|  |  |
| --- | --- |
| **Year Group**: Year 10: Level 2 Creative Media | **OUTCOMES:** Students can:* **Work with genre conventions**
* **Construct and discuss effective narratives**
* **Plan film effectively**
* **Shoot and edit competently**
* **Reflect on learning and identify areas for improvement**
 |
| **Time**: Jan - April |
| **Weeks 13** |
| **Prior Learning – the students**: * Have made shorter pieces so planning and technical skills are at least emerging.
 |
| **Subsequent learning – the students*** Will make a longer, more ambitious piece of film, with minimal support, in Year 11.
 |
| **GUIDING QUESTIONS*** **How do we research a form or genre?**
* **How do we plan creatively and assess likelihood of success?**
* **How can we be creative when working within genre conventions?**
 | **DIAGNOSTIC ASSESSMENT*** **Pre-production and rough cuts require feedback.**
 |
| **Key Skills:** * **Analysis of texts**
* Audience Research
* **Preproduction**
* **Production**
* **Post production**
* **Presentation**
* Other
 |

| PHASE | LESSON | FOCUS | ACTIVITY | RESOURCES | INDEPENDENT LEARNING |
| --- | --- | --- | --- | --- | --- |
| **ANALYSE/ RESEARCH** | 1 | Intro to Genre; conventions, iconography – Buscombe’s theory | Read scenario on <https://www.kgvmedia.com/gcse-teen-drama>Familiarize with assessment criteriaClass analysis of genre conventions in Luther, Focus on iconographyhttps://www.kgvmedia.com/l2-film-genre-study | TEEN DRAMA PAGE<https://www.kgvmedia.com/gcse-teen-drama>GENRE PAGE<https://www.kgvmedia.com/l2-film-genre-study> | They are still working on apple ads but some will want to begin crafting screenplays for teen dramas. Alternatively, watch teen dramas and find a model to work with. |
| 2 | Genre contd subgenre | Find conventions in opening of Freaks and Geeks (on teen drama page)Subgenre and hybridity (on genre page) |  |  |
| 3 | Genre/ narrative - hybridity | Watch at least part of Stranger Things . Use extracts to identify differnet genres (teen drama, horror, sci-fi.) Discuss hybridity. Link back to scenario. |  |  |
| 4 | NARRATIVE – 4 basic theories | 4 theories – apply to Guardians of the Galaxy | NARRATIVE PAGEhttps://www.kgvmedia.com/l2-film-narrative |  |
| 5 | Narrative theory | Students, in groups or as a class, explain narrative of Stranger Things using 4 theories. |  |  |
| **PRE-PRODUCTION** | 6 | Brainstorm/ desk research | Go over production schedule. Understand timings.Go over pre-production Students brainstorm possible ideas.See ‘How to write a teen drama’ on teen drama page. | PRE-PRODUCTION PAGEhttps://www.kgvmedia.com/pre-production | Brainstorm ideas/produce treatment. |
| 7 | Create treatment | Present treatment to teacher/ class. |  | Begin screenplays |
| 8 | Begin screenplay | Screenplay is focus, but students also begin storyboards, location scouting, any other elements of pre-production. |  | Cinematographers begin storyboards. |
| 9 | Storyboards | Students should be able to start converting screenplay to storyboard/ shot list. |  | Screenplay drafts due |
| 10-13 | All pre-production | Finalise pre-production.Pitch idea to class. (Elevator pitch. Short!)  |  | All pre-production due for assessment |
| **PRODUCTION** | 14-15 | Set protocol | Go over set protocol. If not already done, set up mock shoot with M Minns in studio. | Protocol outline on teen drama page | Get footage |
|  | 17-19 | Examine footage | Groups do their first shoot.Class examines a few GOOD examples of footage to intimidate the others. Suggestions for improvements. Relate to assessment criteria. |  |  |
|  | 20-21 | Assess footage | Continue to assess footage. Editors should be logging footage – see logging sheet on pre-production page. Editors can be creating assembly cut as we go. Look at some past examples of editing on teen drama page. | Logging sheet on pre-production page |  |
| **POST-PRODUCTION** | 22-23 | Log footage/ Assembly cut | Recap on past examples – identify examples of continuity edits and formalist editing. |  |  |
|  | 24-26 | Rough cut  | Make/ show rough cuts. Assess in class. |  | Rough cut due for assessment |
|  | EASTER HOLIDAYS | Optional editing time |  |  |  |
|  | 27-28 | Deliverable | Final cut created, checked, exported, submitted and shown. |  | Final Cut due |
|  | 29 | Evaluation | Look at assessment criteria for reflection. Use reflection sheet on teen drama page. |  | Evaluation due. |