

KS4 Curriculum Overview:  
Year 10 Film Studies

Rationale: Media plays a central role in contemporary culture, society, and politics. They shape our perceptions of the world through the representations, ideas and points view they offer. The media have real relevance and importance in our everyday lives today, providing us ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The Media curriculum offers learners the opportunity to develop a thorough and in depth understanding of several key issues, using a comprehensive theoretical framework and the variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Learners will work from the product outwards to debate key critical questions related the social, cultural, political and economic role of the media.

INTENT: Media and Film Studies students at Myton School are taught the tools and skills to be able to actively and critically analyse the ways in which a variety of media and films communicate key ideas about society's ideologies and representations. Students learn to see how institutions inform and shape audiences' responses and develop practical production skills that clearly demonstrate creativity, technical skills and consider carefully these key issues.

Inclusion: In Media Studies we aim to provide an inclusive curriculum for all our students regardless of the barriers to learning they face. We have a strong literacy and metacognition focus where each lesson starts with recall activities and students are encouraged to access more challenging texts through chunked sections and personalised questioning. This allows for all students to access the curriculum and achieve at all levels. We receive and act on regular feedback from our students to help shape inclusion.

| Term / Length of Unit    | Outline   | Assessment   | Home Learning  | Resources   | Knowledge/Skills End Points   | Reading  |
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| Year 10<br>Autumn<br>1.1 | <p><u>Introduction to GCSE Film Studies</u></p> <p>Students consider why we study film, a brief history of film, are introduced to 'read' a film and basic production skills. Student produce a short Halloween film that features multiple shot sizes/ angles/ movements. Students review District 9 and explore context and narrative in the film and explore an exam question.</p> | <p>Short film is assessed. Review is FAR marked and assessed. Response to walking talking exam question is</p> | <p><u>Independent Media task:</u><br/>Mini review of film and filming additional footage..</p> | <p>Full schemes of learning with associated resources on Staff Shared – Media and Film Studies- GCSE Film Studies</p> | <ol style="list-style-type: none"> <li>1. I can confidently explain key film terminology and apply it</li> <li>2. I can plan, shoot and edit a film with several key camera shot sizes/ angles/ movements and have developed my editing skills.</li> <li>3. I understand how to review a film</li> <li>4. I understand how to answer an exam question for the global English language film section</li> </ol> <p><u>Cross Curricular:</u><br/><u>English</u><br/>– analytical, writing, reading, and inference skills.<br/><u>Photography</u><br/>Cinematography and editing skills</p> | <ul style="list-style-type: none"> <li>• Glossary of key film terminology</li> <li>• Film review exemplar</li> <li>• WAGOLL exam question</li> </ul> |

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| Year 10<br>Autumn<br>1.2 | <p><u>British cinema and Global English language film Comp 2 Sec A</u></p> <p>Students learn what makes film 'British', watch and analyse 'Blinded by the Light' with key sequence analysis and exam style assessment. Students recap film history timeline and begin analysing 'The Babadook' with key sequence analysis.</p> | Exam style assessment on Blinded by the Light. | Contextual research for British film<br><br>Revision activities. | Full schemes of learning with associated resources on Staff Shared – Media and Film Studies- GCSE Film Studies | <ol style="list-style-type: none"> <li>1. I can confidently explain context and key techniques in key sequence of a set British film</li> <li>2. I can apply key terminology such as narrative terms and theories</li> <li>3. I understand exam assessment requirements and can identify areas for development</li> </ol> <p><u>Cross Curricular:</u><br/><u>English</u><br/>– analytical, writing, reading, and inference skills.</p> | <ul style="list-style-type: none"> <li>• Glossary of film terminology developed</li> <li>• Reviews and wider reading around context of British film</li> <li>• Researching reviews and news linked to The Babadook</li> </ul> |

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| <p>Year 10<br/>Spring<br/>2.1</p> | <p><u>Practise NEA</u></p> <p>Students research, plan, produce and edit a short film based on past NEA brief- a film extract from one of the following genres of film: • science fiction • romance • horror • the teenage film • action The extract must take the form of one of the following two options: • the opening of the film or • an extract from any part of the film which introduces a character. The extract must be between 1 min 45 minutes and 2 minutes 30 seconds.</p> <p>And write an evaluative analysis of their production of between 700 and 850 words. This will include reference to:</p> <ul style="list-style-type: none"> <li>• the aims of the genre film extract</li> <li>• an indication of how key aspects from approximately three genre films have influenced the production</li> <li>• an analysis of the production in relation to comparable,</li> </ul> | <p>Submission of plans, inc screenplay and 'rushes' Interim observations from teacher throughout planning, pre production, production and post production.</p> | <p><u>Media research task:</u> students are required to take own video and source audio, props etc out of school.</p> | <p>Full schemes of learning with associated resources on Staff Shared – Media and Film Studies- GCSE Film Studies</p> | <ol style="list-style-type: none"> <li>1. I can confidently respond to a set brief and plan to ensure I meet requirements for my NEA</li> <li>2. I understand how to access to grade band for production work</li> <li>3. I can use cameras and related equipment such as tripods safely and effectively, as well as Adobe Premiere Pro software to ensure my NEA looks as professional as possible</li> </ol> <p><u>Cross Curricular:</u></p> <p>Media–</p> <ul style="list-style-type: none"> <li>- Camera skills</li> <li>- Editing skills</li> </ul> | <p>Tuition of Adobe suites.</p> <p>Exploring professional screenplays.</p> |
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|                          | professionally produced films   |   |   |  |   |   |
| Year 10<br>Spring<br>2.2 | <p><u>Production completion and timelines:</u></p> <p>For students to consolidate their knowledge, skills and application with NEA work and revise Component 2 set products studies so far and introduce final set product for this exam, Girlhood.</p> | <p><u>Final:</u> final NEA submission inc evaluative analysis. (3 weeks into term)</p> <p>Practise Comp 2 questions FAR marked and responded to</p> | <p><u>Media Research task:</u> analyse a top grade response and annotate</p> <p>Context and reviews of Girlhood</p> | <p>Full schemes of learning with associated resources on Staff</p> <p>Shared - Media and Film Studies- GCSE Film Studies</p> | <ol style="list-style-type: none"> <li>1. Demonstrate production skills and evaluate work</li> <li>2. Identify how exemplar achieved top grade response</li> <li>3. Understand how answer exam questions for Comp 2</li> <li>4. Consider context of final Comp 2 set product</li> </ol> <p><u>Cross Curricular links:</u><br/><u>English</u> – Writing for purpose, exam skills</p> | <ul style="list-style-type: none"> <li>• Glossary of key media film terminology</li> <li>• WAGOLL and exemplars explored</li> </ul> |

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| <p>Year 10<br/>Summer<br/>3.1</p> | <p><u>Comp 2 Revision Aim:</u></p> <p>For students to consolidate their knowledge and application for all Comp 2 set products, in particular Girlhood. Students complete a full mock exam and respond to the feedback</p> | <p>Final: mock comp 2 assessment – past paper with marking criteria, show clear points of how they have achieved current grade and targets of what they need to do to improve</p> | <p><u>Research task:</u><br/>analyse a top grade response and annotate</p> | <p>Full schemes of learning with associated resources on Staff Shared - Media and Film Studies- GCSE Film Studies</p> | <ol style="list-style-type: none"> <li>1. Apply knowledge to mock exam response</li> <li>2. Identify how exemplar achieved top grade response</li> <li>3. Understand how to apply theory to exam answer using PETAL structure</li> <li>4. Develop understanding of final set product for Comp 2 and its key sequences</li> </ol> <p><u>Cross Curricular links:</u><br/><u>English</u> – Writing for purpose, analytical skills, exam writing.</p> | <ul style="list-style-type: none"> <li>• Glossary of key film terminology</li> <li>• Exemplar responses / WAGOLL</li> </ul> |
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| <p>Year 10<br/>Summer<br/>3.2</p> | <p><u>Myton film festival/ introduction to Component 1 sec A (Dracula/ Lost Boys)</u></p> <p>For students to consolidate their knowledge, skills and application with production work for the Myton film festival. Students are introduced to history/ context and watch set horror films.</p> | <p>Students plan, shoot and edit short production for the film festival. Students create resources to revise set products and contexts of the new ones.</p> | <p>Students shoot footage outside of lesson time</p> | <p>Full schemes of learning with associated resources on Staff Shared - Media and Film Studies- GCSE Film Studies</p> | <ol style="list-style-type: none"> <li>1. Develop production skills</li> <li>2. Explore context and analyse key sequence of set films</li> </ol> <p><u>Cross Curricular links:</u><br/><u>English</u> – Writing for purpose, analytical skills, exam writing.<br/><u>Media</u> – production skills</p> | <ul style="list-style-type: none"> <li>• Glossary of key film terminology</li> <li>• Exemplar responses / WAGOLL</li> </ul> |
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