but also to question and challenge the wisdom of the more negative or harmful messages encoded in others.

## Key Stage 4 - Intention Overview:

Curriculum Knowledge	
<p>At ASA, our Film and Media Curriculum is specifically designed to teach a range of skills that escalate in difficulty; these will not only enable them to succeed in the examinations but provide a vital skill in the wider world particularly as 21st Century culture is becoming ever increasingly media saturated. The possible negative impact of media on teenage self esteem is well researched and we aim to teach all our studies to critically evaluate their media consumption. Once the students have covered the skills they will have the critical and practical tool kit required to produce not only creative work, but also sustained analysis. In Year 10 we start with a basic film toolkit then move onto looking at American film from the 1950s and 1980s. Here the students learn the cultural and social contexts that impact a film’s meaning. We also look at some world cinema including a Japanese film and students learn and understand the cultural and ideological differences. In Year 11 we look at the impact of the Iraq war through Independent American cinema and the problems of racism and Apartheid through South African film. We finish with studying racism and social injustice through British film.</p>	
Essential Skills to Develop	
<p><b>Subject Specific Skills</b></p> <ul style="list-style-type: none"> <li>● Moving Image Analysis</li> <li>● Representation Issues</li> <li>● Cultural Contexts of Film and Media</li> <li>● Basic Semiotics</li> <li>● Understanding covert ideologies.</li> <li>● Identifying and understanding disinformation and Fake News</li> <li>● Identifying reliable sources.</li> </ul>	<p><b>Supportive Learning Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>● Developing critical thinking.</li> <li>● Empathy</li> <li>● Problem Solving</li> <li>● Resilience</li> <li>● Making your own judgements and learning to validate them.</li> <li>● Revision and Recall skills</li> <li>● Learning to write extended pieces of writing</li> </ul>

### Cultural Capital (opportunities and experiences)

- To develop curiosity and understanding about a wide range of cultural experiences that may not be familiar to our students. We aim to provide an knowledge and understanding about a range of cultural and social issues, which can be understood through the medium of film such as: Apartheid; Japanese Culture; 1980s Capitalism; 1950s and the birth of the teenager; social injustice in contemporary London and the complex issues surrounding the Middle East and the Iraq war.

#### Implementation:

- The programme of study is reviewed regularly and adjusted to meet the needs of specific cohorts
- Our courses are fully digitalised so revision and review resources are fully available.
- Formal assessments are every half term and marked against the Eduqas marking frames.
- Full revision resources that are differentiated for all learners are provided.
- Our Schemes of Learning include a range of learning activities structured around the TEEP model. The structure is designed to allow students to develop the skills necessary to tackle increasingly complex challenges whilst remaining focused on the use and application of key Film/ Media Studies skills and knowledge .
- All classes use a common language of learning. The GCSE assessment criteria are referred to throughout the teaching and are used for formal assessments and exam questions.

#### Measuring Impact:

- Quality of teaching and learning is monitored by regular lesson drop ins, book looks and formal observations
- All staff are examiners for Eduqas and attend training provided by the exam board.
- Results are consistently above the average for the country for GCSE Film studies.
- Staff liaise and moderate students' work and resources with a wide range of media and film teachers through online support networks.

**Key Stage 5 - Intention Statement:**

*'To deepen understanding of the impact of our media saturated culture and to respond to it critically as well as prepare our students for further study.'*

**Intention Overview:**

<b>Curriculum Knowledge</b>		
<p>At ASA, our Film and Media Curriculum is specifically designed to provide the students with a strong foundation in the subject, equipping them with the required skills, knowledge and understanding to succeed. We aim to teach a range of skills that escalate in difficulty; these will not only enable them to succeed in the examinations but provide a vital skill in the wider world particularly as 21st Century culture is becoming ever increasingly media saturated. The possible negative impact of media on teenage self esteem is well researched and we aim to teach all our studies to critically evaluate their media consumption. Once the students have covered the skills they will have the critical and practical tool kit required to produce not only creative work but also sustained analysis. Both A level film and Media Studies as well as our BTEC Media aim to develop resilience and independence in our students to prepare them for further study or training as adults.</p>		
<b>Essential Skills to Develop</b>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Subject Specific Skills</b> <ul style="list-style-type: none"> <li>● Moving Image Analysis</li> <li>● Representation Issues</li> <li>● Impact of covert ideologies.</li> <li>● Social, Historical and Cultural Contexts of Film and Media</li> <li>● Basic Semiotics</li> <li>● Understanding News bias</li> <li>● Film and Media Theorists</li> <li>● Identifying reliable sources.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Supportive Learning Skills and Attributes</b> <ul style="list-style-type: none"> <li>● Developing critical thinking.</li> <li>● Independence</li> <li>● Empathy</li> <li>● Problem Solving</li> <li>● Resilience</li> <li>● Making judgements and learning to validate them.</li> <li>● Revision and Recall skills</li> <li>● Learning to write extended pieces of writing</li> </ul> </td> </tr> </table>	<b>Subject Specific Skills</b> <ul style="list-style-type: none"> <li>● Moving Image Analysis</li> <li>● Representation Issues</li> <li>● Impact of covert ideologies.</li> <li>● Social, Historical and Cultural Contexts of Film and Media</li> <li>● Basic Semiotics</li> <li>● Understanding News bias</li> <li>● Film and Media Theorists</li> <li>● Identifying reliable sources.</li> </ul>	<b>Supportive Learning Skills and Attributes</b> <ul style="list-style-type: none"> <li>● Developing critical thinking.</li> <li>● Independence</li> <li>● Empathy</li> <li>● Problem Solving</li> <li>● Resilience</li> <li>● Making judgements and learning to validate them.</li> <li>● Revision and Recall skills</li> <li>● Learning to write extended pieces of writing</li> </ul>
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<b>Cultural Capital (opportunities and experiences)</b>		
<p>Students are exposed through the world of media and film to a wide range of experiences that can be uniquely understood through the moving image medium. These include the changing representations of gender from the 1950s, through the sexual revolution of the 1960s up till the present day. The impact of the rise of digital media and its effect on audiences including the social disadvantage caused by the digital divide. The impact of screen violence. The way that ethnicity is represented, as well as the development of the civil rights movement and black lives matter. LGBTQi history and cultural impact by examining the impact of gender identity and performativity.</p>		




**Implementation:**

- The programme of study is reviewed regularly and adjusted to meet the needs of specific cohorts
- Our courses are fully digitalised so revision and review resources are fully available.
- Formal assessments are every two weeks at A level and marked against the Eduqas marking frames.
- Full revision resources that are differentiated for all learners are provided.
- Our Schemes of Learning include a range of learning activities structured around the TEEP model. The structure is designed to allow students to develop the skills necessary to tackle increasingly complex challenges whilst remaining focused on the use and application of key Film/ Media Studies skills and knowledge .
- All classes use a common language of learning and the GCSE assessment criteria are referred to throughout the teaching and are used for formal assessments and exam questions .

**Measuring Impact:**

- Quality of teaching and learning is monitored by regular lesson drop ins, book looks and formal observations
- All staff are examiners for Eduqas and attend training provided by the exam board.

- All staff have over a decade experience of teaching media and film to a high level and have been published in academic journals for Media Studies.
- Staff liaise and moderate both student's work and resources with a wide range of media and film teachers, through online support networks that extend nationally