

# Long Term Plan Year 12 GCE Film Studies (two teachers)

“Cultivating Curiosity, Creativity and Empathy”

**AO1** Demonstrate knowledge and understanding of elements of film

**AO2** Apply knowledge and understanding of elements of film to: analyse and compare films, including through the use of critical approaches; evaluate the significance of critical approaches; analyse and evaluate own work in relation to other professionally produced work

**AO3** Apply knowledge and understanding of elements of film to the production of a film or screenplay.

approaches;

## Teacher One

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	C1 Section A Hollywood 1930-1990 (comparative study)  <i>Some like it Hot</i> (Wilder, 1959)	The key elements of film form. Meaning and response (representation and aesthetics) . The social, cultural and political contexts of film. Institutional and technological context Auteur Theory	Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context (1950s v 1960s) Classic Hollywood The studio system The Hays Code	Fostering curiosity about the world in different time periods and cultures.	Lack of theory as not taught at GCSE Inability to apply socio-historic or institutional contexts.	All skills are preparation for Higher Education	Expand analysis skills Use higher level theory (Judith Butler, Lizbet Van Zoonan, bell hooks) Richard Dyer Star Theory	Students have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity	History LGBTQ+ Censorship Traditional Separate Spheres Gender Roles. Queercoding	Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
2	C1 Section A Hollywood 1930-1990 (comparative study)  <i>Bonnie and Clyde</i> (Penn, 1967)		Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context (1960s) New Hollywood		Lack of theory as not taught at GCSE Inability to apply socio-historic or institutional contexts.		Expand analysis skills Use higher level theory (Judith Butler, Lizbet Van Zoonan, bell hooks) Richard Dyer Star Theory			

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3	C3: NEA	Write a screenplay for an extract from a film highlighting narrative construction of between 1200 and 1400 words plus a digitally photographed storyboard of a key section from the screenplay • An evaluative analysis (1000-1250 words) of the production in comparison with other professionally produced films or screenplays.	Writing a screenplay Creating tension Creating rounded characters Showing Genre Photographing a storyboard Evaluation skills.	Creating own vision of life through a lens	Confusion between screenplay and script.	All skills are preparation for Higher Education	Use grade A examples for annotation.	Students use imagination and creativity in their learning and can reflect on their experiences	Exploring a wide range of short films	Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
4	C1 Section C: British film since 1995 (two-film study) <i>Sightseers</i> (Wheatley, 2012)	The key elements of film form Meaning and response (representation and aesthetics) The social, cultural and political contexts of film. Institutional and technological context Auteur Theory Narrative Ideology	Note taking Applying Theory Essay writing Application of terminology Writing about film.	Fostering curiosity about the world in different time periods and cultures.	Ideological metaphors created through film.	All skills are preparation for Higher Education	Expand analysis skills Use higher level theory (Judith Butler, Lizbet Van Zoonan, bell hooks) Joseph Campbell Monomyth Plus feminist versions.	Students understand the consequences of their behaviour and actions. Narrative cause and effect theory used to trigger discussions.	Exploring lad culture Late capitalism and impact on the working class.	Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
5	Revision	Revise Component One Section A & C2: A	Film Form Meaning and Response Aesthetics Context (socio-historic and Institutional) Auteur (Penn, Wilder, Wright) Revision Skills (mind mapping, revision cards, quizzes, audio visual revision etc)	/	All above	All skills are preparation for Higher Education	Use grade A exam paper examples for annotation.	Students understand the consequences of their behaviour and actions - effective revision leads to better results etc.	All previous topics revisited.	Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
6	Move to Year 13 NEA	Take notes on or visuals from the short films studied to inform production work •	Writing a screenplay Creating tension Creating rounded characters	Creating own vision of life through a lens	Understanding of short film conventions.	All skills are preparation for Higher Education	Use grade A examples for annotation.	Students use imagination and creativity in their learning and can	Range of experiences reviewed through	Screenwriter Content creator Social media

		Take character(s) and narrative ideas for short film. Find examples of cinematography, mise-en-scène, editing and sound which could inform a production or effective screenplay techniques (for the screenplay option in particular) • Look at examples of storyboards	Showing Genre Photographing a storyboard Evaluation skills.					reflect on their experiences	multiple short films from all over the world.	manager Any career in which includes keeping deadlines Managing own workload
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### Teacher Two

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	European Film Pan's Labyrinth (Del Toro)	The key elements of film form. Meaning and response. The social, cultural and political contexts of film. Institutional and technological context Auteur Theory	Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context (Spanish Civil war, History of the Catholic Church) Aesthetics	Exploring the connotative meaning of film language. Ideologies in film	Ideological metaphors created through film aesthetics not realism narratives.	All skills are preparation for Higher Education	Expand analysis skills Use higher level theory (Judith Butler, Lizbet Van Zoonan, bell hooks) Joseph Campbell Monomyth Plus feminist versions.	Students have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity	Spanish Civil war History of the Catholic Church.	Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
2	C1 American Film post 2005 (Independent Cinema) <i>Beasts of the Southern Wild</i> (Zeitlin, 2012)	The key elements of film form. Meaning and response. The social, cultural and political contexts of film. Institutional and technological context Ideology Spectatorship	Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context Aesthetics	Fostering curiosity about lifestyles outside the mainstream.	Independent v mainstream cinema.	All skills are preparation for Higher Education	Expand analysis skills Use higher level theory (Judith Butler, Lizbet Van Zoonan, bell hooks)  Plus spectatorship theory - Hall etc	Students have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity	Creole Culture History of the creoles Difference between Cajan/Creole. Alternative lifestyles.	Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload

3	C3: NEA	Write a screenplay for an extract from a film highlighting narrative construction of between 1200 and 1400 words plus a digitally photographed storyboard of a key section from the screenplay • An evaluative analysis (1000-1250 words) of the production in comparison with other professionally produced films or screenplays.	Research skills Writing a screenplay Creating tension Creating rounded characters Showing Gere Photographing a storyboard Evaluation skills.	Creating own vision of life through a lens	Screenplay v script conventions.	All skills are preparation for Higher Education	Use grade A examples for annotation.	Students use imagination and creativity in their learning and can reflect on their experiences	Review of all topics	/Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
4	C1 Section C: British film since 1995 (two-film study) <i>Shaun of the Dead</i> (Wright, 2004) )	The key elements of film form Meaning and response (representation,narrative and aesthetics) The social, cultural and political contexts of film. Institutional and technological context Auteur Theory Narrative Ideology	Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context	Exploring the connotative meaning of film language. Ideologies in film		All skills are preparation for Higher Education	Expand analysis skills Use higher level theory (Judith Butler, Lizbet Van Zoonan, bell hooks) Joseph Campbell Monomyth Plus feminst versions.	Students understand the consequences of their behaviour and actions. Narrative cause and effect theory used to trigger discussions.		Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
5	Revision	C1: Section B C2: Section B Film Form Meaning and Response Aesthetics Context (socio-historic and Institutional) Auteur (Del Toro and Zeitlint)	Revision Skills (mind mapping, revision cards, quizzes, audio visual revision etc)	Focus areas for each film not applied thoroughly	Application of correct focus areas to each section of the exams.	All skills are preparation for Higher Education	Use grade A exam answer examples for annotation.	Students understand the consequences of their behaviour and actions - effective revision leads to better results etc	All previous topics revisited	Screenwriter Content creator Social media manager Any career in which includes keeping deadlines Managing own workload
6	Move to Year 13 NEA Component Three Screenplay option	Take notes on or visuals from the short films studied to inform production work. Create character(s) and narrative ideas for a short film	Writing a screenplay Creating tension Creating rounded characters Showing Genre Photographing a storyboard	Creating own vision of life through a lens		All skills are preparation for Higher Education	Use grade A examples for annotation.	Students use imagination and creativity in their learning and can reflect on their experiences	Range of experiences reviewed through multiple short films from all over	Screenwriter Content creator Social media manager Any career in which

		Find examples of cinematography, mise-en-scène, editing and sound which could inform production. Learn effective screenplay techniques Create examples of storyboards.	Evaluation skills.						the world.	includes keeping deadlines Managing own workload
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