



Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

6.6 – Discovery Curriculum –Long Term Plan MEDIA

Year 12

Year 13

Year 14

	2021 - 2022 Autumn 1 Unit 1	2021 - 2022 Autumn 2 Unit 2	2021 - 2022 Spring 1 Unit 3	2021 - 2022 Spring 2 Unit 4	2021 - 2022 Summer 1 Unit 5	2021 - 2022 Summer 2 Unit 6
	<p>Topic: A: Take part in the arts - Introduction to film</p> <p>Suggested Key Questions: How do you know what the film is going to be about? What is genre? What is mise en scene? Why are props used? Why costume, hair and makeup important?</p> <p>Key skills and knowledge Begin to explore the use of multimedia to enhance communication. Explore & begin to evaluate the use of multimedia to enhance communication. Evaluate the use of multimedia to enhance communication. Create & begin to edit</p>	<p>Topic: B: Review an Arts event - review film at cinema</p> <p>Suggested Key Questions: What did you like/ not like about the film How did the director achieve use effects to communicate their creative idea to the audience? Would you recommend this film? Why?</p> <p>Key skills and knowledge Watch and discuss a media product with correct ICT vocabulary. Critically view a media product. View and analyse a media product Can identify what a review is and the conventions</p>	<p>Topic: C: Research an artist or crafts person - research film director</p> <p>Suggested Key Questions: What do you know about a director? What films have they made? What are your thoughts about this director? Have you seen any of their films? Can you describe the director's style?</p> <p>Key skills and knowledge With minimal support can choose a filmmaker/creative/media personality to research. Use ICT to undertake primary research e.g. creating an online survey or questionnaire. Conduct secondary</p>	<p>Topic: D: Pass on a skill - plan a 1 minute film</p> <p>Suggested Key Questions: What will your film be about? How will you communicate these ideas to the audience? What props will you need?</p> <p>Key skills and knowledge With support and prompts will share skill taking photos and recording this event. Students will reflect on this skill sharing and identifying what when well and what could be improved. Will identify a range of skills they could share. They select the skill most suitable skill and make plans and record this in</p>	<p>Topic: D: Pass on a skill - produce 1 minute film and share skills</p> <p>Suggested Key Questions: How do you use a camera? How do you edit? What has your part been in this film? How have your ideas developed? What difficulties have you experienced in creating your idea – how have you overcome this?</p> <p>Key skills and knowledge With support and prompts will share skill taking photos and recording this event. Students will reflect on this skill sharing and identifying what when well and what could be</p>	<p>ABCD: completion of unfinished work Reflection of sections A-D</p> <p>Written annotation and individual targets Key Questions: Teacher targets Key skills and knowledge Begin to explore the use of multimedia to enhance communication. Watch and discuss a media product with correct ICT vocabulary. With minimal support can choose a filmmaker/creative/media personality to research. With support and prompts will share skill taking photos and recording this event.</p>

	presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect.		research from a range of sources e.g. the internet and books/magazines.	their sketchbook. Will discuss and record in detail how this skill will be shared.	improved. Student will confidently share skill giving clear direction. They will organise the taking of photos and recording this event	
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers. Discussion of different areas/job roles on a film set.	4. Linking curriculum learning to careers. Discussion of different areas/job roles on a film set and how this creates meaning in a film.	4. Linking curriculum learning to careers. Researching a specific person/role involved in the film industry. Students will be directed towards researching a director but can choose any area of interest.	4. Linking curriculum learning to careers. Developing planning skills and identifying pre-production jobs like storyboard artist.	4. Linking curriculum learning to careers. Developing skills in using technology/creative software packages and understanding the pathways these can help to access.	4. Linking curriculum learning to careers. Discussion of different areas/job roles on a film set.

