



# Curriculum Overview 2022 - 2023

## Film Studies

	Year 10	Year 11
Half Term 1	<p><b>Introduction:</b> Students learn to identify the key elements of film form (cinematography, mise-en-scene, sound and editing) using correct vocabulary. They should then be able to write structured responses relating the use of film form to aesthetics and audience reaction</p>	<p><b>COMPONENT 2B</b> Learners will develop knowledge and understanding of the aesthetic qualities of film through the key elements of film form. In this unit we will focus on the Representations of age in a non- English language film. This year this will be the Swedish film <i>'Let the Right One In'</i></p> <p>This will include how the aesthetics have been affected by the context (social, cultural, historical, political, technological and institutional).</p>
Half Term 2	<p><b>COMPONENT 2C</b> Learners will develop knowledge and understanding of the aesthetic qualities of film through the key elements of film form. In this unit we will focus on the aesthetic qualities of the UK contemporary film <i>'Attack the Block'</i></p> <p>This will include how the aesthetics have been affected by the context (social, cultural, historical, political, technological and institutional).</p>	<p><b>COMPONENT 1A</b> A comparative study of a pair of mainstream US genre films (from a choice of five pairs). Each pair of films includes one film produced between 1930 and 1960 and one film produced between 1961 and 1990. The comparative study will bring together the study areas, whilst foregrounding genre, narrative and context.</p> <p>Students will have intermittent opportunities to improve comp3</p>
Half Term 3	<p><b>COMPONENT 2A</b> Learners will develop knowledge and understanding of the aesthetic qualities of film through the key elements of film form. In this unit we will focus on the Narrative structure of a global English language film produced outside the US, specifically the South African film <i>'District 9'</i>.</p> <p>This will include how the aesthetics have been affected by the context (social, cultural, historical, political, technological and institutional).</p>	<p><b>COMPONENT 1A</b> A comparative study of a pair of mainstream US genre films (from a choice of five pairs). Each pair of films includes one film produced between 1930 and 1960 and one film produced between 1961 and 1990. The comparative study will bring together the study areas, whilst foregrounding genre, narrative and context.</p> <p>Students will have intermittent opportunities to improve comp3</p>
Half Term 4	<p><b>COMPONENT 3</b></p> <p>Students will create a 800-1000 word screenplay extract from one of the following genres of film:</p> <ul style="list-style-type: none"> <li>• science fiction</li> <li>• romance</li> <li>• horror</li> <li>• the teenage film</li> <li>• action</li> </ul> <p>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.</p>	<p><b>COMPONENT 1C</b> Students will study an example of an independently produced US film. The film will be studied in relation to the core study areas with a focus on specialist writing.</p> <p>Students will have intermittent opportunities to improve comp3</p>

<p>Half Term 5</p>	<p><b>COMPONENT 3</b> Students who have not completed the Screenplay task will be given time to complete the task. Those who have will be given the opportunity to film their screenplay.</p> <p>Running concurrently will be <b>COMPONENT 1B</b> where students will study a timeline (given by the exam board) of the significant developments in film and film technology.</p>	<p><b>REVISION</b></p>
<p>Half Term 6</p>	<p><b>COMPONENT 2B</b> Learners will develop knowledge and understanding of the aesthetic qualities of film through the key elements of film form. In this unit we will focus on the Representations of age in a non- English language film. This year this will be the Swedish film <i>'Let the Right One In'</i></p> <p>This will include how the aesthetics have been affected by the context (social, cultural, historical, political, technological and institutional).</p>	