

National Curriculum for England

Curriculum subject	Programme of study	Content	Activity
English	Writing - composition	<p>Pupils should be taught to:</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> • stories, scripts, poetry and other imaginative writing • planning, drafting, editing and proof-reading through: <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Screenwriter
	Spoken language	<p>Pupils should be taught to:</p> <p>Speak confidently and effectively through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal debates and structured discussions, summarising and/or building on what has been said 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Film crew balloon debate <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Play it back
	Reading - comprehension	<p>Pupils should be taught to:</p> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension • checking their understanding to make sure that what they have read makes sense. 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Role research <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Role research <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research
Design and technology	Designing and making	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and exploration, such as the study of different cultures, to identify and understand user needs • identify and solve their own design problems and understand how to reformulate problems given to them • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks:</p> <ul style="list-style-type: none"> • Costume Designer <p>Lights, camera, action!</p> <p>Production and post-production tasks:</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <ul style="list-style-type: none"> • Graphic Designer

<p>Computing</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users • create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability 	<p>Lights, camera, action! Production and post production tasks</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer
<p>PSHE</p>	<p>PSHE Association: Living in the wider world (non-statutory content)</p> <p>www.thecdinet/write/Framework/PSHE_Association_Programme_of_Study_October_2014.pdf</p>	<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills 2. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability 3. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work 4. about different work roles and career pathways, including clarifying their own early aspirations 5. about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment 6. the benefits of being ambitious and enterprising in all aspects of life 7. about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit 8. about different types of business, how they are organized and financed 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match • Who's in the crew? • Doing: development and pre-production tasks • Doing: pitch it! • Record and reflect <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research • Record and reflect <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? • What have you learned about... yourself?
<p>Careers guidance and inspiration in schools</p> <p>Careers guidance and inspiration in schools Statutory guidance for governing bodies, school leaders and school staff</p> <p>www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf</p>		<p>Schools should:</p> <ul style="list-style-type: none"> • Provide access to a range of activities that inspire young people. • Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. • Create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Schools should have high expectations of all pupils. 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned about... yourself? <p>Taking it further – all tasks</p>

Art & Design		Pupils should be taught: <ul style="list-style-type: none"> • to use a range of techniques and media • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	So you want to make a movie? Film development and pre-production tasks <ul style="list-style-type: none"> • Costume Designer Getting it out there Marketing, distribution and exhibition tasks <ul style="list-style-type: none"> • Graphic Designer
Maths	Solve problems	Through the mathematics content, pupils should be taught to: <ul style="list-style-type: none"> • develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems • develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics • select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems. 	So you want to make a movie? Film development and pre-production tasks <ul style="list-style-type: none"> • Producer
Languages	Linguistic competence	Pupils should be taught: <ul style="list-style-type: none"> • listen to a variety of forms of spoken language to obtain information and respond appropriately • transcribe words and short sentences that they hear with increasing accuracy • express and develop ideas clearly and with increasing accuracy, both orally and in writing • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. 	Getting it out there Marketing, distribution and exhibition tasks <ul style="list-style-type: none"> • International Marketing Manager
Music		Pupils should be taught to: <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 	Lights, camera, action! Production and post production tasks <ul style="list-style-type: none"> • Foley artist
Physical education		Pupils should be taught to: <ul style="list-style-type: none"> • perform dances using advanced dance techniques within a range of dance styles and forms • take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group 	Lights, camera, action! Production and post production task <ul style="list-style-type: none"> • Stunt Co-ordinator/ choreographer

Northern Ireland Curriculum

Curriculum area	Subject	Knowledge, skills and understanding	
Language and literacy: English with Media Education	Developing pupils' Knowledge, Understanding and Skills	<p>Pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> • expressing meaning, feelings and viewpoints; • talking to include debate, role-play, interviews, presentations and group discussions; • listening actively and reporting back; • reading and viewing for key ideas, enjoyment, engagement and empathy; • writing and presenting in different media and for different audiences and purposes; • participating in a range of drama activities • interpreting visual stimuli including the moving image; • developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created; • developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar; • talking to include debate, role-play, interviews, presentations and group discussions • analysing critically their own and other texts; • using a range of techniques, forms and media to convey information creatively and appropriately. 	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Screenwriter <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Film crew balloon debate <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Play it back <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Role research <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Role research <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research
Science and technology	Technology and design	<p>Pupils should have opportunities to develop creative thinking and problem solving skills through:</p> <ul style="list-style-type: none"> • Design – identifying problems; investigating, generating, developing, modelling and evaluating design proposals; giving consideration to form, function and safety; • Communication – use of free-hand sketching and formal drawing techniques and ICT tools (including 3D modelling) • Control – incorporate control systems, such as mechanical, electronic or computer-based, in products and understand how these can be employed to achieve desired effects. 	<p>So you want to make a movie? Film development and pre-production tasks:</p> <ul style="list-style-type: none"> • Costume Designer <p>Lights, camera, action! Production and post-production tasks:</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <ul style="list-style-type: none"> • Graphic Designer

The Arts	Art and design	<p>Young people should have opportunities to develop their own personal and creative responses by:</p> <ul style="list-style-type: none"> researching, gathering and interpreting information from direct experiences, observations, memory, imagination and a range of traditional and digital sources; developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present; developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making; <ul style="list-style-type: none"> drawing and graphic media, textiles, lens based and digital media; 	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> Costume Designer <p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> Graphic Designer
	Music	<p>Young people should develop their musical potential by having opportunities, through the contexts opposite, to:</p> <ul style="list-style-type: none"> improvise, compose and perform music in a range of styles; explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing; perform individually and in groups, and discuss and decide on points of interpretation in the music; use existing and emerging music technology resources when composing and performing; develop awareness of the range of employment opportunities in the music and music-related industries. 	<p>Lights, camera, action! Production and post production tasks</p> <ul style="list-style-type: none"> Foley artist
	Drama	<p>Young people should have opportunities to use dramatic skills appropriate to audience, context, purpose and task. They should have opportunities to:</p> <ul style="list-style-type: none"> engage with a range of stimuli to develop critical and creative thinking skills; devise scripts and use drama forms and strategies effectively to explore and present ideas; employ sign, symbol, metaphor and image; experience live and recorded drama, and respond to a variety of texts 	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> Director Screenwriter Casting Director
Learning for life and work	Education for Employability	<p>Career Management: The concept of career is changing, moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes. Exploring Career Management provides opportunities for young people to investigate future careers. It also teaches the importance of lifelong learning, self-marketing and effective personal career planning.</p> <p>Enterprise and Entrepreneurship: Enterprise and Entrepreneurship provides opportunities for young people to investigate the need for employers and employees to demonstrate creativity and enterprise. It also allows them to identify and practise some of the skills and develop the attributes associated with being enterprising.</p>	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> Credits bingo Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> Careers skills audit Mix and match Who's in the crew? Doing: development and pre-production tasks Doing: pitch it! Record and reflect

	<p>Schools must work to provide appropriate and stimulating learning and teaching experiences that encourage pupils to address:</p> <ul style="list-style-type: none"> • how to learn and to think for themselves and to view learning as a lifelong process; • how to be creative, innovative and empathetic thinkers in their response to problems and how to utilise the full potential of information and communications technologies; • how to apply what they are learning to life and work-related situations for the common good; • how to take greater responsibility for their own personal development; • work in the local and global economy; • career planning; • skills and qualities for work; • and enterprise and entrepreneurship. 	<p>Getting it out there</p> <ul style="list-style-type: none"> • Role research • Record and reflect <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? <p>What have you learned about... yourself?</p>
Maths	<p>Pupils should have opportunities to develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of personal finance issues; and skills to enable competent and responsible financial decision making; • the application of mathematical skills to real life and work situations; 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Producer
Modern languages	<p>Young people should have opportunities, through the contexts opposite, to become effective and creative communicators by:</p> <ul style="list-style-type: none"> • writing in the target language to exchange information and ideas, establish and maintain contact; • using a range of techniques, including performance and multi-media, to convey, present and exchange information innovatively in the target language and as a means of creative expression; • applying the language specific skills and transferable skills acquired through second language learning to real-life situations locally, nationally and internationally. 	<p>Getting it out there</p> <p>Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • International Marketing Manager
Physical education	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • practise, refine and develop skills and specific techniques (eg. Using strategies, tactics, choreographic and/or compositional principles) and use these with consistency; • develop their knowledge of safe practices and procedures when • taking part in sport and physical activity • develop the skills and capabilities required to analyse and improve their own and others' work • develop the skills and capabilities required to work effectively with others in tasks which require cooperation, creativity, problem solving, planning and team work. 	<p>Lights, camera, action!</p> <p>Production and post production task</p> <ul style="list-style-type: none"> • Stunt Co-ordinator/ choreographer

Curriculum for Excellence Scotland

Curriculum subject	Organiser	Experiences and outcomes	Activity
Literacy and English	Listening and talking	<p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p> <p>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a</p> <p>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. LIT 3-08a</p> <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Film crew balloon debate <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Play it back
	Reading	<p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a</p> <p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-15a / LIT 4-15a</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Role research <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Role research <p>Getting it out there</p> <ul style="list-style-type: none"> Role research
	Writing	<p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a</p> <p>Having explored the elements which writers use, I can create texts in different genres by:</p> <ul style="list-style-type: none"> integrating the conventions of my chosen genre successfully and/or using convincing and appropriate structures and/or creating interesting and convincing characters and/or building convincing settings which come to life. ENG 3-31a 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> Screenwriter

<p>Health and wellbeing</p>	<p>Planning for choices and changes</p>	<p>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. HWB 3-19a</p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20a</p>	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match • Who's in the crew? • Doing: development and pre-production tasks • Doing: pitch it! • Record and reflect <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research • Record and reflect <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? • What have you learned about... yourself?
<p>Expressive arts</p>	<p>Music</p>	<p>I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. EXA 3-17a</p> <p>I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a</p>	<p>Lights, camera, action! Production and post production tasks</p> <ul style="list-style-type: none"> • Foley artist
	<p>Drama</p>	<p>Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. EXA 3-14a</p> <p>While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. EXA 3-06a</p>	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Director • Screenwriter • Casting Director
	<p>Art and design</p>	<p>I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a</p>	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Costume Designer <p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer

Technologies	Business contexts for developing technological skills and knowledge	<p>When participating in a collaborative enterprise activity, I can develop administrative and entrepreneurial skills which contribute to the success of the activity. TCH 3-07a</p> <p>I can select and use a range of media to present and communicate business information. TCH 3-07b</p>	<p>Lights, camera, action! Production and post production tasks</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer
	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	<p>By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, organise and evaluate the production of items which meet needs at home or in the world of work. TCH 3-14a</p> <p>Having explored graphical techniques and their application, I can select, organise and represent information and ideas graphically. TCH 3-15a</p> <p>I gain inspiration from natural forms, the built environment or imagination to develop a creative idea which could be realised using computer aided manufacture. TCH 3-15b</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Film development and pre-production tasks – Costume Designer <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Production and post production tasks – VFX and SFX coordinator <p>Getting it out there</p> <ul style="list-style-type: none"> • Marketing, distribution and exhibition tasks – Graphic Designer
Mathematics	<p>When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me. MNU 3-09a</p> <p>I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. MNU 3-09b</p>	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Producer 	
Modern languages	<p>I can check the accuracy of my writing using my knowledge about language, the support of others and appropriate reference materials, including success criteria. MLAN 3-14a</p>	<p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • International Marketing Manager 	

National Curriculum for Wales

Curriculum subject	Programme of study	Content	
English/Literacy in the National Framework	Reading	Learners are able to: <ul style="list-style-type: none"> • read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them • gain a full understanding of texts using inference, deduction and analysis • research a wide range of sources to develop a full understanding of a topic or issue 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Role research <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Role research <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research
	Oracy	Learners are able to: <ul style="list-style-type: none"> • present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, e.g. expression, tone of voice, volume • respond to how listeners are reacting by adapting what they say and how they say it • defend a point of view with information and reasons, e.g. in role or debate • respond positively and thoughtfully to new ideas and alternative points of view • express opinions clearly about topics and written texts, reasoning and supporting with relevant evidence 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Film crew balloon debate <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Play it back
	Writing	Learners are able to: <ul style="list-style-type: none"> • use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone confidently to sustain the readers' interest, using imagination where appropriate • in planning writing make choices about content, structure, language, presentation to suit the purpose 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Screenwriter
PSE	Preparing for lifelong learning	Learners should be given opportunities to: <ul style="list-style-type: none"> • value their achievements and be committed to lifelong learning • take personal responsibility for actions and decisions related to learning • to understand their aptitudes and interests in order to make informed choices about learning and future studies 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match • Who's in the crew? • Doing: development and pre-production tasks • Doing: pitch it! • Record and reflect

			<p>Getting it out there</p> <ul style="list-style-type: none"> • Role research <p>Record and reflect</p> <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? • What have you learned about... yourself?
Music		<p>In music, learners develop transferable skills and attributes, through making music individually and in groups. These skills and attributes help to prepare for lifelong learning, work and leisure, and can offer a route into the ever expanding creative and cultural industries.</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • realise music using ICT and music technology. • compose using ICT and music technology. 	<p>Lights, camera, action!</p> <p>Production and post production tasks</p> <ul style="list-style-type: none"> • Foley artist
Information and communication technology	Create and communicate information	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • create and communicate information in the form of text, images and sound, using a range of ICT hardware and software <p>ICT contributes to learners' awareness of careers and the world of work by providing opportunities for them to engage purposefully with the technologies that are increasingly used in the workplace, develop essential skills for employment and consider the economic effects of ICT in the wider world.</p>	<p>Lights, camera, action!</p> <p>Production and post production tasks</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <p>Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer
Art and design	Understanding, Investigating and Making	<p>Pupils should be given the opportunities to:</p> <ul style="list-style-type: none"> • use their knowledge about the work of other artists, craft workers and designers to enrich and inform their work through: <ul style="list-style-type: none"> • analysis • comparison • evaluation e.g. collect information about an artist from the internet, library, galleries or interviews and use the information to influence their own work • explore the diverse working practices of artists, craft workers and designers from different: <ul style="list-style-type: none"> • periods • places • cultures considering their purpose and intentions • explore, experiment with and apply the visual, tactile and sensory language of art, craft and design • design and make images and artefacts using a variety of materials, processes and ideas • experience a wide range of techniques and media to: <ul style="list-style-type: none"> • realise their ideas • express their feelings • communicate meaning e.g. produce a piece of site-specific sculpture for a multi-sensory garden. 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Costume Designer <p>Getting it out there</p> <p>Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer

<p>Design and technology</p>	<p>Design/making skills</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • use given design briefs, and where appropriate, develop their own to clarify their ideas for products • identify and use appropriate sources of information to help generate and develop their ideas for products • be creative and innovative in their thinking when generating ideas for their products • identify and apply knowledge and understanding about technological, sustainability and health and safety issues to develop ideas for products that are achievable and practical • be creative in finding alternative ways of making if the first attempt is not achievable 	<p>So you want to make a movie? Film development and pre-production tasks:</p> <ul style="list-style-type: none"> • Costume Designer <p>Lights, camera, action! Production and post-production tasks:</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <ul style="list-style-type: none"> • Graphic Designer
<p>Careers and the world of work</p>	<p>Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:</p> <p>Personal achievement</p> <ol style="list-style-type: none"> 1. describe their abilities, interests and skills 2. list their achievements in and out of school <p>Seeking information</p> <ol style="list-style-type: none"> 3. use a variety of sources to search for information about a range of work and learning opportunities 4. find out about the different types of work that are available and how work patterns are changing <p>Understanding the world of work</p> <ol style="list-style-type: none"> 5. recognise and challenge the stereotypes that limit people in their choice of work and careers 6. explore the attributes of entrepreneurs and the role of enterprise in wealth creation 7. learn about the personal qualities that employers see as important 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned about... yourself? <p>Taking it further – all tasks</p>	
<p>Mathematics</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • appreciate the basic principles of budgeting, saving (including understanding compound interest) and borrowing 	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Producer 	
<p>Modern foreign languages</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • appreciate the importance of languages in the global society of the twenty-first century and for the world of work (intercultural understanding) • understand and apply the grammar of the target language (writing) • write for different purposes using ICT as appropriate (writing) • use context, grammatical clues and cognates to understand text and deal with unfamiliar language (reading) • use what they read to enhance or develop their own productive language (reading) • develop independent research skills including using ICT (reading) 	<p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • International Marketing Manager 	

<p>Physical education</p>	<p>Creative activities</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • create and perform more complex movement patterns, techniques and sequences in their activities • use compositional principles when planning and performing their activities • describe, analyse and interpret performance, recognising different qualities that contribute to successful performance • develop and communicate a variety of imaginative ideas and information • listen carefully to others' contributions, considering their ideas and responding aptly • vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work. 	<p>Lights, camera, action! Production and post production task</p> <ul style="list-style-type: none"> • Stunt Co-ordinator/ choreographer
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National Curriculum for England

Curriculum subject	Programme of study	Content	Activity
English	Writing - composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation] revise, edit and proof-read through: <ul style="list-style-type: none"> reflecting on whether their draft achieves the intended impact restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness 	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> Screenwriter
	Spoken language	<p>Pupils should be taught to speak confidently, audibly and effectively, including through:</p> <ul style="list-style-type: none"> using Standard English when the context and audience require it working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Film crew balloon debate <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Play it back
	Reading - comprehension	<p>Pupils should be taught to understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information seeking evidence in the text to support a point of view, including justifying inferences with evidence 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Role research <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Role research <p>Getting it out there</p> <ul style="list-style-type: none"> Role research

<p>PSHE</p>	<p>Core theme 3: Living in the wider world</p>	<ol style="list-style-type: none"> 1. how their strengths, interests, skills and qualities are changing and how these relate to future employability 2. about the information, advice and guidance available to them and how to access it 3. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) 4. about the range of opportunities available to them for career progression, including in education, training and employment 5. about changing patterns of employment (local, national, European and global) 6. about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image') 7. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match • Who's in the crew? • Doing: development and pre-production tasks • Doing: pitch it! • Record and reflect <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research • Record and reflect <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? • What have you learned about... yourself?
<p>Design and technology</p>	<p>Designing and making principles</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • respond to given briefs and also develop their own briefs in response to stimuli • be ambitious when designing and making, including continuously developing, taking design risks, testing, critically analysing and evaluating their designs in order to inform their decision making • use different design strategies to generate initial ideas and creative intentions • design and develop innovative, functional, aesthetic and marketable products that respond to needs and are fit for purpose • use specialist tools, techniques, processes, equipment and machinery to produce high quality products/prototypes 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks:</p> <ul style="list-style-type: none"> • Costume Designer <p>Lights, camera, action!</p> <p>Production and post-production tasks:</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <ul style="list-style-type: none"> • Graphic Designer
<p>Computing</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their capability, creativity and knowledge in computer science, digital media and information technology • develop and apply their analytic, problem-solving, design, and computational thinking skills 	<p>Lights, camera, action!</p> <p>Production and post production tasks</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <p>Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer

Business Studies	GCSE assessment objectives	<p>AO1 Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.</p> <p>AO2 Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</p> <p>AO3 Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Who's in the crew? Film development and pre-production tasks: Casting Director <p>Getting it out there</p> <ul style="list-style-type: none"> Role research: International Sales Agent Marketing, distribution and exhibition tasks: <ul style="list-style-type: none"> Film Programmer Marketing Executive
Media Studies	GCSE assessment objectives	<p>AO1 Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed</p> <p>AO2 Analyse and respond to media texts/topics using media key concepts and appropriate terminology</p> <p>AO3 Demonstrate research, planning and presentation skills</p> <p>AO4 Construct and evaluate their own products using creative and technical skills</p>	Relevance throughout resource
Art & Design	GCSE assessment objectives	<p>Candidates must demonstrate their ability to:</p> <p>AO1 Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding</p> <p>AO2 Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</p> <p>AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p>	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> Costume Designer <p>Getting it out there</p> <p>Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> Graphic Designer
Maths	Solve problems	<p>Through the mathematics content, pupils should be taught to:</p> <ul style="list-style-type: none"> develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts make and use connections between different parts of mathematics to solve problems model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem. 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> Producer

<p>Languages</p>	<p>GCSE assessment objectives</p>	<p>Learners must: AO1 Listening: understand and respond to different types of spoken language. AO3 Reading: understand and respond to different types of written language. AO4 Writing: communicate in writing</p>	<p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • International Marketing Manager
<p>Physical education</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance] • take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group 	<p>Lights, camera, action! Production and post production task</p> <ul style="list-style-type: none"> • Stunt Co-ordinator/ choreographer

Northern Ireland Curriculum

Curriculum area	Subject	Knowledge, skills and understanding	
Language and literacy: English with Media Education	Writing	(i) Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.	So you want to make a movie? Film development and pre-production tasks <ul style="list-style-type: none"> • Screenwriter
	Talking and listening	Speaking and Listening (i) Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate. (ii) Listen and respond to speakers' ideas and perspectives, and how they construct and express meanings. (iii) Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.	So you want to make a movie? <ul style="list-style-type: none"> • Film crew balloon debate Lights, camera, action! <ul style="list-style-type: none"> • Play it back
	Reading	(i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.	So you want to make a movie? <ul style="list-style-type: none"> • Role research Lights, camera, action! <ul style="list-style-type: none"> • Role research Getting it out there <ul style="list-style-type: none"> • Role research
Technology and design	GCSE assessment objectives	Students must: <ul style="list-style-type: none"> • recall, select and communicate their knowledge and understanding of technology and design in a range of contexts (AO1); • apply skills, knowledge and understanding, in a variety of contexts and in designing and making products (AO2); and • analyse and evaluate products, including their design and production (AO3). 	So you want to make a movie? Film development and pre-production tasks: <ul style="list-style-type: none"> • Costume Designer Lights, camera, action! Production and post-production tasks: <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor Getting it out there <ul style="list-style-type: none"> • Graphic Designer

The Arts	Art and design GCSE assessment objectives	Students must: AO1: develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and cultural understanding; AO2: refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes; AO3: record ideas, observations and insights relevant to their intentions in visual and/or other forms; and AO4: present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	So you want to make a movie? Film development and pre-production tasks <ul style="list-style-type: none"> • Costume Designer Getting it out there Marketing, distribution and exhibition tasks <ul style="list-style-type: none"> • Graphic Designer
	Drama GCSE assessment objectives	Students must: AO1: recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas; AO2: apply practical skills to communicate in performance;	So you want to make a movie? Film development and pre-production tasks <ul style="list-style-type: none"> • Director • Screenwriter • Casting Director
Business Studies	GCSE assessment objectives	Students must: AO1: recall, select and communicate their knowledge and understanding of concepts, issues and terminology; AO2: apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; AO3: analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.	So you want to make a movie? <ul style="list-style-type: none"> • Who's in the crew? • Film development and pre-production tasks: Casting Director Getting it out there <ul style="list-style-type: none"> • Role research: International Sales Agent • Marketing, distribution and exhibition tasks: <ul style="list-style-type: none"> • Film Programmer • Marketing Executive
Moving Image Arts	GCSE assessment objectives	Students must: <ul style="list-style-type: none"> • develop personal creative goals within a moving image context and make connections with the work of others (AO1); • demonstrate the ability to organise a range of resources to facilitate the realisation of a moving image product (AO2); • use creative and technical skills to construct a moving image product (AO3); • analyse and evaluate moving image products (AO4); 	Relevance throughout resource

<p>Learning for life and work</p>	<p>Employability</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> • explore self employment and identify relevant sources of support; • investigate the recruitment and selection process, taking into account the rights and responsibilities of employees and employers; • develop a personal career plan based on relevant information and guidance 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match • Who's in the crew? • Doing: development and pre-production tasks • Doing: pitch it! • Record and reflect <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research • Record and reflect <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? <p>What have you learned about... yourself?</p>
<p>Maths</p>	<p>GCSE assessment objectives</p>	<p>Students must:</p> <ul style="list-style-type: none"> • recall and use their knowledge of the prescribed content (AO1); • select and apply mathematical methods in a range of contexts (AO2); and • interpret and analyse problems and generate strategies to solve them (AO3). 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Producer
<p>Modern languages</p>	<p>GCSE assessment objectives</p>	<p>Students must:</p> <p>AO3: understand written language; and AO4: communicate in writing.</p>	<p>Getting it out there</p> <p>Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • International Marketing Manager
<p>Physical education</p>	<p>GCSE assessment objectives</p>	<p>Candidates must:</p> <ul style="list-style-type: none"> • recall, select and communicate their knowledge and understanding of physical activity (AO1); • apply skills, knowledge and understanding in physical activity (AO2); and • analyse and evaluate physical activity, and identify action to bring about improvement (AO3). 	<p>Lights, camera, action!</p> <p>Production and post production task</p> <ul style="list-style-type: none"> • Stunt Co-ordinator/ choreographer

Curriculum for Excellence Scotland

Curriculum subject	Organiser	Experiences and outcomes	Activity
Literacy and English	Listening and talking	<p>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</p> <p>I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02a</p> <p>Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience. ENG 4-03a</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Film crew balloon debate <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Play it back
	Reading	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> clearly state the purpose, main concerns, concepts or arguments and use supporting detail make inferences from key statements and state these accurately in my own words compare and contrast different types of text. <p>LIT 4-16a</p> <p>To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17a</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Role research <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Role research <p>Getting it out there</p> <ul style="list-style-type: none"> Role research
	Writing	<p>Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:</p> <ul style="list-style-type: none"> use the conventions of my chosen genre successfully and/or create an appropriate mood or atmosphere and/or create convincing relationships, actions and dialogue for my characters. <p>ENG 4-31a</p> <p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a</p> <p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a</p>	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> Screenwriter

<p>Media</p>	<p>National 4 & 5 media course</p>	<p>Analysing Media Content (National 4) Learners will be required to provide evidence of the skills that are needed to analyse media content. Learners will demonstrate knowledge of the relevant key aspects of media literacy central to the straightforward analysis of media content.</p> <p>Creating Media Content (National 4) Learners will be required to provide evidence of the skills and knowledge that are needed to plan and create media content and comment on production processes. Learners will apply knowledge of the relevant key aspects of media literacy central to creating straightforward media content.</p> <p>Analysing Media Content (National 5) The purpose of this Unit is to develop the skills to analyse media content. This Unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed analysis of media content.</p> <p>Creating Media Content (National 5) The purpose of this Unit is to develop the skills to plan and create media content, and evaluate production processes. This Unit provides learners with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content</p>	<p>Relevance throughout resource</p>
<p>Business</p>		<p>Business in Action (National 4) In this Unit, learners will be required to provide evidence of their:</p> <ul style="list-style-type: none"> • understanding of facts and characteristics of the key functional areas of business • basic understanding of the straightforward actions taken by business to meet customers' needs <p>Influences on Business (National 4) In this Unit, learners will be required to provide evidence of their:</p> <ul style="list-style-type: none"> • awareness of the effects of straightforward internal and external influences on business activity and development • understanding of straightforward actions taken by business to remain successful and competitive 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Who's in the crew? • Film development and pre-production tasks: Casting Director <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research: International Sales Agent • Marketing, distribution and exhibition tasks: <ul style="list-style-type: none"> • Film Programmer • Marketing Executive

<p>Health and wellbeing</p>	<p>Planning for choices and changes</p>	<p>Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. HWB 4-19a</p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20a</p>	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match • Who's in the crew? • Doing: development and pre-production tasks • Doing: pitch it! • Record and reflect <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research • Record and reflect <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? • What have you learned about... yourself?
<p>Expressive arts</p>	<p>Music</p>	<p>I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear. EXA 4-16a</p> <p>Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. EXA 4-18a</p>	<p>Lights, camera, action! Production and post production tasks</p> <ul style="list-style-type: none"> • Foley artist
	<p>Drama</p>	<p>In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience. EXA 4-13a</p> <p>Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts. EXA 4-14a</p>	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Director • Screenwriter • Casting Director
	<p>Art and design</p>	<p>Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work. EXA 4-05a</p> <p>By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions. EXA 4-06a</p>	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Costume Designer <p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer

		<p>I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. EXA 4-03a</p> <p>I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks. EXA 4-02a</p>	
Health and wellbeing	Physical education	<p>As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a</p> <p>I can:</p> <ul style="list-style-type: none"> • observe closely, reflect, describe and analyse key aspects of my own and others’ performances • make informed judgements, specific to an activity • monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <p>HWB 4-24a</p>	<p>Lights, camera, action! Production and post production tasks</p> <ul style="list-style-type: none"> • Stunt Co-ordinator/ choreographer
Technologies	Business contexts for developing technological skills and knowledge	<p>Whilst working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks which support business and entrepreneurial activities. TCH 4-07a</p>	<p>Lights, camera, action! Production and post production tasks</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer
	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	<p>Showing creativity and innovation, I can design, plan and produce increasingly complex items which satisfy the needs of the user, at home or in the world of work. TCH 4-14a</p> <p>I can confidently use appropriate software to represent my ideas and items in the world around me, showing creativity, imagination or innovation. TCH 4-15c</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Film development and pre-production tasks – Costume Designer <p>Lights, camera, action!</p> <ul style="list-style-type: none"> • Production and post production tasks – VFX and SFX coordinator <p>Getting it out there</p> <ul style="list-style-type: none"> • Marketing, distribution and exhibition tasks – Graphic Designer

<p>Mathematics</p>	<p>I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle. MNU 4-09a</p>	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Producer
<p>Modern languages</p>	<p>I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing. MLAN 4-14a</p>	<p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • International Marketing Manager

National Curriculum for Wales

Curriculum subject	Programme of study	Content	
English/Literacy in the National Framework	Reading	Learners are able to: <ul style="list-style-type: none"> use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes confidently evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation use the internet to search selectively, assessing the reliability, significance and accuracy of what they find 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Role research <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Role research <p>Getting it out there</p> <ul style="list-style-type: none"> Role research
	Oracy	Learners are able to: <ul style="list-style-type: none"> use formal and informal language, adapting their talk and non-verbal features to meet the demands of an increasing range of contexts and purposes; make controlled and effective use of standard English vocabulary and grammar confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained and considered contributions that engage listener interest 	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> Film crew balloon debate <p>Lights, camera, action!</p> <ul style="list-style-type: none"> Play it back
	Writing	Learners are able to: <ul style="list-style-type: none"> show control, coherence and originality of style when writing in continuous and non-continuous forms, e.g. use convincing character and plot development, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest show sustained awareness of different readers by selecting from a range of styles and structures, and adapting their use of language confidently 	<p>So you want to make a movie?</p> <p>Film development and pre-production tasks</p> <ul style="list-style-type: none"> Screenwriter
PSE	Preparing for lifelong learning	Learners should be given opportunities to: <ul style="list-style-type: none"> be ambitious, adaptable and embrace learning opportunities be well-organised and take responsibility for their actions and decisions related to learning to understand the relevant opportunities available to them in education and training 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> Credits bingo Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> Careers skills audit Mix and match Who's in the crew? Doing: development and pre-production tasks Doing: pitch it! Record and reflect

			<p>Getting it out there</p> <ul style="list-style-type: none"> • Role research Record and reflect <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned... about your teammates? • What have you learned about... yourself?
Careers and the world of work		<p>Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:</p> <p>Personal achievement</p> <ol style="list-style-type: none"> 1. develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills <p>Seeking information</p> <ol style="list-style-type: none"> 2. use a variety of sources to find information about their career ideas, differentiating between information and promotional material 3. examine employment and learning opportunities and trends both locally and further afield <p>Understanding the world of work</p> <ol style="list-style-type: none"> 4. examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity 5. explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways 6. recognise their responsibilities and rights as employees and learn how to follow safe working practices 7. use work-focused experiences to understand better what skills and personal qualities employers want 	<p>Think you know about the film industry?</p> <ul style="list-style-type: none"> • Credits bingo • Human value chain <p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Careers skills audit • Mix and match <p>Your future in film</p> <ul style="list-style-type: none"> • What have you learned about... yourself? <p>Taking it further – all tasks</p>
Information and communication technology	GCSE assessment objectives	<p>Candidates will be required to demonstrate their ability to:</p> <p>AO1 Recall, select and communicate their knowledge and understanding of ICT.</p> <p>AO2 Apply knowledge, understanding and skills to produce ICT-based solutions.</p>	<p>Lights, camera, action!</p> <p>Production and post production tasks</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <p>Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer

<p>Art and design</p>	<p>Understanding, Investigating and Making</p>	<p>Learners must demonstrate their ability to: AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Costume Designer <p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • Graphic Designer
<p>Media Studies</p>	<p>GCSE assessment objectives</p>	<p>AO1 Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed. AO2 Analyse and respond to media texts/topics using media key concepts and appropriate terminology. AO3 Demonstrate research, planning and presentational skills. AO4 Construct and evaluate their own products using creative and technical skills.</p>	<p>Relevance throughout resource</p>
<p>Business Studies</p>	<p>GCSE assessment objectives</p>	<p>Candidates will be required to demonstrate their ability to: AO1 recall, select and communicate their knowledge and understanding of concepts, issues and terminology; AO2 apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; AO3 analyse and evaluate evidence, make reasoned judgements and present conclusions.</p>	<p>So you want to make a movie?</p> <ul style="list-style-type: none"> • Who's in the crew? • Film development and pre-production tasks: Casting Director <p>Getting it out there</p> <ul style="list-style-type: none"> • Role research: International Sales Agent • Marketing, distribution and exhibition tasks: <ul style="list-style-type: none"> • Film Programmer • Marketing Executive
<p>Design and technology</p>	<p>Design/making skills</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • use given design briefs, and where appropriate, develop their own to clarify their ideas for products • identify and use appropriate sources of information to help generate and develop their ideas for products • be creative and innovative in their thinking when generating ideas for their products • identify and apply knowledge and understanding about technological, sustainability and health and safety issues to develop ideas for products that are achievable and practical • be creative in finding alternative ways of making if the first attempt is not achievable 	<p>So you want to make a movie? Film development and pre-production tasks:</p> <ul style="list-style-type: none"> • Costume Designer <p>Lights, camera, action! Production and post-production tasks:</p> <ul style="list-style-type: none"> • VFX Supervisor • SFX supervisor <p>Getting it out there</p> <ul style="list-style-type: none"> • Graphic Designer
<p>Mathematics</p>	<p>Manage money</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • calculate with money, including household bills • make informed decisions relating to household budgeting 	<p>So you want to make a movie? Film development and pre-production tasks</p> <ul style="list-style-type: none"> • Producer

<p>Modern foreign languages</p>	<p>Learners must: AO1 Listening: understand and respond to different types of spoken language. AO3 Reading: understand and respond to different types of written language. AO4 Writing: communicate in writing</p>	<p>Getting it out there Marketing, distribution and exhibition tasks</p> <ul style="list-style-type: none"> • International Marketing Manager 	
<p>Physical education</p>	<p>Creative activities</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • work collaboratively to refine, adapt and apply their techniques and skills and develop more complex movement patterns, e.g. containing more elements or larger groups, adapting from floor to pool or trampoline, developing different dance styles and stimuli • communicate ideas through more complex and elaborate work • prepare for taking part in a performance through practice and helping to plan its organisation • adopt different roles in their chosen activity • communicate ideas and information coherently and consistently • vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work. 	<p>Lights, camera, action! Production and post production task</p> <ul style="list-style-type: none"> • Stunt Co-ordinator/choreographer