

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<b>Elements of Film Form</b> <ul style="list-style-type: none"> <li>Mise en scene</li> <li>Cinematography</li> <li>Sound (diegetic and non-diegetic)</li> <li>Editing</li> </ul>	<b>Global English Language Film: Slumdog Millionaire</b> <u>Narrative Focus</u> <ul style="list-style-type: none"> <li>Todorov's Narrative Theory</li> <li>Non-typical plot structures</li> <li>Episodic Narratives</li> <li>Circular Narratives</li> </ul>	<b>Global non-English Language Film: Wadjda</b> <u>Representation Focus</u> <ul style="list-style-type: none"> <li>Propp's Character Theory</li> <li>Contextual understanding of Saudi Arabian culture</li> <li>How film form develops character</li> </ul>	<b>Contemporary British Film: Skyfall</b> <u>Aesthetic Focus</u> <ul style="list-style-type: none"> <li>The role of cinematographers in film</li> <li>Editing processes</li> <li>Mise-e-scene development</li> </ul>	<b>Component 3: Non-Exam Assessment</b> <ul style="list-style-type: none"> <li>Pupil's research their chosen genre</li> <li>Screenplay formatting and purpose</li> <li>Genre conventions within chosen genre type</li> </ul>	<b>Component 3: Non-Exam Assessment</b> <ul style="list-style-type: none"> <li>Introduction to shooting script as a format</li> <li>Introduction to the Evaluation task</li> </ul>
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>Establishing the four elements of film form including Mise-en-Scene, Cinematography, Editing and Sound</li> </ul>	<ul style="list-style-type: none"> <li>Further development of knowledge and understanding of the four elements of film form including mise-en-scene, cinematography, editing and sound in relation to a global English language film</li> </ul>	<ul style="list-style-type: none"> <li>Embedding knowledge and understanding of the four elements of film form including mise-en-scene, cinematography, editing and sound in relation to a global non-English language film</li> </ul>	<ul style="list-style-type: none"> <li>Revise knowledge and understanding of the four elements of film form including mise-en-scene, cinematography, editing and sound in relation to a contemporary British film</li> </ul>	<ul style="list-style-type: none"> <li>Using knowledge and understanding of the four elements of film form including mise-en-scene, cinematography, editing and sound to create an original screenplay</li> </ul>	<ul style="list-style-type: none"> <li>Using knowledge and understanding of the four elements of film form including mise-en-scene, cinematography, editing and sound to create an original shooting script and evaluation</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Formative assessment</li> <li>Low stakes quizzing (each lesson)</li> </ul>	<ul style="list-style-type: none"> <li>Modelling 15 mark answers</li> <li>Scaffolding 15 mark answers</li> <li>Low stakes quizzing (each lesson)</li> </ul>	<ul style="list-style-type: none"> <li>Practice assessment.</li> <li>Low stakes quizzing (each lesson)</li> </ul>	<ul style="list-style-type: none"> <li>Mock exam</li> </ul>	<ul style="list-style-type: none"> <li>Continued check ins for progress update and advice from LRD and CDD (each week)</li> </ul>	<ul style="list-style-type: none"> <li>Continued check ins for progress update and advice from LRD and CDD (each week)</li> </ul>
<b>Home learning</b>	<ul style="list-style-type: none"> <li>Use of Studiobinder YT research projects</li> </ul>	<ul style="list-style-type: none"> <li>Further developed by documentary footage of the Mumbai slums</li> </ul>	<ul style="list-style-type: none"> <li>Contextual research: looking at life in Saudi Arabia and the experience of women</li> </ul>	<ul style="list-style-type: none"> <li>Embedding overall understanding of the Bond franchise</li> </ul>	<ul style="list-style-type: none"> <li>Researching genre conventions of chosen film genre</li> </ul>	<ul style="list-style-type: none"> <li>Researching genre conventions of chosen film genre</li> </ul>
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>Film Club is Friday Lunchtimes from 13.35 in room 30</li> </ul>	<ul style="list-style-type: none"> <li>Film Club is Friday Lunchtimes from 13.35 in room 30</li> </ul>	<ul style="list-style-type: none"> <li>Film Club is Friday Lunchtimes from 13.35 in room 30</li> </ul>	<ul style="list-style-type: none"> <li>Film Club is Friday Lunchtimes from 13.35 in room 30</li> </ul>	<ul style="list-style-type: none"> <li>Film Club is Friday Lunchtimes from 13.35 in room 30</li> </ul>	<ul style="list-style-type: none"> <li>Film Club is Friday Lunchtimes from 13.35 in room 30</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Subject specific vocabulary for the course can be accessed <b>here</b>:</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific vocabulary for the course can be accessed <b>here</b>:</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific vocabulary for the course can be accessed <b>here</b>:</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific vocabulary for the course can be accessed <b>here</b>:</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific vocabulary for the course can be accessed <b>here</b>:</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific vocabulary for the course can be accessed <b>here</b>:</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Shot lengths</li> <li>Camera angles</li> <li>Cross cutting techniques (timings)</li> </ul>	<ul style="list-style-type: none"> <li>Shot lengths</li> <li>Camera angles</li> <li>Cross cutting techniques (timings)</li> </ul>	<ul style="list-style-type: none"> <li>Shot lengths</li> <li>Camera angles</li> <li>Cross cutting techniques (timings)</li> </ul>	<ul style="list-style-type: none"> <li>Shot lengths</li> <li>Camera angles</li> <li>Cross cutting techniques (timings)</li> </ul>	<ul style="list-style-type: none"> <li>Shot lengths</li> <li>Camera angles</li> <li>Cross cutting techniques (timings)</li> </ul>	<ul style="list-style-type: none"> <li>Shot lengths</li> <li>Camera angles</li> <li>Cross cutting techniques (timings)</li> </ul>
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	<ul style="list-style-type: none"> <li>Film production</li> <li>Film marketing</li> <li>Television production</li> <li>Television marketing</li> </ul>	<ul style="list-style-type: none"> <li>Film production</li> <li>Film marketing</li> <li>Television production</li> <li>Television marketing</li> </ul>	<ul style="list-style-type: none"> <li>Work opportunities in foreign countries</li> <li>Film production</li> <li>Film marketing</li> <li>Television production</li> <li>Television marketing</li> </ul>	<ul style="list-style-type: none"> <li>MI6 Career Opportunities</li> <li>Film production</li> <li>Film marketing</li> <li>Television production</li> <li>Television marketing</li> </ul>	<ul style="list-style-type: none"> <li>Film production</li> <li>Film marketing</li> <li>Television production</li> <li>Television marketing</li> </ul>	<ul style="list-style-type: none"> <li>Film production</li> <li>Film marketing</li> <li>Television production</li> <li>Television marketing</li> </ul>
<b>Spirituality</b>	<ul style="list-style-type: none"> <li>Editing and camera angles implying both good/evil in film production</li> <li>The use of non-diegetic sound to imply character intentions and motivations</li> </ul>	<ul style="list-style-type: none"> <li>Character differences between Jamal and Salim</li> <li>Propp's hero and villain theory</li> </ul>	<ul style="list-style-type: none"> <li>Inequality in different cultures</li> <li>The experience of women in other cultures</li> <li>Learning about other religions/cultures</li> </ul>	<ul style="list-style-type: none"> <li>The Propp's hero/villain theory</li> <li>Looking at morality within the Bond franchise</li> </ul>	<ul style="list-style-type: none"> <li>Developing independent work ethic</li> <li>Helping others, (within reason)</li> </ul>	<ul style="list-style-type: none"> <li>Developing independent work ethic</li> <li>Helping others, (within reason)</li> </ul>
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"> <li>Take an active role in understanding the four key elements of film form, (Mise-en-scene, editing, cinematography, sound)</li> <li>Studiobinder Youtube Channel has quick how to understand guides on all of these elements</li> </ul>	<ul style="list-style-type: none"> <li>Watch and discuss Slumdog Millionaire with their child as well as other films on free streaming providers such as BBC IPlayer and ITVX, (there is always a great selection of quality films on these platforms and many will get recommended during the course as homework)</li> </ul>	<ul style="list-style-type: none"> <li>Watch a non-English Language film with their child on free streaming providers such as BBC IPlayer and ITVX, (there is always a great selection of quality films on these platforms and many will get recommended during the course as homework)</li> </ul>	<ul style="list-style-type: none"> <li>Watch a different Bond film with their child on through whichever streaming platform they can</li> <li>What conventions can your child spot in this film that they also find in Skyfall?</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils about their coursework screenplay</li> <li>What genre have they picked?</li> <li>What films could parents watch with them to support their learning? Aim for a similar genre film</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils about their coursework shooting script?</li> <li>What is the purpose of their screenplay?</li> <li>What films could parents watch with them to support their learning? Aim for a similar genre film</li> </ul>