KS4 Film It-Documentaries.

The purpose of Film It is to develop the students creative, technical and communication skills via film making. The emphasis is on the processes the students go through in order to create a film and lessons must be structured in order to facilitate a practical and collaborative working environment. In this module students will focus on adverts, their final project will be to create a short political advert promoting themselves as a candidate in an election.

RRS Articles: This unit of work is linked **Article 13** of the UN Convention on the Rights of the Child.
"I have the right to find and share information"

	OU P step 5-6	OU P step P7-8	OU NC step Level 1	OU NC step Level 2- Level 3
Theme-Understanding film and film genres				
Subject specific knowledge	Understands the basic characterisitcs of a film (moving pictures, sound). Understands there are different types of films (genres). Is able to name 2 genres and state 1 characteristic for each genre.	Understands the basic characterisitcs of a film (moving pictures, sound). Understands there are different types of films (genres). Is able to name between 2-5 genres and state 1 characteristic for each genre. Understands that an advert is a short film that tells you about an object/event etc.	Understands the basic characterisitcs of a film (moving pictures, sound, informaiton, how we watch films). Understands there are different types of films (genres). Is able to name between 5 genres and state 2+ characteristic for each genre. Understands that an advert is a short film that tells you about an object/event etc.	Understands the characterisitcs of a film (moving pictures, sound, informaiton, length of time, how we watch films). Is able to compare a film to another media and compare (i.e. film and photograph). Is able to discuss key words such as actors, characters, script, props, set and location. Understands there are different types of films (genres). Is able to name between 6-8 genres and state 2+ characteristic for each genre. Understands that an advert is a short film that tells you about an object/event etc. Understands that an advert is a short film that tells you about an object/event etc.
Subject specific skills	Is able to watch a short video clip from a specific genre and (using symbols) identify 1 characteristic from each clip.	Is able to watch a short video clip from a specific genre and (using symbols) identify 1 characteristic from each clip. Is able to answer verbal questions based upon film genres (i.e. If I wanted to laugh what type of film should I watch?). Is able to state their favourite genre and state why. Is able to watch a short advert and discuss the content.	Is able to watch a short video clip from a specific genre and (using symbols) identify 2+ characteristics from each clip. Is able to answer verbal questions based upon events within the film (i.e. how do we know the woman is sad?). Is able to state their favourite genre and state why. Is able to independently suggest ideas for a short piece of drama based upon a specific genre. Is able to watch a short advert and discuss the content / answer questions upon it.	Is able to watch a short video clip from a specific genre and (using symbols) identify 2+ characteristics from each clip. Can answer complex verbal and text based comprehension questions based upon film content (i.e. how else could the women have been made to appear sad?). Is able to state their favourite genre and state why. Is able to independently suggest ideas for a short piece of drama based upon a specific genre. Is able to discuss the benefits of watching a film (relaxation, gain knowledge, entertainment). Is able to discuss the wider purpose of an advert (i.e. sales, promotions etc).

Theme-Planning-Preparation-Recording				
Subject specific knowledge	Using a Book Creator app is able to record a short piece of iPad video and take a photograph. Is able to identify 2 camera angles (close up and medium).	Using an iPad stand is able to record a short piece of ipad video and take a photograph. Is able to identify 4 camera angles (close up and medium, high and low angle). Understands that a storyboard is a picture sequence of events. Understands the roles involved with making a documentary film (director, camera person and presenter).	Is able to record a short piece of ipad video and take a photograph. Is able to identify 6 camera angles (close up and medium, high and low angle, reaction, extreme close up). Understands what a film brief is. Understands that a storyboard is a picture sequence of events. Is able to independently read and interpret a storyboard. Understands the roles involved with making a documentary film (director, camera person and presenter).	Is able to record a short piece of ipad video and take a photograph. Is able to identify 8 camera angles (close up, medium, high and low angle, reaction, extreme close up, forward tracking and over the shoulder). Is able to state when to use each angle. Understands what a film brief is. Understands that a storyboard is a picture sequence of events. Is able to independently read and interpret a storyboard, identify errors and correct. Is able to independently list all the different elements that need planning (equipment, location, props, script, roles, scenes) and discuss the importance of each. Understands the roles involved with making a documentary film (director, camera person and presenter).
Subject specific skills	Is able to follow a set of audio and video instructions in order **to create a video and audio presentation (Book Creator) based upon their likes and desires.**	Is able to listen to editing and planning instructions and if unsure ask for clarification. With support (sentence strips / starters) is able to give clear instructions and suggest ideas throughout the planning and recording process. Uses full sentences when communicating. Is able to follow a picture based planning template in order to plan and **create a video and audio presentation (Book Creator) based upon their likes and desires.**	Is able to present planning, justify decisions and answer questions. Is able to listen to instructions and if unsure ask for clarification. With support (sentence strips / starters) is able to give clear instructions and suggest ideas throughout the planning and recording process. Is able to independently offer a creative or technical opinion on an issue. Uses an appropriate voice volume. Is able to listen and consider / evaluate other peoples ideas. Uses full sentences when communicating. Is able to plan and produce a short advert (iMovie/Moviemaker) detailing why they should be elected to a specific position (i.e. school council member / MP)	Is able to review planning and ensure it meets the criteria for the project, correct errors if required. Is able to present planning, justify decisions and answer questions. Is able to listen to instructions and if unsure ask for clarification. Is able to share ideas / give out instructions using full sentences and appropaite volume. Has the confidence to and is able to clearly raise an issue in regards to the creative and technical processes. Is able to listen and consider / evaluate other people's ideas. **Is able to plan and produce a short advert (iMovie/Moviemaker) detailing why they should be elected to a specific position (i.e. school council member / MP)**
Theme-Editing				

Subject specific knowledge	Understands how to use the editing tools within book creator. Is able to recall the name of the technique.	Understand the concept of editing and a video editor. Understands how to use basic editing tools within Windows moviemaker.	Understand the concept of editing and a video editor. Understands how to use basic editing tools within Windows moviemaker.	Understand the concept of editing and a video editor. Understands how to use basic and advanced editing tools within Windows moviemaker.
Subject specific skills	Is able to independently edit a piece of video or photograph within her documentary in response to an audio or video instruction.	Is able to follow a differentiated editing checklist to edit a short piece of video (insert and sequence clips, add title, credits, music, splits).	Is able to follow a differentiated editing checklist to edit a short piece of video (insert and sequence clips, add title, credits, music, splits, text overlays, transitions and filters). Can independently identify and self-correct errors within work.	Is able to follow a differentiated editing checklist to edit a short piece of video (insert and sequence clips, add title, credits, music, splits, text overlays, transitions and filters, fast and slow motion, export, adjust volumes). Can independently identify and self-correct errors within work. Displays creative flair when using the editing tools (i.e. playing with parameters). In regards to editing material, they are able to give a comprehensive explanation of what they are doing, what is happening and why they have chosen to do it (and offer alternative approaches).
Personal development	**Problem solving-** Linked to resolving technical and creative issues when planning, recording and editing. **Communication skills-** Using full sentences and appropriate to communicate instructions and ideas, listening and responding appropriately to other peoples ideas. **Self-belief-** Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions. **Self-management-** Linked to managing equipment and planning and executing a project. **Team-work-** Linked to working in small groups and realising a goal as a group.			

Suggested activities

P5-L3

-Drama based response to film genres in order to embed understanding of each film.
-Practice editing short pieces of pre-made video.
-PowerPoint activates based upon knowledge and understanding (i.e. film genres and storyboarding).
-Prop stories and game starters to encourage imagination and decision-making.
-Reading and interpreting storyboards.
-Recording pieces of video to match a given brief (object and camera angle).
-Research projects based upon subject matter of documentary.
-Presentations based upon research and planning.

Online resources

https://www.minitool.com/moviemaker/use-movie-maker.html
https://www.desktop-documentaries.com/making-documentaries.html
https://cleanairgm.com/
https://plasticfreegm.com/
https://recycleforgreatermanchester.com/

Evidencing Work

All PowerPoint evidence needs to be printed off and marked, all video evidence needs to be saved in a student folder. All picture and teacher evidence needs to be formatted within the ASDAN booklet.