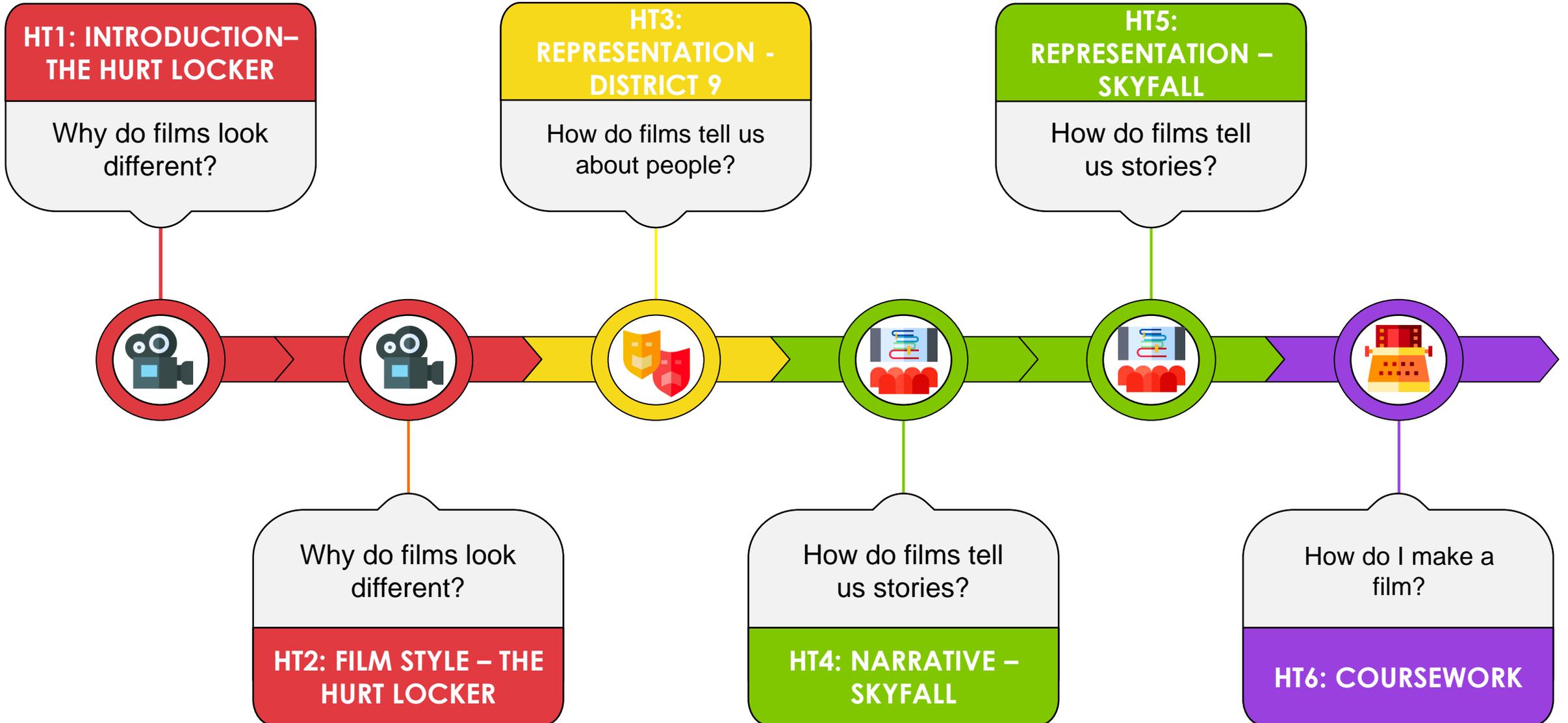


Year 10



Year 10

HT1 & HT2: INTRODUCTION – THE HURT LOCKER



Why do films look different?

RATIONALE

An introduction to the key concepts of Film Studies as students have not formally studied film in their curriculum.

KEY TOPICS

Mise-en-scene, cinematography, film theory, angles, shots.

KEY SKILLS

Recall key characters, and the narrative. Summarise the style of the film. Analyse the style of the film in relation to context . Evaluate the film through specific references of film form in creating a specific style. Link to specialist writing.

KEY VOCABULARY

Mise en scene, cinematography, high angle, low angle, colour theory, lighting, costume, hair, make-up, props, setting, body language, proxemics

Year 10

HT1: INTRODUCTION – THE HURT LOCKER
Why do films look different?

HT3: REPRESENTATION - DISTRICT 9
How do films tell us about people?

HT5: REPRESENTATION – SKYFALL
How do films tell us stories?



Why do films look different?
HT2: FILM STYLE – THE HURT LOCKER

How do films tell us stories?
HT4: NARRATIVE – SKYFALL

How do I make a film?
HT6: COURSEWORK

Year 10: Global film

HT3: REPRESENTATION – DISTRICT 9



How do films tell us about people?

RATIONALE

Films not only tell us stories, but they also provide a window into worlds that we may never otherwise see. DISTRICT 9 is a superb film to evaluate how the representation of people and places can have an influence on our understanding and what we learn.

KEY TOPICS

The social, cultural, historical, political, and institutional context of the film. The narratives & themes in the film. The representation of DISTRICT 9 and the influence of context upon it. How representation is created through film form.

KEY SKILLS

Recall key characters and the narrative. Summarise the representation of the main characters in the film. Analyse the representation in the film in relation to context. Evaluate the film through analysis of the representation in the film.

KEY

VOCABULARY

District 6, representation, prejudice, racism, apartheid, mockumentary, narrative arc, Todorov, development

Year 10

HT1: INTRODUCTION – THE HURT LOCKER

Why do films look different?

HT3: REPRESENTATION – DISTRICT 9

How do films tell us about people?

HT5: REPRESENTATION – SKYFALL

How do films tell us stories?



Why do films look different?

HT2: FILM STYLE – THE HURT LOCKER

How do films tell us stories?

HT4: NARRATIVE – SKYFALL

How do I make a film?

HT6: COURSEWORK

Year 10

HT4 & 5: NARRATIVE - SKYFALL



How do films tell us stories?

RATIONALE

Ultimately, films tell us stories and the range of film form available can change how we feel about these stories. However, the way in which the stories are told or presented is something which SKYFALL is interesting.

KEY TOPICS

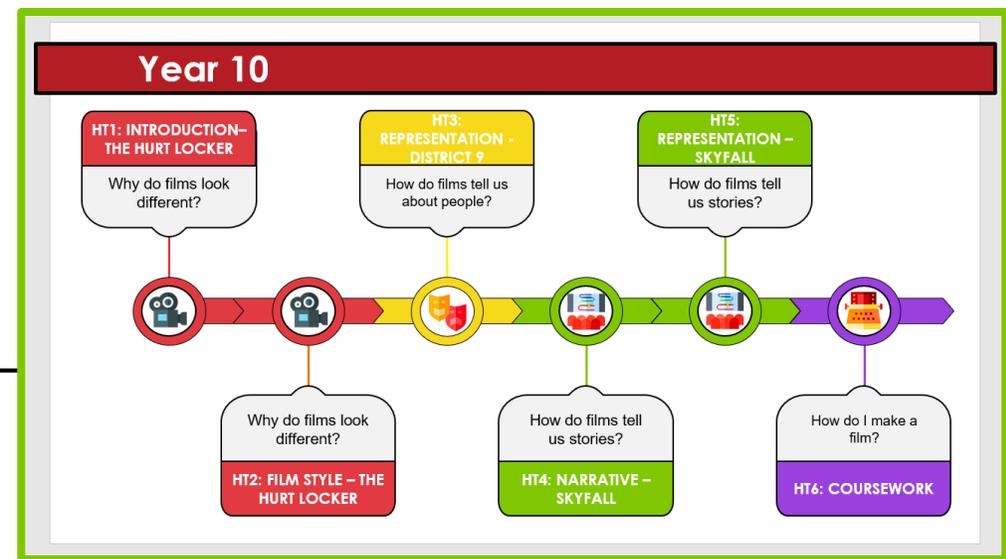
The social, cultural, historical, political, and institutional context of the film. The narratives & themes in the film. How context influences the narrative and themes and how these are presented through film form and narrative theory.

KEY SKILLS

Recall and summarise key characters, the main narrative and main themes. Analyse the way that the narratives in the film relate to the themes and the context using narrative theory. Evaluate how choices of film form do this.

KEY VOCABULARY

Representation, gender roles, analogue, digital, conflict, threat, conventional, sexism



Year 10

HT6: COURSEWORK



How do I make a film?

RATIONALE

Now that we can analyse a film, it's time to learn how to make one! This coursework involves planning and preparing to make a film by writing a screenplay.

KEY TOPICS

What are the stages of making a film? What is a screenplay? How is a screenplay formatted? Turning a screenplay into a storyboard. How to film and edit. Evaluating our work.

KEY SKILLS

Recall key genres and generic conventions. Create an original idea based on a genre. Produce and evaluate a correctly formatted screenplay.

KEY VOCABULARY

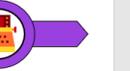
Slugline, action, dialogue, extensions, off screen, voiceover, character, exposition, climax, suspense, tension

Year 10

HT1: INTRODUCTION - THE HURT LOCKER
Why do films look different?

HT3: REPRESENTATION - DISTRICT 9
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How do films tell us stories?

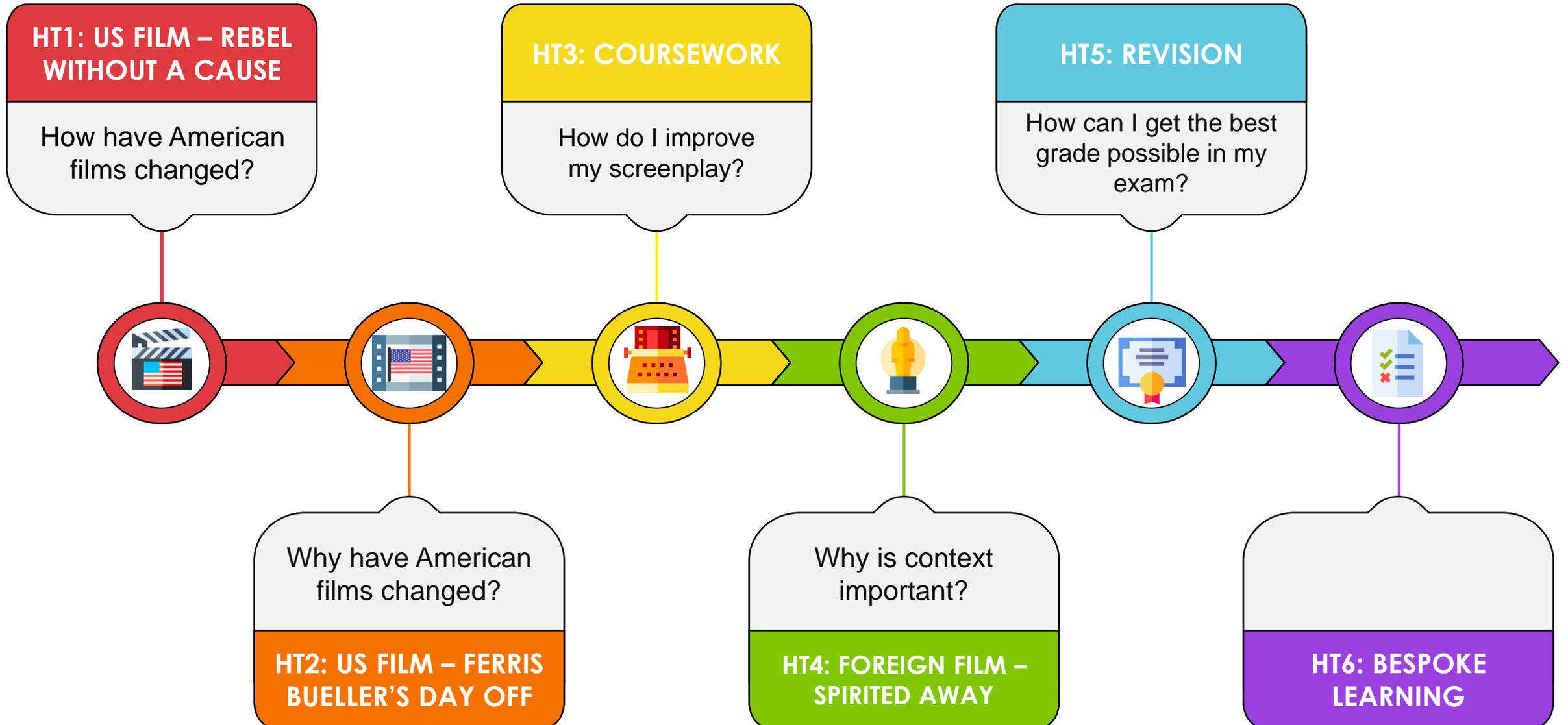


HT2: FILM STYLE - THE HURT LOCKER
Why do films look different?

HT4: NARRATIVE - SKYFALL
How do films tell us stories?

HT6: COURSEWORK
How do I make a film?

Year 11



Year 11

HT1: US FILM – REBEL WITHOUT A CAUSE



How have American films changed?

RATIONALE

American film is one of the defining cinemas in the world . We will study two American films from the teen genre, starting with one of the earliest examples, REBEL WITHOUT A CAUSE, to compare and contrast how the genre has developed.

KEY TOPICS

American cinema. Context of America 1930s-60s. Context of the film especially in relation to James Dean. The narratives & themes in the film. What the film tells us about America. How American teen films have changed. Analysis of the film.

KEY SKILLS

Recall and summarise key characters, the main narrative and main themes. Analyse the way that the narratives in the film relate to the themes and the context using any relevant technical details. Evaluate how the film established the teen genre.

KEY VOCABULARY

Context, consumerism, conspicuous consumption, rebel, teenage, stereotype, representation, society, change, culture

Year 11

HT1: US FILM – REBEL
WITHOUT A CAUSE

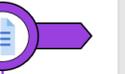
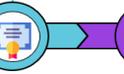
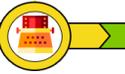
How have American
films changed?

HT3: COURSEWORK

How do I improve
my screenplay?

HT5: REVISION

How can I get the best
grade possible in my
exam?



Why have American
films changed?

HT2: US FILM – FERRIS
BUELLER'S DAY OFF

Why is context
important?

HT4: FOREIGN FILM –
SPIRITED AWAY

HT6: BESPOKE
LEARNING

Year 11

HT2: US FILM – FERRIS BUELLER'S DAY OFF



Why have American films changed?

RATIONALE

Having explored a defining American teen film, FERRIS BUELLER'S DAY OFF provides the perfect comparison given that it reflects America of the 80s so well and therefore, how America and the teen genre developed.

KEY TOPICS

Context of America 1950s-80s. Context of the film. The narratives & themes in the film. What the film tells us about America. Why American teen films have changed. Analysis of the film as a comparison to REBEL WITHOUT A CAUSE.

KEY SKILLS

Recall and summarise key characters, narratives & themes. Analyse how the narratives in the film relate to the themes and the context using relevant technical details. Evaluate film as part of the teen genre and a film which reflects a changing America.

KEY VOCABULARY

Context, consumerism, conspicuous consumption, rebel, teenage, stereotype, representation, society, change, culture

Year 11

HT1: US FILM – REBEL
WITHOUT A CAUSE

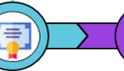
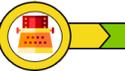
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films changed?

HT2: US FILM – FERRIS
BUELLER'S DAY OFF

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important?

HT4: FOREIGN FILM –
SPIRITED AWAY

HT6: BESPOKE
LEARNING

Year 11

HT3: COURSEWORK



How do I improve my own short film?

RATIONALE

Last year we created our own short film for our screenplay and perhaps short film. As this makes up 30% of our final GCSE grade, we're now going to use this to time to improve it further and adjust it based on what we've learned.

KEY TOPICS

How is a screenplay formatted? Does your screenplay meet the formatting? Does your screenplay suit the genre? What do others think of your screenplay? How does your final project compare to professionally produced films.

KEY SKILLS

Recall key genres and generic conventions. Develop an original idea based on a genre. Evaluate and improve your correctly formatted screenplay. Compare your film to other professionally produced films.

KEY VOCABULARY

Slugline, action, dialogue, extensions, off screen, voiceover, character, exposition, climax, suspense, tension

Year 11

HT1: US FILM – REBEL WITHOUT A CAUSE

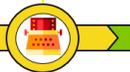
How have American films changed?

HT3: COURSEWORK

How do I improve my screenplay?

HT5: REVISION

How can I get the best grade possible in my exam?



Why have American films changed?

HT2: US FILM – FERRIS BUELLER'S DAY OFF

Why is context important?

HT4: FOREIGN FILM – SPIRITED AWAY

HT6: BESPOKE LEARNING

Year 11

HT4: FOREIGN FILM – SPIRITED AWAY



Why is context important?

RATIONALE

Spirited Away is very different to the films we have studied so far, not just because it is animated.

KEY TOPICS

What is SPIRITED AWAY about? How does social, cultural and historical context shown in the film? How are characters represented? What are the key themes?

KEY SKILLS

Recall & summarise key characters, the main narrative & main themes. Analyse the way that the narratives in the film relate to the themes and the context of it being a foreign film. Evaluate the film in relation to critical responses from others.

KEY VOCABULARY

Representation, culture, honour, respect, toxic, development, stereotype

Year 11

HT1: US FILM – REBEL WITHOUT A CAUSE

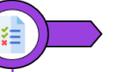
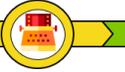
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Why have American films changed?

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Why is context important?

HT4: FOREIGN FILM – SPIRITED AWAY

HT6: BESPOKE LEARNING

Year 11

HT5: REVISION



How can I get the best grade possible in my exam?

RATIONALE

Revisit key concepts and ideas; there has been a lot of context over the last 18 months which students will not have come across before the start of the course.

KEY TOPICS

Film form, Global film, US film, US independent film, film style, representation, film history, genre.

KEY SKILLS

Recall key dates and information. Summarise the history, narratives, characters and themes. Analyse how films use film form to generate reaction and promote ideas. Evaluate critical responses from others using a holistic view of film studies.

KEY VOCABULARY

See previous slides.

Year 11

HT1: US FILM – REBEL WITHOUT A CAUSE

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