

Long Term Plan Year 10 GCSE Film Studies

“Cultivating Curiosity, Creativity and Empathy”

AO1: Demonstrate knowledge and understanding of elements of film

AO2: Apply knowledge and understanding of elements of film, including to: analyse and compare films & analyse and evaluate own work in relation to other professionally produced work

AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Introduction to Film Studies	Key Elements of Film form (cinematography, editing, mise-en-scene, sound) Genre and Narrative Development of Film and Film Technology (C1: Section B)	Scene analysis Writing critically Structuring a response	Cultivating curiosity through exposure to a wide range of clips used to illustrate a range of experiences.	Lack of analysis focus on description	Basic skills needed for KS5	Extension of Critical writing to include basic theory.	Students understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	Wide range of film clips to expose students to different cultures, ideologies and attitudes.	/
2	Introduction to Component One Section A - American Film (1950-1990)	<i>Ferris Bueller's Day Off</i> (Houston: 1985) Social Context Historical Context (1980s)	Link between context and film Including context in critical writing. 198s Consumerism Latchkey Children Yuppie Culture	Cultivating curiosity about other eras and representations.	See medium term plan	As above	Further reading - other John Houston films Binary Oppositions	Students understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	Exposure to other ideologies (Reganism), times (1980s) and ideas.	/

3		<i>Rebel Without a Cause</i> (Ray: 1955) Social Context Historical Context (1950s)	Link between context and film Including context in critical writing Birth of the Teenager Red Scare and US Culture.	Cultivating curiosity about other eras and representations		As above			Exposure to other ideologies (Reganism), times (1980s) and ideas.	/
4	Introduction to Component Two Section A - Global film in English	<i>District 9</i> (Blomkamp: 2009)	Narrative Link between Social context and film Apartheid and S.A history Xenophobia Sci-Fi as metaphor	Cultivating empathy through an exploration of racism and xenophobia.	Confusion between plot and narrative.	As above	Narrative Theory - binary oppositions, Todorov, Hero's Journey & Propp's Character Types.	Cause and effect is a film narrative device studies and we apply this to our own actions as an activity.	Understanding Apartheid and its impact. Understanding the dangers of groupthink and xenophobia.	/
5	Introduction to Component Two Section B - Global film	<i>Spirited Away</i> (subject to change)	Representation Shintoism Capitalism and Japan Animation Gender in Japan	Cultivating curiosity and empathy through examining the nature of capitalism, and its impact on the environment as well as other cultures.	Animation as a film form.	As above	Representation theory basic	Students have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity	Exploring Japanese culture and beliefs	/
6	Introduction to Component Two: Section C - UK Film	<i>Attack the Block</i> (Cornish: 2011)	Aesthetics Representations of race and class. Genre - hybridity	Cultivating empathy by examining racism and class discrimination.	See medium term plan.	As above	Extension Context - Brutalism, London Riots links to Hoodie Horror.	We study British Film and what makes the British viewpoint unique. We compare this to other cultural viewpoints.		/

