



Oasis

Academy:
Oldham

Creating a
community of
choices & chances

Actively teaching the OAO
'Just Cause'

IN..

*FILM
STUDIES*



How do we actively teach the Just Cause in Film Studies?

For our students to understand the notion of **'community'**, we teach texts that tackle complex social issues. For instance:

- **Year 9 – Attack The Block** (Hoodie culture, the national riots of 2011)
- **Year 9 – Tsotsi** (Post-Apartheid, Criminality)
- **Year 10 – District 9** (Apartheid, Racial Segregation & Xenophobia)
- **Year 10 – Rebel Without A Cause** (Ephebiphobia and Post War society)

For our students to make informed **'choices'** they engage with films that feature protagonists of a similar age who encounter some sort of conflict or turning point in their lives which prompts a decision to be made that affects them/the film's narrative.

- **Year 9 – Attack The Block**
- **Year 10 – Tsotsi**
- **Year 10 – Rebel Without A Cause**

For our students to understand the notion of **'chance'** we explore films in which the protagonist(s) are looking for some kind of redemption and, similar to the **'choices'**, are presented with the 'chance' to change themselves or the course of a film's narrative.

- **Year 10 – Tsotsi**
- **Year 10 – Rebel Without A Cause**
- **Year 10 – Ferris Bueller's Day Off**
- **Year 11 – Whiplash**

We are committed to our efforts being focused upon addressing the Academy Development Priorities.

1. Improving the engagement of our parent community.

Research from the EEF (*Working with Parents to Support Children's Learning, December 2018*) and the DfE (*Understanding KS4 attainment and progress: evidence from LSYPE2, October 2018*), both emphasise the importance of an effective home school partnership to ensure the best possible outcomes for young people. To that end, all aspects of school improvement activity this academic year will be considered from the perspective of the parents/carers.

As part of our 100% homework strategy and our desire to embed a love of film, parents are encouraged to view the set texts with their child and every opportunity is made to ensure that parents know where these texts can be accessed (Netflix, Amazon Prime etc.). A small number of copies of each set text are available and offered to a child to lend and return back to school. Parents are also encouraged to listen to the Film Studies podcast – Farrand On Film – which supplements the key learning of a set text/topic enabling both child and parent to use it as a revision tool.

2. Improving the literacy of all our young people.

Our student population is weaker than the national average particularly in terms of reading ability. This is further compounded by some of the language difficulties our students face where English is an additional language. As such, we have a moral imperative to ensure that literacy across the curriculum is well taught. Moreover, our pupils' literacy directly correlates to their communication skills and their emotional literacy.

It is essential this year that we equip our students with the necessary communication skills to better prepare them for the rest of their adult lives. In order to improve our outcomes, we must also engender a love of reading in all our young people.

As a subject that is only studied in schools from Year 9, it is expected that students will learn a whole new vocabulary/lexicon to use in their lessons. The majority of these specialist terms are able to be used in other subjects/areas (for example, the use of Protagonist and Antagonist could be used in English). In order to ensure the variety of terminology is embedded in the student's learning, each lesson begins with a recall of a key term/phrase and the students are asked to state the correct use of the term.

In an attempt to improve the students' cinematic literacy, each set topic (Narrative, Representation etc.) is introduced with a film that the majority of students are aware of or will have seen (Black Panther, Avengers: Infinity War etc.) before they apply this new learning to the examined set texts (Tsotsi, District 9).

3. Building a collaborative and positive school culture for all our staff and students.

The Academy has endured a number of volatile and turbulent years. Numerous Principals and significant staffing changes have contributed to lack of permanence and instability characterising the school. It is imperative this year that the Academy becomes harmonious; that agreed behaviour strategies for learning are consistently applied across all areas of the school. That staff and student wellbeing is of paramount importance to ensure high figures of retention and attendance respectively. Our Oasis 9 Habits should characterise the lived experience of all our staff and students and this will only happen with a collective will to adhere to our 5 Ps in all daily interactions: PREPARED, POLITE, POSITIVE, PUNCTUAL & PROUD.

Positive collaborations are a pivotal part of the Film Studies Curriculum. Students are encouraged to

voice their opinions during analysis lessons and, when we come towards the end of a topic, students take part in a 'Group Exam Focus' session. The aim of this session is to encourage students to write exam responses together, agree on points to make and creates a safe environment for them to air their opinions. Film Studies is also a subject that asks a lot of the students and their own, prior, knowledge of film. The drawing upon this prior knowledge is encouraged in such a way that students are welcome to discuss and share their love for film both during lessons and recreational times. Such discussions have been featured on the BBC Five Live podcast Kermode & Mayo's Film Review.

4. Ensuring all aspects of leadership & teaching are well-planned and well-executed.

The Academy Leadership has a duty to ensure the appropriate systems and structures are in place to enable teachers to do their job well. All strategies and innovations must be clearly planned, communicated, executed and evaluated in a timely fashion and thus reduce the number of 'reactive' responses. All lessons must contribute to a coherent, challenging and enjoyable curriculum that enables our young people to become fully rounded, well prepared global citizens.

The Film Studies curriculum was re-written during academic year 19/20 following feedback from a student questionnaire that was handed out at the end of the 18/19 academic year. Following collation of the responses, some major changes were introduced such as topics being swapped around and, most critically, two of the set texts for Paper One being changed after student performance in the 18/19 exams was considered.

The Film Studies curriculum is filled with clips of films from all over the world that manages to balance the prior knowledge of the students – What have they seen? What do they know so far? – the learning required of the course and how they apply all of this to cultures and films from countries such as South Africa, America and the UK.



	100% homework	Half Term 1		Half Term 2	Half Term 3		Half Term 4	Half Term 5		Half Term 6
Year 9		Genre		Film Language & Auteur Theory	Aesthetics: Spider-Man: Into The Spider-Verse		Aesthetics: Attack The Block	Localised Project: Millions	Representation: Black Panther	Representation: Tsotsi
Year 10		Narrative: Avengers: Infinity War	Narrative: District 9	Coursework Pre-Production & Planning	Coursework Production		Coursework Post-Production & Evaluation	Developments In US Film: Rebel Without A Cause	Developments In US Film: Ferris Bueller's Day Off	Revision & Paper Two Mock
Year 11		American Indie: Whiplash			Revision					





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