



Half term	Unit Title Hyperlink to SOW	Description	Levels covered
9.1	<b>Introductory Unit - Key Elements of Film Form</b>	Students learn about the key elements of film form and how they combine to make meaning (mise-en-scene, cinematography, editing, sound). Students study <i>Jaws</i> as an introduction of how to apply analysis of Cinematography and editing	GCSE grades 9-1
9.2	<b>Film - 80s Films</b>	Students study <i>Ferris Bueller's Day off</i> , learning about the context of 1980s films, and analysing how issues of representation and editing improve our understanding of the film.	9-1
9.3	<b>Film - Oscars Success</b>	Students study <i>Gravity</i> , 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
9.4	<b>Film - Animated Film</b>	Students study <i>Persepolis</i> , 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
9.5	<b>American independent film</b>	Students study <i>Juno</i> learning about the differences between mainstream and independent cinema. They will analyse how different groups of society are represented in film.	9-1.

9.6	<b>Introduction to horror films</b>	Students are introduced to the genre of horror films which helps to prepare them for studying Dracula and Lost Boys in Yr 10. Students are also introduced to the process of planning storyboarding, editing and editing short films which in turn introduces them to the coursework component of their GCSE	9-1.
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# Curriculum Map 2022-23

Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Marking and feedback
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.
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
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
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
issues: Social context as seen in American independent cinema, representations 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

Contextual information regarding the formation of the horror genre. Planning skills, being able to develop storyboards. Developing practical skills for filming, revisiting 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
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Assessment schedule, including criteria	Deadline	How work will be standardised or moderated
There will be a short 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.
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.
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.
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.
There will be one essay focusing on the social contexts of American 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.

<p>one marked piece of written work and a final grade given for the short film that is produced</p>	<p>SUMMER TERM</p>	<p>Work will be internally assessed by the teacher and then moderated as part of the department moderation day.</p>
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