

## Knowledge Checklist for Film Studies Year 12

	Audit Criteria	Autumn Term half term			Spring Term half term		
		Red	Amber	Green	Red	Amber	Green
<b>1</b>	<b>Subject specific vocabulary and micro/macro features of Film</b>						
1a	I am confident that I have a knowledge of all the key terms and technical language required of the subject						
1b	I understand what all the micro elements are						
1c	I am confident in analysing micro elements in a sequence						
1d	I understand how film is categorised into genres						
1e	I can identify key generic conventions in a genre						
1f	I understand what narrative is						
1g	I can identify narrative structures and theories when analysing a film						
1h	I can identify themes represented in a film						
1i	I am confident in how to analyse key themes in a film and the impact on the audience.						
<b>2</b>	<b>Component 1: American Film (Vertigo, Hitchcock 1958/One Flew Over the Cuckoo Nest, Forman 1975/Captain Fantastic, Ross 2016)</b>						
2a	I can identify the use of microelements in the films.						
2b	I understand how all aspects of cinematography can generate multiple connotations.						
2c	I can evaluate the impact on the audience of the micro elements used by filmmakers						
2d	I understand how mise-en-scene can be used to develop the narrative and contribute to a character.						
2e	I understand how all aspects of mise-en-scene can generate multiple connotations.						
2f	I understand how all aspects of editing can generate multiple connotations.						
<b>3</b>	<b>I understand how filmmakers manipulate both diegetic and non diegetic sound to generate meaning.</b>						
3a	I understand the social and historical context of both American films.						
3b	I understand how the context of different films affect the meaning of the films.						
3c	I understand how Hollywood has changed since the 'Classical Hollywood' era.						
3d	I know the difference between main stream Hollywood and Independent films.						
3e	I have a good knowledge of how spectators are manipulated when watching films.						
3f	I have a good knowledge of how spectators can be 'passive' and 'active' when watching a film.						
3g	I can sophisticatedly make a comparison between Vertigo and OFOCN.						

<b>4</b>	<b>Component 2 – European Film (Pan’s Labyrinth, Del Toro, Spain, 2006/Trainspotting, Boyle, 1996/This is England, Meadows 2006)</b>						
4a	I can confidently analyse the presence of binary oppositions in British films.						
4b	I understand how narrative construction can provide psychological insight into a character (only in British films)						
4c	I have a good knowledge of my key films and can reference key moments.						
4d	I understand the social/political context of the films for this component.						
4e	I can identify the use of microelements in the films.						
4f	I understand how all aspects of cinematography can generate multiple connotations.						
4g	I can evaluate the impact on the audience of the micro elements used by filmmakers						
4h	I understand how mise-en-scene can be used to develop the narrative and contribute to a character.						
4i	I understand how all aspects of mise-en-scene can generate multiple connotations.						
4j	I understand how all aspects of editing can generate multiple connotations.						
4k	I understand how filmmakers manipulate both diegetic and non-diegetic sound to generate meaning.						
4l	I understand the social and historical context of all 3 films for this section .						
4m	I understand how the context of different films affects the meaning of the films.						
4n	I can structure an analytical essay using a PEMIL structure. (point, evidence, meaning, impact, link).						
	<b>My Next Steps;</b>						
Term 1							
Term 2							
Term 3							