

Film Studies Curriculum 2023-2024

	Year 12		Year13	
	Knowledge and skills	Enrichment	Knowledge and skills	Enrichment
Cycle 1	<p>Key Elements of Film Form – TECHNICAL: Cinematography, Editing &amp; Sound, Mise en Scene, Aesthetics</p> <p><b>Film 1: European Film</b> <b><i>Pan’s Labyrinth (Del Toro, Spain, 2006)</i></b> Film Screening &amp; Contexts European Film Key Sequence Analysis – Representations, aesthetics and meaning &amp; response</p> <p><b>Film 2: Global Film</b> <b><i>City of God (Mereilles, Brazil, 2002),or Wild Tales (Szifron, Argentina, 2014),</i></b> Key Sequence Analysis – Representations, aesthetics and meaning &amp; response</p> <p>Introduction to Theories &amp; Debates about Documentary (with clips)</p> <p><b>Film 3: Documentary Film</b> <b><i>Amy (Kapadia, UK, 2015),</i></b> Assessment/review A-Level style assessment Component 2 sections A&amp; B Assessment and mark scheme in shared area.</p> <p>Review: Green pen against mark scheme, peer review then teacher assessment followed by consolidation of common misconceptions/errors</p>	<p>Trip to Warner Brothers Studios to see creative process of film-making &amp; future career pathways</p>	<p>Introduction to British Cinema</p> <p><b>Film 8: British Film 1</b> <b><i>This is England (Meadows, 2006)</i></b> Key Sequence Analysis – Ideology and core elements</p> <p><b>Film 9: British Film 2</b> <b><i>Trainspotting (Boyle, 1996)</i></b> Key Sequence Analysis – Narrative and core elements</p> <p>Reviewing and refining coursework final drafts of screenplays. (1600-1800words)</p> <p>Final edit/cut of shooting script and digitally photographed storyboard (Approx 20 frames)</p> <p>Final draft of evaluation (1600-1800words)</p> <p>Assessment/review A-Level style assessment Component 1 section C Assessment and mark scheme in shared area. Final mark for coursework as official criteria</p> <p>CC: History dept to help research of Falklands conflict &amp; Thatcher’s Britain</p>	<p>Trip to Warner Brothers Studios to see creative process of film-making &amp; future career pathways</p> <p>Possible link-up with Film Dept at Glos University outreach screenwriting workshop (has been done previously in 2019)</p>

<p>Cycle 2</p>	<p><b><u>YEAR 12</u></b></p> <p>The Contexts of Hollywood – Classical, New  <b>Film 4: Classical Hollywood (1930-1960)</b>  <i>Casablanca</i> (Curtiz, 1942),</p> <p>Key Sequence Analysis – Core Study Areas &amp; Auteur  Institutional, social and political context</p> <p><b>Film 5: New Hollywood (1961 – 1990)</b>  <i>Bonnie and Clyde</i> (Penn, 1967)  Key Sequence Analysis – Core Study Areas &amp; Auteur  Institutional, social and political context</p> <p>Comparison between 2 key films</p> <p><b>Film 6: American Mainstream Film</b>  <i>No Country for Old Men</i> (Coen Brothers, 2007),  Key Sequence Analysis – Representations &amp; Ideology</p> <p><b>Film 7: Contemporary Independent Film</b>  <i>Winter's Bone</i> (Granik, 2010)  Key Sequence Analysis – Ideology &amp; Spectatorship</p> <p>Assessment/review  A-Level style assessment Component 1 sections A&amp; B  Assessment and mark scheme in shared area.</p> <p>Review: Green pen against mark scheme, peer review  then teacher assessment followed by consolidation of  common misconceptions/errors</p> <p>CC History dept; USA involvement in WW2 &amp; Vietnam</p>		<p><b><u>YEAR 13</u></b></p> <p>Introduction to Film Movements - What is a Film Movement?  Focus on Silent &amp; Experimental Cinema  <b>Film 10: Silent Cinema Film Screening</b>  <i>One Week</i> (1920), <i>The Scarecrow</i> (1920), <i>The 'High Sign'</i>  (1921), <i>Cops</i> (1922) (all Keaton, US)  Analysis: Core Elements  Introduction to Critical Debates in Silent Cinema  Applying Critical Debates - Silent Cinema Sequences</p> <p><b>Film 11: Experimental Film Screening</b>  <i>Pulp Fiction</i> (Tarantino, US, 1994)  Key Sequence Analysis (Narrative &amp; Auteur)</p> <p>Assessment/review  A-Level style assessment Component 2 sections C &amp; D  Assessment and mark scheme in shared area.</p> <p>Review: Green pen against mark scheme, peer review then  teacher assessment followed by consolidation of common  misconceptions/errors</p> <p>CC History dept; USA in the early 20<sup>th</sup> century with focus on  immigration, mass production and expansion of cities</p>	
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<p>Cycle 3</p>	<p><b><u>YEAR 12</u></b></p> <p><b>NEA Production</b>  Screening &amp; analysis of short films screenplays:  80 minutes studied from:  <i>Meshes in the Afternoon</i> (Deren, US, 1946) 14'  <i>La Jetée</i> (Marker, France, 1962) 28'  <i>A Girl's Own Story</i> (Campion, Australia, 1987) 26'  <i>The Wrong Trousers</i> (Park, UK, 1993) 30'  <i>About a Girl</i> (Percival, UK, 2001) 09'  <i>Wasp</i> (Arnold, UK, 2003) 24'  <i>High Maintenance</i> (Van, Germany, 2006) 09'  <i>Connect</i> (Abrahams, UK, 2010) 05'  <i>Night Fishing</i> (Park, South Korea, 2011) 33'  <i>Pitch Black Heist</i> (Maclean, UK, 2012) 13'  <i>Swimmer</i> (Ramsay, UK, 2012) 18'  <i>The Gunfighter</i> (Kissack, US, 2014) 09'.</p> <p>Study format &amp; style of professional screenplays  Study format &amp; style of digital storyboards &amp; professional storyboards for comparison &amp; understanding of good professional practice.</p> <p>Screenplay first draft (1600-1800words)  Evaluation first draft (1600-1800words)</p> <p>Assessment/review  A-Level style assessment NEA markscheme for screenplay, storyboard &amp; evaluation.  Assessment and mark scheme in shared area.</p>	<p>Possible link-up with Film Dept at Glos University outreach screenwriting workshop (has been done previously in 2019)</p>	<p><b><u>YEAR 13</u></b></p> <p>Component 1 Section A Revision  <b>Classical Hollywood/New Hollywood</b>  Component 1 Section B Revision  <b>USA Mainstream/Independent</b>  Component 1 Section C Revision  UK Film</p> <p>Component 2 Section A Revision  <b>European/Global film</b>  Component 2 Section B Revision  <b>Documentary</b>  Component 2 Section C Revision  <b>Experimental film</b>  Component 2 Section D Revision  <b>Silent Cinema</b></p> <p>Assessment/review  A-Level style assessment on ALL the above on a weekly basis, quick turnaround for review  Assessment and mark scheme in shared area.</p> <p>Review: Green pen against mark scheme, peer review then teacher assessment followed by consolidation/further revision as needed.</p>	
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