



## **Film**

Students will explore the diversity of film across culture and time. They will develop as imaginative, skilled, creators and collaborators and be able to critically reflect on their own creations as filmmakers and reflect on the creations of others. Students will also develop as analytical practitioners of film, with the ability to research, which will contextualise their analysis, ensuring students be able to critically evaluate film as a medium of communication.

### **IB Film Studies Course Schedule**

<b>Year 12</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills</b>
<b>Term 1</b>	<p>How does an audience create meaning from micro-elements of film?</p> <p>Semiotics and Genre</p>	<p>To analyse stills, short scenes and trailers using the language of semiotic theory.</p> <p>To be able to recognise conventions of a genre and develop an understanding of contextualising film within a genre and style of a national cinema.</p> <p>Close analysis of a 5 minute scene utilising semiotic analysis, micro elements and macro elements of film.</p> <p>Production Skills Lab - Directing and Screenwriting: to learn about the Director and Screenwriter's role, skills and process through the three stages of production.</p>
<b>Term 2</b>	<p>What is Film Theory? A study into the Auteur.</p> <p>How do films reflect the concerns of their time of production through a Film movement? A study into Noir</p>	<p>To be able to recognise conventions of the Film Noir Film movement and its relevance as an American form of cinema.</p> <p>To apply knowledge of auteur theory to a director and text.</p> <p>To critically evaluate research and wider reading to support students' analysis of a classic film Noir.</p> <p>To contextualise film within its time of production.</p>



	<p>Production skills lab 1: 3 minute production portfolio + 3 page evaluation</p>	<p>To develop academic research skills to become critical thinkers</p> <p>Write academically on a close analysis of a 5 minute scene utilising semiotic analysis, micro elements and macro elements of film.</p> <p>Production Skills Lab - Cinematography: to learn about the Cinematographer's role, skills and process through the three stages of production.</p> <p>To understand how to create and collate film reels as director/ editor/ cinematographer</p> <p>To understand the production roles and team work to produce short films</p> <p>Students create a 3 minute film or collate film experiments (totaling 3 minutes) that explore a desired filmic creative intention for one specific film role (director, cinematographer, screenwriter, sound designer, editor). The film reel should demonstrate the mastery or evolution of skill for the desired role</p>
<p><b>Term 3</b></p>	<p>Postcolonialism in Film: An exploration into race representation in American cinema.</p>	<p>To understand the work of key theorists for Postcolonial Film theory and use it analyse film and its meaning.</p> <p>To develop academic research skills to become critical thinkers.</p> <p>To contextualise film within its time of production.</p> <p>To be able analyse films as part of recognisable styles within conventions of realism, formalism and classicism.</p> <p>Production Skills Lab - Editing: to learn about the Editor's role, skills and process through the three stages of production.</p>



<p><b>Term 4</b></p>	<p>Postmodern Film Theory: An exploration into breaking rules in film.</p> <p>Production skills lab 2: 3 minute production portfolio + 3 page evaluation</p>	<p>To understand the work of key theorists for Postmodernism in Film theory and use it analyse film and its meaning.</p> <p>To develop academic research skills to become critical thinkers</p> <p>To contextualise film within its time of production.</p> <p>Production Skills Lab - Sound: to learn about the Sound Designer's role, skills and process through the three stages of production.</p> <p>Students create a 3 minute film or collate film experiments (totaling 3 minutes) that explore a desired filmic creative intention for one specific film role (director, cinematographer, screenwriter, sound designer, editor). The film reel should demonstrate the mastery or evolution of skill for the desired role.</p> <p>To understand how to create and collate film reels as director/ editor/ cinematographer</p> <p>To understand the production roles and team work to produce short films</p>
<p><b>Term 5</b></p>	<p>Production skills lab 3: 3 minute production portfolio + 3 page evaluation</p>	<p>Students create a 3 minute film or collate film experiments (totaling 3 minutes) that explore a desired filmic creative intention for one specific film role (director, cinematographer, screenwriter, sound designer, editor). The film reel should demonstrate the mastery or evolution of skill for the desired role.</p> <p>To understand how to create and collate film reels as director/ editor/ cinematographer</p> <p>To understand the production roles and team work to produce short films</p>

*Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.*



	HL ONLY: Collaborative Study Film Production	HL students only - students begin 7 minute film production.
<b>Term 6</b>	<p>Films should never be seen in isolation, they can always be compared across culture and time.</p> <p>A comparative study into the vampire subgenre/ horror</p> <p>Comparative Study Production: Contextualising Film.</p>	<p>Contextualise and compare films from different historical and cultural contexts.</p> <p>To develop as an independent learner to critically evaluate research.</p> <p>Students create a script for a 10 minute video essay that compares two films of differing cultural context (the two films can be made 20+ years apart from different national cinemas) across a chosen area of genre/film movement or film theory. .</p>

<b>Year 13</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills</b>
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<b>Term 4</b>	Complete IB Textual Analysis	Students are given 3 films from the IB prescribed Film List  <b>Upload all Externally Assessed Work</b>
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