

Scheme of Work

Teacher:	Title	Class	Links to National Curriculum / Strategies	Links to Examination Specifications	Resources	ICT opportunities
Miss M.Trindade	The British film industry	AS Media Studies	<p>'To raise standards of achievement and rates of progression for... young people in all phases and settings through personalised learning supported by high quality, well-planned teaching which addresses individual needs...'</p> <p>To promote creativity</p>	<p>AS Unit G322 Key Media Concepts: Institutions and Audiences.</p> <p>'To show understanding of contemporary institutional processes of production, distribution, marketing and exchange/exhibition at a...national...level as well as British audiences' reception and consumption.'</p> <p>Include use of technologies such as digital cinemas, DVD, HD DVD, downloads etc...</p>	<p>OCR Media Studies for AS book and CD ROM; OCR GCE Media Studies Exam Spec 2009; BFI Teaching Contemporary British Cinema (2005)</p> <p>PCS, internet, whiteboard, IWB, handouts and worksheets designed by myself.</p> <p>The film Shifty (2008) on DVD. Or similar</p> <p>Websites such as BBC/film, UK film council, BFI, BBFC, Film4 and The Guardian. There is limited access to the internet in school but these websites are accessible.</p>	<p>Using PowerPoint on the PC for presenting lessons.</p> <p>Large number of PCs available in the room for students to work on with premier editing program and Photoshop. Also accessible use of the internet for research.</p>

Aims: Why do this scheme? (See Examination Specifications)	Planned Learning Outcomes: What will students have learnt and be able to do by the end? How shall I know this? How will pupils know this?	Opportunities for Personal, Social, Moral, Spiritual, Cultural and Citizenship Education
To assess candidates' knowledge and understanding of media institutions and their production processes, distribution strategies, use of technologies and related issues concerning audience reception and consumption of media texts.	<p>To gain an appreciation of the British film industry and the issues within it;</p> <p>To develop critical understanding of the British film industry through engagement with media products and concepts;</p> <p>To explore and discuss production processes, technologies and contexts;</p> <p>To become independent in research skills and their application.</p> <p>I will be able to assess what they have learnt through main assessment activities in the classroom such as class discussions, feedback, homework, using different questioning strategies and by monitoring the work students do in the lessons.</p>	<p>Develop knowledge, awareness and reasoning concerning values and attitudes of society in all written.</p> <p>Develop an understanding of the role of the British film industry in the context of national citizenship.</p> <p>Encouraged students to share their own opinions and ideas in lessons.</p> <p>Avoid being bias when teaching allowing students to think independently and draw their own conclusions.</p> <p>Collaborative opportunities.</p>

Week by week overview of content This must evidence continuity and progression

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	How does the scheme address basic and key skills, as appropriate?
<p><u>Defining British Cinema</u></p> <p>How do you define it?</p> <p>Students to share their viewing experiences.</p> <p>National Identity</p> <p>ACTIVITY: Looking at four different British films, who all won Best British</p>	<p><u>Audience appeal</u></p> <p>Students will identify and discuss how the film appeals to its audience.</p> <p>ACTIVITY: Analysis and discussion of the opening sequence of This Is England (2007).</p> <p>How it is</p>	<p><u>UK Film Classification – BBFC</u></p> <p>Who are they? What they do in connection to film</p> <p><u>Viewing of Shifty (2008)</u></p> <p>The viewing of this film will be split into two lessons.</p> <p>Students will need to note take</p>	<p><u>Funding and Production of Shifty</u></p> <p>An investigation into how this film gained funding and the institutions involved and the requirements the film had to meet in order to be produced.</p> <p>BBC's Microwave scheme for young directors, which</p>	<p><u>Promotion and Marketing</u></p> <p>A look at the different media platforms films are promoted through.</p> <p>Examine how media institutions make use of various platforms to sell their product.</p> <p>ACTIVITY: Group work: To examine different promotional material that was used to market <i>Shifty</i>.</p> <p>Feedback through</p>	<p><u>Distribution and Exhibition/Exchange</u></p> <p>How and where are films shown.</p> <p>Looking at how <i>Shifty</i> was picked up for distribution and where it exhibited.</p> <p>Certification – BBFC How producers want their films to be under a specific certificate. How this can affect distribution.</p>	<p>This scheme will address key skills such as literacy, ICT, research, decision-making, independent thinking, analytical skills, working collaboratively and communication skills, helping students to improve their learning through a number of learning activities and homework set.</p>

<p>film at the BAFTAS in the last 4 years.</p> <p>Students will investigate what makes these films definitively British, looking at narrative, actors, directors, genre and production companies.</p>	<p>specifically, culturally distinctive due to the historical footage from the 80s.</p> <p>Look at the Institutional processes For a film</p>	<p>and focus on how the film captures and sustains its audience.</p> <p>Film education website, section on <i>Shifty</i>.</p> <p>ACTIVITY: Textual analysis of <i>Shifty</i>.</p>	<p>Shifty was part funded by. BBC/film website</p> <p>Television coporations: Investment in the film industry</p>	<p>presentation.</p> <p>Role of new technologies such as the web, DVD, HD DVD, Bluray, downloading and so on</p>	<p>Role of new technologies: Discuss the appeal of viewing films in 3D. If this something the British film industry can afford to invest in as well as use of CGI.</p> <p>Include the news article on the early release of <i>The Alice In Wonderland</i> on DVD. Is this a good idea? Why have they decided to do this? (Piracy)</p>	
<p><u>Homework</u> Complete class work to feedback at the beginning of next lesson.</p>	<p><u>Homework</u> To read the Guardian online article on the British industry and answer the questions related to it.</p>	<p><u>Homework</u> Write notes in a clear and presentable manner and complete a summary of the film.</p>	<p><u>Homework</u> To create a list of useful resources relating to British film to be used for revision and that they can mention in their essays.</p>	<p><u>Homework</u> N/A</p>	<p><u>Homework</u> Select and research a British film.</p>	
<p>Details of students with Individual Education Plans:</p>			<p>Differentiation: What provision for the least able / those with Special Educational Needs? How are Gifted & Talented students' needs addressed?</p>		<p>How will students be assessed?</p>	

	<p>Use of more images to compliment words on handouts, worksheets and PowerPoint presentations.</p> <p>Explain key terms clearly, have them written on handouts. Also ask students to share their definitions.</p> <p>Consistently using handouts and worksheets work as prompts, keep students focused and a resource to take away with them.</p> <p>Will make an extra effort to speak with students individually to ensure they understand the work set and whether they are on task.</p> <p>Dictionary available for the EAL student to use when uncertain of words.</p>	<p>They will be assessed on: Their literacy skills from written tasks and homework, how well they research aspects of the unit and contribution in class.</p> <p>Their comprehensive skills as to how they interpret film texts and select useful information from written texts.</p> <p>Their oral skills and knowledge through presentations and class discussions.</p> <p>I will also implement questioning strategies to assess their understanding of ideas and issues raised in lessons.</p>
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