

Long Term Plan Year 13 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.

Teacher One SMI

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	Component One - Section B: American film since 2005 <i>No Country for Old Men</i> , (Coen Bros, 2007)	The key elements of film form. Meaning and response (representation and aesthetics) . The social, cultural and political contexts of the American Border. Institutional and technological context - Indie Auteurs Auteur Theory Spectatorship (Active v Passive) Ideology - Postmodernism Nihilism	Note taking Applying Theory to a film and including it in written work. . Essay writing (planning, structure and expression) Application of theoretical terminology Writing about film. Socio-historic context (American/Mexican Border)	Curiosity to learn about other cultures, ideologies and theory.	See Medium Term Plan	All skills are preparation for Higher Education	Expand analysis skills Use higher level theory (Baudrillard, Nietzsche, Derrida, Barthes, Levi-Strauss) ,	Students have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity	History and Politics of the America/Mexico Border	/
2	Component Two: Section D Film movements – Experimental film (1960-2000) <i>Pulp Fiction</i> (Tarantino, 1997)	The key elements of film form. Meaning and response (representation and aesthetics) . The social, cultural and political contexts of the Postmodern view of late capitalism. . Institutional and technological context -	Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context (1990s) The New Auteur	Curiosity to learn about ideologies and theory.	See Medium Term Plan		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	Birth of Women's Movement Youth Culture Vietnam War Student Riots Cinema and Violence. Alternative lifestyles 1930s Depression and	/

Teacher Two

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1	World Film <i>City of God</i> (Mereilles, Brazil, 2002)	The key elements of film form. Meaning and response. The social, cultural and political contexts of film. Institutional and technological context Auteur Theory Critical debates Filmmakers' theories	Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context (poverty, power and conflict) Aesthetics	Cultivating empathy through exploring poverty in other cultures.	See medium term plan	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	Favelas Poverty Power Conflict	/
2	Section B: Documentary film <i>Amy</i> (Kapadia, 2015)	The key elements of film form. Meaning and response. The social, cultural and political contexts of film. Institutional and technological context (rise of digital technology and impact on documentary) Ideology Spectatorship Filmmaker theory Critical Debates.	Note taking Applying Theory Essay writing Application of terminology Writing about film. Socio-historic context Aesthetics	Cultivating empathy through exploring media views of celebrity.	See medium term plan	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.	/
3	C3: NEA	Write a screenplay for a short film highlighting narrative construction of between 1600 and 1800 words plus a digitally photographed storyboard of a key section from the screenplay. An evaluative analysis (1600-1800 words) of the production in comparison with other professionally	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	See medium term plan	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	/

		produced screenplays.								
4	Revision	All Sections of both Components.	Film Form Meaning and Response Aesthetics Context (socio-historic and Institutional) Auteur (Penn, Wilder, Wright, Coen Bros, Tarantino) Revision Skills (mind mapping, revision cards, quizzes, audio visual revision etc)	/	See Medium Term Plan	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.	/
5	As above									
6										