

Curriculum Related Expectations (CRE's): Film Studies

The below criteria are used by the department to assess students' progress, knowledge and skills throughout Year 9.

CRE Descriptor	AUT Term The Woman in Black	SPR Term The Force Awakens	SUM Term Poster Analysis
<p style="text-align: center;">Mastering</p> <p style="text-align: center;"><i>(Learner meets all expectations of Developing and securing, and is succeeding in some or all of these areas as well).</i></p>	<ul style="list-style-type: none"> • Students know all of the key elements of mise en scene and are able to identify these elements with confidence in scene examples, including The Woman in Black, without teacher prompts. • Students use the key elements of mise en scene in their written work with confidence and accuracy. • Students offer multiple layers of analysis, suggesting how and why these techniques create meaning. They will offer two to three key ideas with multiple layers of analysis – including links to context, audience and themes. • Students are not reliant on sentence starters or writing frames. They will construct their own thesis for their paragraphs with fully supported points, and evidence from scene examples. • All spellings correct (unless a particularly difficult or unusual word) We value using exciting vocabulary over spelling correctly at this stage. • A wide range of punctuation and sentence structure used correctly. • Far more sustained answer of at least a page. • Confidence in using formal language. • Uses a range of sentence lengths and structures. • Uses a range of connectives. 	<ul style="list-style-type: none"> • Students know all of the key elements of mise en scene and cinematography and are able to identify these elements with confidence in the scene from The Force Awakens. • Students use the key elements of mise en scene (may discuss ideas other than colour and lighting) and cinematography (may begin to look at movements) in their written work with confidence and accuracy. • Students offer multiple layers of analysis, suggesting how and why these techniques create meaning. They will offer two to three key ideas with multiple layers of analysis – including links to context, audience and themes. • Students are not reliant on sentence starters or writing frames. They will construct their own thesis for their paragraphs with fully supported points, and evidence from scene examples. • All spellings correct (unless a particularly difficult or unusual word) We value using exciting vocabulary over spelling correctly at this stage. • A wide range of punctuation and sentence structure used correctly. • Far more sustained answer of at least a page. • Confidence in using formal language. • Uses a range of sentence lengths and structures. • Uses a range of connectives. 	<ul style="list-style-type: none"> • Students will know all of the conventions of film posters. • Students will be able to confidently identify poster conventions in existing poster campaigns. • Students will be able to use their knowledge of poster conventions and construct their own film poster. This will include all poster conventions and show some well-considered ideas, reflective of genre. • This poster design will be innovative and creative and have a considered aesthetic. • Students will have considered their poster design in relation to the existing Guardians of the Galaxy franchise. • Students will be able to identify poster conventions used in their partner's work and offer peer feedback using the constructed WWW and EBIs.

<p style="text-align: center;">Securing</p> <p style="text-align: center;"><i>(Learner meets all expectations of Developing, and is succeeding in these some or all of these areas as well).</i></p>	<ul style="list-style-type: none"> • Students know a range of the key elements of mise en scene and are able to identify these elements with some confidence in scene examples, including The Woman in Black. • Students are able to use the key elements of mise en scene in their written work with some confidence. The terms used will be accurate. • Students are beginning to analyse how and why these techniques create meaning. They will offer two to three key ideas which are explained and have a supported analytical reasoning. • Students may use sentence starters and writing frames to produce well developed paragraphs which offer supported points, with evidence from scene examples. • Most spellings correct. • A good range of punctuation (4-6 different types) used correctly. • Confidence in using formal language. • Uses a range of sentence structures. • Uses some connectives. 	<ul style="list-style-type: none"> • Students know a range of the key elements of mise en scene and cinematography are able to identify these elements with some confidence in the scene example from The Force Awakens. • Students are able to use the key elements of mise en scene (will mostly discuss colour and lighting) and cinematography (will mostly discuss shots and angles) in their written work with some confidence. The terms used will be accurate. • Students are beginning to analyse how and why these techniques create meaning. They will offer two to three key ideas which are explained and have a supported analytical reasoning. • Students may use sentence starters and writing frames to produce well developed paragraphs which offer supported points, with evidence from scene examples. • A good range of punctuation and spelling (4-6 different types) used correctly. • Confidence in using formal language. • Uses a range of sentence structures. • Uses some connectives. 	<ul style="list-style-type: none"> • Students will know most conventions of film posters. • Students will be able to identify poster conventions in existing poster campaigns with some ease. • Students will be able to use their knowledge of poster conventions and construct their own film poster. This will include most conventions and show some well-considered ideas, reflective of genre. • This poster design will be creative and have a considered aesthetic. • Students will be able to identify poster conventions used in their partner's work and offer peer feedback using the constructed WWW and EBIs.
<p style="text-align: center;">Developing</p> <p style="text-align: center;"><i>(Learner is succeeding in some or all of these areas).</i></p>	<ul style="list-style-type: none"> • Students know some of the key elements of mise en scene and are able to identify some of these elements in scene examples, including The Woman in Black. • Students are beginning to use the key elements of mise en scene in their written work, although these may lack confidence and be inconsistent. • Students attempt to explore how and why these techniques create meaning. This may be limited to one key idea and how it creates meaning. • Students can use sentence starters and writing frames to produce a paragraph which may rely on explanation. • Simple spellings may be used. • Some punctuation used correctly. • Some attempt at using alternative language, other than their everyday vocabulary. 	<ul style="list-style-type: none"> • Students know some of the key elements of mise en scene and cinematography and are able to identify some of these elements. • Students are beginning to use the key elements of mise en scene and cinematography (mostly reliant on simplistic exploration of shots and angles) in their written work, although these may lack confidence and be inconsistent. • Students attempt to explore how and why these techniques create meaning. This may be limited to one key idea and how it creates meaning. • Students can use sentence starters and writing frames to produce a paragraph which may rely on explanation. • Simple spellings may be used. • Some punctuation used correctly. • Some attempt at using alternative language, other than their everyday vocabulary. 	<ul style="list-style-type: none"> • Students will know some conventions of film posters. • Students will be able to identify some poster conventions in existing poster campaigns. • Students will be able to use their knowledge of poster conventions and construct their own film poster. This may be a little inaccurate, or some conventions may be missing. • The poster design may be a little simplistic. • Students will be able to identify poster conventions used in their partner's work and offer some peer feedback using the constructed WWW and EBIs.