


<p><i>Patterns</i></p>	<p>Year 7 Diploma I</p>	<p>Module Number X</p>	 <p>English, Media & Drama</p>
<p>AIMS:</p> <ul style="list-style-type: none"> To introduce some key media concepts, if not already covered by the 'Advertising' course To introduce key skills of textual analysis; group discussion and interaction To establish ways of reading and responding to film, which are transferable to other types of text 			
<p>ENGLISH & MEDIA OBJECTIVES</p> <ul style="list-style-type: none"> To air and to reinforce students' understanding of what a text is, of what reading is about, and what 'media' is To enjoy exploring a short film in detail To learn to write analytically about a sequence, bringing together their understanding of different modes, such as acting, filming, editing and sound. To learn about the process by which film evolves from story to screenplay to storyboard to moving images To develop students' set of terms for describing and explaining moving image texts 	<p>ICT OBJECTIVES</p> <hr/> <p>TECHNICAL SKILLS</p> <hr/> <p>ICT ISSUES AND PROCESSES</p>	<p>COGNITIVE OBJECTIVES</p> <ul style="list-style-type: none"> To develop skills of group and class discussion To develop skills of analysis and interpretation To develop skills of informed personal response 	<p>COGNITIVE PROGRESSION</p> <ul style="list-style-type: none"> A key aim is for students to become familiar with key skills which they will use in later work - of analysis, or of group discussion.
<p>ENGLISH & MEDIA PROGRESSION</p> <ul style="list-style-type: none"> The course should build on work in Year 6, in which students are introduced to some key cine-literacy concepts Children should be challenged by the text and the work. The level of discussion and understanding should be pitched high: some of the ideas are subtle, especially about character and narrative, and about the layering of sound and image, for example. The course should lay a conceptual foundation for further media work and work on moving image texts; it should also set an intellectual 'standard' for discussion of texts. 	<p>ICT PROGRESSION</p>		

SUBJECT VOCABULARY: ENGLISH & MEDIA		ASSOCIATED SUBJECT VOCABULARY: ICT			ASSOCIATED LEARNING VOCABULARY	
<ul style="list-style-type: none"> camera shot types analyse sequence version storyboard 						<ul style="list-style-type: none"> analyse discuss explain argue respond interpret
<p>TOPICS / THEMES / KEY QUESTIONS TO BE COVERED (Including reference to National Curriculum Programmes of Study)</p> <ul style="list-style-type: none"> Understanding 'author's' craft Reading media texts Reading for meaning Writing to analyse Discussing 	<p>ASSESSED OUTCOMES</p> <ul style="list-style-type: none"> A piece of redrafted analytical writing, about the mealtime sequence. A script and storyboard for an extra scene for the film 	<p>EXAMPLES OF FORMATIVE ASSESSMENT ACTIVITIES</p> <ul style="list-style-type: none"> Marking of draft writing and storyboards Use of webcam to review group work Use of webcam to look at storyboards in progress 	<p>DIFFERENTIATION STRATEGIES (including deployment of TA)</p> <ul style="list-style-type: none"> By outcome By extension homeworks around the theme of autism 	<p>E-LEARNING</p> <ul style="list-style-type: none"> Extension homeworks around the theme of autism 		
<p>LEARNING STYLES (including rationale for seating plans):</p> <ul style="list-style-type: none"> Emphasis on group discussion Shared / modeled writing Class debate / discussion Note-making skills 	<p>SPEAKING AND LISTENING FOCUS (to be addressed on assignment cover sheet):</p> <ul style="list-style-type: none"> Group working skills 			<p>ELEMENT OF CHOICE:</p> <ul style="list-style-type: none"> Invention of extra sequence 		
<p>MEDIA LITERACY & ICT</p> <ul style="list-style-type: none"> Integral 	<p>CITIZENSHIP</p> <ul style="list-style-type: none"> See SMSC 				<p>X-CURRICULAR / EXTERNAL LINKS</p>	

<p>WORK RELATED LEARNING</p>	<p>SMSC</p> <ul style="list-style-type: none"> The subject matter of the film (autism) is a major focus for discussion; in understanding the way the film is constructed, at whole text level and at finer levels, students have to engage with the situations of the characters and their relationships. Students learn about the disorder, and its characteristics. And they rehearse ideas about understanding, tolerance and responsibility towards 'difference'. Many will know of children with elements of this or other disorders; some will have personal experience. 	<p>RISK ASSESSMENT</p> <ul style="list-style-type: none"> It is very important to check the SEN register carefully, and to consult with SENCO before beginning the course, to make sure that there are no children in the class who may be affected by the subject matter, and – if there are – to plan strategies for dealing with this.
<p>EVALUATION OF THIS SCHEME OF WORK</p> <ul style="list-style-type: none"> JD / MC to monitor with teachers of course 		

UNIT & number of lessons	LEARNING OUTCOMES	KEY VOCABULARY	LESSON ACTIVITIES & EXTENDED LEARNING & notes on learning styles	FORMATIVE ASSESSMENT	CROSS-CURRICULAR ELEMENTS	RESOURCES
<p>Introduction to media texts (1 lesson)</p> <p>AGENDA SHARED WITH STUDENTS What is a 'media text'?</p>	<p>BASIC understand broadly what media texts are</p> <p>CORE have a clear idea of what media texts are considered to include, and of how they can be 'read'</p> <p>EXTENSION broaden and challenge notions of 'reading' and 'text'</p> <p>FURTHER EXTENSION be able to articulate such broadened notions clearly</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE By targeted questioning In outcome of discussion By roles within small group discussion</p> <p>CONTEXT (NC, GCSE) Media texts Reading visual texts Discussing and arguing</p>	<p>SUBJECT media text textual read decode constructed</p> <p>LEARNING challenge establish debate argue read decode</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • NB. THIS LESSON IS ONLY RELEVANT IF NOT ALREADY DONE IN THE ADVERTISING COURSE • Discuss what 'media' means? Remind students that Parkside is a 'Media Arts College'. What does this mean? • Hand out laminated A3 sheet of 'media images', and project associated flipchart on IWB. • In groups, students discuss the laminated A3 sheet. Which things can be 'read'? Which ones are 'media texts'? Why? • Discuss possible definitions of media. Establish concept of 'mass media'. Test the idea that anything that has been made is a text and can be 'decoded', eg the chair. Try applying this to other things in the classroom. • Establish that work in English and in 'media' is about all sorts of texts, and all sorts of 'reading'. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: students can find and list media texts in their home • Investigate the word 'media' and what it means in different contexts <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questioning</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP Raise and discuss the importance of the study of media texts for culture and society</p> <p>WORK-RELATED LEARNING</p>	<p>Laminated A3 sheet of media texts Flipchart of this sheet</p> <p>RISK ASSESSMENT</p>

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<p>Watching the film (1 - 2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>What are our immediate reactions to this short film about 'autism'?</p>	<p>BASIC have some idea of the concept of autism and follow the story of the film</p> <p>CORE have a sensible idea of what autism is, and be able to describe the film in some detail</p> <p>EXTENSION be able to make insightful comments about the style of the film</p> <p>FURTHER EXTENSION be able to make perceptive comments about the narrative and style of the film, and its representation of autism</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome</p> <p>By targeted questioning</p> <p>CONTEXT (NC, GCSE)</p> <p>Reading for meaning</p> <p>Listening</p>	<p>SUBJECT</p> <p>autism</p> <p>sequence</p> <p>image</p> <p>characters</p> <p>immediate</p> <p>LEARNING</p> <p>prediction</p> <p>feeling</p> <p>reaction</p> <p>expectations</p> <p>share</p> <p>expert</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Introduce the concept of "autism": What do students already know about it? Explain that the film is about an autistic boy. • Show just the opening sequence. (This is repeated on the tape.) Students write down immediate thoughts: predictions, questions, feelings.. • In groups, students take it in turns to read one thing out to rest of group. (This might be modelled first, with the whole class.) • Pick one or two ideas to share with the whole class and probe. <p><i>Watching the film</i></p> <ul style="list-style-type: none"> • If this is a new lesson, start with all students writing down one image from what they watched before. Why do they remember it? What does it suggest about the film, or the characters? • Watch the whole film. Again, students note down immediate thoughts. • Share some of these thoughts at the end. Establish main idea of what happens, so that no one is left very confused. Explain that going to become experts on the film. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: write a letter to a 'friend' describing the film, using the worksheet • Find out more about autism <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questions</p> <p>Response to homework</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>Students are learning about autism and its characteristics, and begin to rehearse ideas about understanding, tolerance and responsibility towards 'difference'.</p> <p>CITIZENSHIP</p> <p>See SMSC</p> <p>WORK-RELATED LEARNING</p>	<p>English and Media Centre KS3 Media video (VHS)</p> <p>Homework sheet</p> <p>RISK ASSESSMENT</p> <p>See overview re liaison with SEN</p>

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<p>Thinking about autism; rewatching the film (2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS How does the film reflect what we know about autism?</p>	<p>BASIC have some idea of what autism is; develop ability to observe film for ideas</p> <p>CORE understand key facts about autism; grasp idea of 'representation' of (for example) a <i>condition</i> in film; develop skills of close observation of film</p> <p>EXTENSION be able to make discerning comments about the representation of autism in the film</p> <p>FURTHER EXTENSION be able to be critical or evaluative of representations in the film</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE By outcome in discussion By allocation of roles within discussion In written homework</p> <p>CONTEXT (NC, GCSE) Reading for narrative Reading for meaning</p>	<p>SUBJECT autism representation characteristic character traits</p> <p>LEARNING examples impression discuss cooperate pooling of ideas findings observations noting watching</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Think of words beginning 'aut-' Discuss what it means. What might this suggest about what autism is? Explain that autism varies greatly, in form and in degree - in fact, most people have some of the traits to some degree. What impression has the film given them of the condition? How does it 'represent' autism? Hand out the A3 sheet with the autism traits described on it, and read it with the class. Students could highlight, discuss or look up any difficult words. Gloss these for the whole class. Watch the film again, assigning different groups to make notes on how Tommy does or doesn't meet the description of autism. One of the groups can write down all examples of actual patterns. Feed back, pool and discuss findings from the observations. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Find out more about autism If appropriate, set a written homework to consolidate the thinking from the lesson <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Explicit discussion of how to work in groups</p> <p>Explicit discussion of how to feedback from group work</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC As above</p> <p>CITIZENSHIP As above</p> <p>WORK-RELATED LEARNING</p>	<p>A3 sheet about autism (interview sheet) Flipchart</p> <p>RISK ASSESSMENT As above</p>

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<p>Discussing the film (1 - 2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>What do we actually think of the film, as a whole?</p>	<p>BASIC be able to comment on key aspects of the film</p> <p>CORE be able to make evaluative comments about the film</p> <p>EXTENSION be able to make discriminating and critical comments about the film</p> <p>FURTHER EXTENSION</p> <p>Be able to respond to the interview with the film-maker, with questions and personal reflections</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By role in group and class discussion steering to alternative homework</p> <p>CONTEXT (NC GCSE)</p> <p>discussing in groups talking to argue</p>	<p>SUBJECT</p> <p>narrative sequence represent representation style</p> <p>LEARNING</p> <p>discuss argue respond personal impressions</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Groups discuss the statements about the film. • Teach explicitly about group working (see formative assessment column.) • Feed back ideas to the whole class, and discuss. • Students write about the statements for homework, using the worksheet. • Read the interview with Kirsten Williams. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: write about chosen statements, using the worksheet • OR write a letter to Kirsten Williams, responding to the interview <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Again, use this activity to teach explicitly about discussion and about strategies for working together.</p> <p>If possible, use the web-cam to show one group working very well, and explore why this is happening.</p> <p>Use the web-cam to record the whole class working, then replay this silently.</p> <p>Comment on the interactions and dynamics of the groups: how can you tell who is engaged? How can you tell which groups are working well?</p> <p>Return to the activity, with targets for better group working.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC As above</p> <p>CITIZENSHIP As above</p> <p>WORK-RELATED LEARNING</p>	<p>Statements sheet Interview sheet Homework sheet</p> <p>RISK ASSESSMENT As above</p>

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<p>Analysing a sequence in detail (3 - 5 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>Now that we've talked about the film in general, we're going to read a part of the film closely. Becoming expert on a part of the film</p>	<p>BASIC revise some key terms for describing camera shots</p> <p>CORE be able to use technical terms to describe a sequence in detail</p> <p>EXTENSION be able to make discerning comments about the use of specific camera shots for specific effects eg. symbolism of soup swirling in bowl</p> <p>FURTHER EXTENSION be able to make insightful comments about the relationship between character relationships and selected camera shots, such as 'two-shots'</p> <p>DIFFERENTIATION: ELEMENTS OF CHOICE</p> <p>By role in discussion</p> <p>By outcome</p> <p>By individual targets in writing</p> <p>Least able students should be given their own writing frame for the writing task, created using one of the generic 'Toolkit' sheets.</p>	<p>SUBJECT</p> <p>sequence shot distances and angles character relationships character behaviour</p> <p>LEARNING</p> <p>analyse explore read closely discuss explain expert</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Explain that the class are going to become experts on one 'sequence' (this word will need exploring!) as a class, by first becoming experts on aspects of the sequence, as small groups. Watch the mealtime sequence. This is on the IWB flipchart. before watching, tell the students to look for where the sequence can divided into sections. After watching, hand out the A3 laminated sheets of the 'storyboard'. Groups discuss where they would divide the sequence up. On the first 'storyboard' page of the flipchart, mark suggested points where the mood or 'theme' of the sequence changes. Hand out the A3 grid, with the questions, and the A4 copies of the sequence 'storyboard'. Assign a topic/box to each group. Watch the sequence again. Groups discuss their topic, and agree on key points to report back Report back. All fill in grid. Students write about the sequence using the worksheet. This is their first main piece of work on the film, so it should be drafted and redrafted carefully. Use the help on the sheet, and modelling on the board, to teach explicitly some skills: eg. referring to details as evidence or to support points; using connectives effectively to introduce examples and to segue into 'next' points. Students can cut out selected images from the sheet and glue them into their final drafts, or find them on the network. 	<p>By modeling of writing skills</p> <p>By formative marking of the rough draft of the analytical writing about the sequence</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>As above</p> <p>CITIZENSHIP</p> <p>As above</p> <p>WORK-RELATED LEARNING</p>	<p>Mealtime sequence on network, as a WMV file, linked from...</p> <p>IWB flipchart</p> <p>laminated sheets of camera shots</p> <p>A4 copies of camera shots</p> <p>A3 grid</p> <p>Sheet for 'Writing about the mealtime sequence'</p> <p>RISK ASSESSMENT</p> <p>As above</p>

Year 7, Diploma I – *Patterns*

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	<p>CONTEXT (NC, GCSE) Analysing craft Writing to analyse Film grammar / language</p>		<p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: work on the analytical writing: it should be drafted, corrected and then redrafted <p>SUGGESTED ALTERNATIVE APPROACHES</p>			

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<p>An extra sequence for the film (3 - 4 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How does the story turn into a series of camera shots?</p>	<p>BASIC have ideas for how the narrative might extend; understand the concept of a storyboard</p> <p>CORE understand the concept of a storyboard; learn how to storyboard properly, thinking about camera shots</p> <p>EXTENSION rehearse the idea of symbolism in film</p> <p>FURTHER EXTENSION be able to make original and imaginative choices of camera shot</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>Students will tackle sequences of different complexity</p> <p>By outcome</p> <p>CONTEXT (NC GCSE)</p> <p>Making media texts</p> <p>Working in different media</p>	<p>SUBJECT</p> <p>version interpretation storyboard screenplay shot types</p> <p>LEARNING</p> <p>interpret transform translate imagine invent</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Explain that going to look at some different versions of one part of the narrative – the sequence in the bedroom.. Hand out the sheet with the original story version, read it, then show the film version. Do these different versions tell the same story? In groups, discuss the questions on the sheet. <ul style="list-style-type: none"> What can words say that a film can't? What can film say that words can't? What details has the film-maker invented, to add to the original story? What is symbolic in the film narrative (kettle boiling, etc) First decide on a possible extra sequence for the film, and start to write the story of it together. On the board, do some whole class shared writing, to model how the students might write this as a story version. Students then work in pairs or on their own, on the story version for another extra sequence. Watch the clip again. Hand out the storyboard version sheet. Revise the concept of a storyboard. NB It is important to establish that a storyboard is not a cartoon strip - it is a set of instructions for the camera operator, or a planning process for the director. Now, on the IWB, model turning the story into a storyboard, working with the example script modelled previously. Again students work on their own one. This will take some time, and will be the students' second main piece of work. Encourage students to include at least one piece of symbolism (like the kettle boiling). Refer back as much as possible to the talk about the 	<p>Show some work in progress, using the webcam, and set specific and general targets with the class</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Sheets with story and screenplay versions</p> <p>WPMV file of film version</p> <p>Storyboard templates</p> <p>RISK ASSESSMENT</p>

Year 7, Diploma I – *Patterns*

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			<p>mealtime sequence, especially the way camera shots are used.</p> <ul style="list-style-type: none"> • Encourage students to use at least one of each of the following: POV shot; CU; LS; two-shot; reaction shot • There are resources in the storyboarding folder which can help students with the process, and with the drawings. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Complete storyboard and write a commentary on it <p>SUGGESTED ALTERNATIVE APPROACHES</p>			