



THE BROMFORDS SCHOOL
ACHIEVE ENRICH PREPARE

The Bromfords School Film Studies Department. Intent of Curriculum



The Bromfords School

Film Studies Department

The intent of Film Studies at Bromfords is to ensure that learners have a wealth of opportunities to access a wide range of culture, perspectives and contexts which will make them well-rounded, tolerant, inquisitive and analytical young people.

Achieve: The core study areas of the course are built on from day one; students will show achievement through their ability to identify, analyse and evaluate film form, meaning and the impact of context. The written side of the course builds on English skills of analysis but through a different medium, further developing the skills of the most able writers, but also supporting students who may struggle with analysis. The creativity involved in production work allows imaginative and artistic learners to thrive and achieve highly.

Enrich: Holistically, the course makes students more culturally aware and appreciative and students will see film not just as a pastime, but as an art form. Learners become more historically aware of key events and situations such as the Cold War, the Vietnam War and the second wave of feminism. Through the study of British film units, learners gain awareness of British social issues and values both historically and in the modern day, preparing them for a life in modern Britain.

Prepare: The GCSE course provides learners with a foundation of the fundamental core principles needed for the A Level, including film form, representation and narrative. Learners will also gain knowledge of the industry and their range of acquired practical skill gives them a portfolio of work to build upon in creative industries. The films studied encourage the development of a questioning mind and the significant focus on society and history prepares students to be effective, thoughtful and knowledgeable citizens.

Year 9	Year 10	Year 11	Post-16
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Film core study areas (film form): cinematography, mise-en-scene, sound, editing • Genre iconography • Silent and classical Hollywood film timeline • Context of post WW2 America • Conventions of British film (inc. film style) • Contexts of 2000s British film (inc. London Riots, racial tensions etc) <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Film form analysis (impact on audiences, representation and meaning made) • Constructing effective analyses • Basic film construction and editing techniques (inc. match on action and eyeline match) 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Issues of representation; race, gender, sexuality and place • Narrative structures (linear and non-linear) • The differences between plot and story • Contexts and conventions of Bollywood filmmaking • Conventions of film openings • Genre iconography • Conventions of screenwriting <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Film form analysis (impact on audiences, representation, aesthetic and narrative) • Constructing effective analyses • Exam skill • Responding to a brief • Effective screenwriting • Film construction 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Contexts of classical and New Hollywood • Conventions of the film musical (across different film periods) • Issues of representation; race, gender, sexuality and place • Mainstream vs. independent film • Conventions of independent film • The ideas of critical writing <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Film form analysis (impact on audiences, representation, aesthetic and narrative) • Constructing effective analyses • Exam skill • Evaluative analysis • Comparison of filmmaking from the classical to New Hollywood periods • Responding to and applying the ideas of critical writing 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Aspects of film form • Narrative, representation, aesthetic and auteur • The development of film (classical-New Hollywood) • Mainstream vs. independent film • British film • Global film (inc. non-English language film) • Documentary film • Silent film <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Film form analysis (impact on audiences, representation, aesthetic and narrative) • Constructing effective analyses • Exam skill • Evaluative analysis • Responding to a brief • Effective screenwriting • Film construction

**Enrichment,
Careers,
Real-world
Experience.**

Enrichment: Film students are given a number of opportunities to hone their practical skill by contributing to film projects around the school, for example making films to showcase the Sixth Form, SEND and Student Voice. In lessons, we incorporate documentaries, videos and biographies to enrich students understanding of filmmakers, film style and give context to the film they are studying.

Careers: Film Studies would be useful for students considering University study in a written subject as it builds extensive analytical, evaluative and critical thinking skills. It would benefit those with an interest in a future career pathway in Film or Media such as journalism, production, advertising and broadcasting, but the skills gained are transferrable into a wide-ranging number of careers which require an analytical mind. The film industry is, perhaps surprisingly, huge in the UK, with a wide breadth of careers including; location managers, costume designers, script supervisors, visual effects designers, prop makers and production accountants to name just a few. These roles are currently among the skills shortages in the UK film industry. We have many past students who are now thriving in careers including screenwriting, TV production management and location scouting.

Real World Experiences: The Film Studies curriculum enables students to engage with a number of real world issues such as poverty in developing nations, politics, the impact of war, gender and sexuality and the representation of marginalised communities. The NEA in both the GCSE and A Level courses sees students use professional screenwriting technology to produce a professional-style production; students have to position their work against existing productions and through doing this, develop a portfolio of work and have experience using industry standard technology and software. In addition, students are encouraged to enter the WJEC Moving Image Awards, a national film and TV competition run by the exam board.

Year 9 – Intent: To secure an understanding of the Film Studies core study areas which will be built on in Years 10 and 11. To expose students to a range of genres, styles and perspectives across different time periods and cultures and begin to explore film as an art form.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: What is film?</p> <p>Learning Intent: To secure an understanding of film form and explore how this is used to construct meaning across genres and styles.</p>		<p>Scheme of Work: History of film</p> <p>Learning Intent: To secure an understanding of key developments in Hollywood up to 1950s and explore how technological, social and historical contexts have impacted this.</p>		<p>Scheme of Work: Practical project – Creating tension in film</p> <p>Learning Intent: To explore how tension is created in film and be able to create this using a range of practical filmmaking techniques.</p>	<p>Scheme of Work: C2 – British Film (<i>Attack the Block</i>)</p> <p>Learning Intent: To introduce British film style and early 2000s contexts</p>
<p>Measuring Impact through: ‘Quick Tens’ Written test to establish knowledge and recall of film form terms and ideas</p>	<p>Measuring Impact through: ‘Quick Tens’ Written analysis of film clip (exam style questions)</p>	<p>Measuring Impact through: ‘Quick Tens’ Written test to establish knowledge and recall of key dates, events and contexts.</p>	<p>Measuring Impact through: ‘Quick Tens’ Exam style analysis questions.</p>	<p>Measuring Impact through: ‘Quick Tens’ The creation of a film scene creating tension.</p>	<p>Measuring Impact through: ‘Quick Tens’ Student presentations on the ATB contexts</p>

Year 10– Intent: To be confident in explaining the style and contexts of three global films and the meaning made by these. To gain experience in the GCSE exam structure and style and to demonstrate narrative and film form skill in the successful planning of the NEA.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: C2 – British Film (<i>Attack the Block</i>)</p> <p>Learning Intent: To apply the contexts to the study of the film and establish how meaning is made through the style and film form choices.</p>	<p>Scheme of Work: C2 – Global Film: Non-English Language (<i>The Farewell</i>)</p> <p>Learning Intent: To explore issues of age, gender, genre and place representation and consider the impact of such choices.</p>		<p>Scheme of Work: C2 – Global Film: English Language (<i>Slumdog Millionaire</i>)</p> <p>Learning Intent: To explore ideas of narrative and consider how film structure impacts audience reading, character representation and the presentation of plot.</p>		<p>Scheme of Work: C3 – introduction to the NEA</p> <p>Learning Intent: To understand the requirements of the NEA (film openings) and plan appropriately to ensure that the final product meets the criteria.</p>
<p>Measuring Impact through: ‘Quick Tens’ Written analysis of film (exam questions)</p>	<p>Measuring Impact through: ‘Quick Tens’ Student presentations on issues of representation and context</p>	<p>Measuring Impact through: ‘Quick Tens’ Written analysis of film (exam questions)</p>	<p>Measuring Impact through: ‘Quick Tens’ Written test to establish knowledge and recall of key aspects of context and narrative</p>	<p>Measuring Impact through: ‘Quick Tens’ PROGRESS EXAM</p>	<p>Measuring Impact through: ‘Quick Tens’ Assessment of the quality of NEA planning</p>

Year 11– Intent: To be confident in explaining the changing contexts of mainstream and independent Hollywood and the impact this has had on filmmaking. To feel confident in the exam structure and style and to demonstrate narrative and film form skill in the successful completion of the NEA.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: NEA (final drafts)</p> <p>Learning Intent: To secure the completion of the NEA unit. To create practical work demonstrating film form and narrative skill.</p>	<p>Scheme of Work: C1 - Mainstream Hollywood (<i>Singin' in the Rain and Grease</i>)</p> <p>Learning Intent: To explore how different contexts impacted Hollywood filmmaking from the 1950s-1970s and be able to compare style, content and production across the period.</p>	<p>Scheme of Work: C1 – Independent US Film (<i>Juno</i>)</p> <p>Learning Intent: To explore the differences between mainstream and independent film, considering the question '<i>what makes an independent film?</i>'</p>	<p>(<i>Juno</i> SOW continues until week 2 of Summer 1)</p> <p>Scheme of Work: Revision of all films and key study areas</p> <p>Learning Intent: For students to feel confident with the film form, contexts and additional study areas for each film. To secure full understanding of the style and structure of the exam questions.</p>		
<p>Measuring Impact through: 'Quick Tens' NEA first draft</p>	<p>Measuring Impact through: 'Quick Tens'</p> <p>PROGRESS EXAM</p> <p>COMPLETED NEA</p>	<p>Measuring Impact through: 'Quick Tens' Written analysis of film (exam questions)</p>	<p>Measuring Impact through: 'Quick Tens' Written analysis of film (exam questions)</p> <p>PROGRESS EXAM</p>	<p>Measuring Impact through: 'Quick Tens' Written analysis of film (exam questions)</p>	<p>Measuring Impact through: GCSE EXAM – PAPER 1 AND 2</p>

Year 12– Intent: To develop skills of close analysis, drawing on contextual information to enrich ideas. To develop practical skill and have opportunities to be creative through filmmaking and screenwriting.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: C2A - Global Film (introducing the key elements)</p> <p>Learning Intent: To secure an understanding of film form regardless of starting point. To be exposed to and gain an appreciation of global film as a cultural art form</p>	<p>Scheme of Work: C2B – Documentary film</p> <p>Learning Intent: To secure an understanding of documentary styles and the evolution of digital technology. To appreciate how meaning and ‘truth’ can be constructed through comparison of different filmmakers’ approaches.</p>	<p>Scheme of Work: C1A – Classical and New Hollywood</p> <p>Learning Intent: To secure an understanding of the key developments in Hollywood from the classical to new Hollywood periods and explore how different contexts have impacted Hollywood.</p>	<p>Scheme of Work: C1B – American film since 2005</p> <p>Learning Intent: To explore how films present different political and social ideologies and perspectives. To gain an understanding of issues of spectatorship and consider how film might speak to different spectators in different ways.</p>	<p>Scheme of Work: NEA</p> <p>Learning Intent: To explore and understand how short film narratives are structured. To create practical work meeting the brief set, which demonstrates both film form and narrative skill.</p>	
<p>Measuring Impact through: Film form presentation Written test to establish knowledge and recall of core study terms and ideas</p>	<p>Measuring Impact through: Written analysis of film (exam questions)</p>	<p>Measuring Impact through: Written analysis of film (exam questions)</p>	<p>Measuring Impact through: Written analysis of film (exam questions)</p> <p>PROGRESS EXAM</p>	<p>Measuring Impact through: Written analysis of film (exam questions)</p>	<p>Measuring Impact through: Initial idea submissions (with justifications)</p>