# Curriculum Map 2022-23

| Half term | Unit Title Hyperlink to SOW | Description | Levels covered | Skills & content covered | Skills & content revisited | Links to GCSE skills and content | Marking and feedback | Assessment schedule, including criteria | Deadline | How work will be standarised or moderated |
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| 9.1 | Introductory Unit - Key Elements of Film Form | Students learn about the key elemenets of film form and how they combine to make meaning (mise-en-scene, cinematography, editing, sound). Studenrts study Jaws as an introduction of how to apply analysis of Cinematography and editing | GCSE grades 9-1 | How to use key pieces of software such as Premiere Pro & StoryboardThat! Learn how Key Elements of Film Form combine to make meaning. | - | Key elements of film form | Written work will receive in-line comments and summative comments; production work will receive oral feedback as it is being developed and written summative feedback at the end. | There will be a ahsort essay focussing in close analysis of the use of diegetic and non-diegetic sound | OCT HT | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. |
| 9.2 | Film - 80s Films | Students study Ferris Bueller's Day off, learning about the context of 1980s films, and analysing how issues of representation and editing improve our understanding of the film. | 9-1 | Issues: social context (80s); representation (of teens); Analysis: editing. | - | Issues: social context (80s); representation (of teens); Analysis: editing. | In-line comments and summative comments on essay and on close-focused analysis. ELECTRONIC SUBMISSION VIA SharePoint | There will be one essay focusing on the social contexts of 80s films. There will be one close-focused analysis of a key scene from the film. | XMAS | Via department meeting. |
| 9.3 | Film - Oscars Success | Students study Gravity, focusing on the ways in which the film represents gender. Understandings of narrative (including narrative theory), together with issues about mise-en-scene are studied. | 9-1 | Issues: representation (gender and technology); narrative theory (Todorov); Analysis: cinematography; mise-en-scene. | social contexts; representation | Issues: representation (gender and technology); narrative theory (Todorov); Analysis: cinematography; mise-en-scene. | In-line comments and summative comments on essay and on close-focused analysis. ELECTRONIC SUBMISSION VIA SharePoint | There will be one essay focusing on the representation of minority groups in films. There will be one close-focused analysis of a key scene from the film. | February half term | Via department meeting. |
| 9.4 | Film - Animated Film | Students study Persepolis, learning about the contexts of animated (and Iranian) film. They analyse how aspects of cinematography and sound can be applied to animated film. Genre and representation are also covered. | 9-1 | Issues: social context (Iranian film); representation (of women/girls; of Iran/Religion); genre (animated films; social realism); Analysis: cinematography; sound. | social contexts; representation | Issues: social context (Iranian film); representation (of women/girls; of Iran/Religion); genre (animated films; social realism); Analysis: cinematography; sound. | In-line comments and summative comments on essay and on close-focused analysis. ELECTRONIC SUBMISSION VIA SharePoint | There will be one essay focusing on the social contexts of non-English films. There will be one close-focused analysis of a key scene from the film. | EASTER | Via department meeting. |
| 9.5 | American independent film | Students study Juno learning about the differences between mainstream and independent cinema. Tney will analyse how different groups of society are represented in film. | 9-1. | issues: Social context as seen in American independent cinema, representsations of Teens and teen pregnancy. | social contexts; representation | American independent cinema representation of Teens and Teen issues | In-line comments and summative comments on essay and on close-focused analysis. ELECTRONIC SUBMISSION VIA SharePoint | There will be one essay focusing on the social contexts of America independent cinema There will be one close-focused analysis of a key scene from the film. | MAY HT | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. |
| 9.6 | Introduction to horror films | Students are introduced to the genre of horror films which helps to prepare them for studying Dracula dn Lost Boys in Yr 10. Students are also introduced to the process of planning storyboarding, editlng and editing short films which in turn introduces them to the coursework component of their GCSE | 9-1. | Contextual information regarding the formation of the horror genre. Planning skills, being able to develop storyboards. Developing practical skills for filming, revisitng editing skills in Premiere Pro | Editing with Premier Pro | non exam assessment, introduction of genre for Paper 1 Section A | Marked written submissions regarding genre. Marked given in accordance with GCSE marking policy for completed practical work | one marked piece of written work and a final grade given for the short film that is produced | SUMMER TERM | Work will be internally assessed by the teacher and then moderated as part of the department moderation day. |