

Teaching objectives – literacy & cineliteracy

The literacy objectives here are derived from the English National Curriculum Guidelines for Literacy at Key Stage 3. However they are also relevant to curriculum objectives in Northern Ireland, Wales and Scotland.

YEAR 9

Cineliteracy stages 1 & 2

Students should be able to

Film Language

- Explain how film, video and television (FVT) styles and narrative forms can relate to authors, production context, social and cultural context;
- Use film language to construct moving image narratives;
- Identify and describe the contributions of different skills in a FVT text.

Producers and Audiences

- Describe and explain how authors, genres and stars are meaning-bearing systems and how they can be used to market FVT;
- Identify and describe some of the ways in which FVT institutions relate to social, cultural and political contexts;
- Describe the economic organisation of FVT institutions and the relationship between producers, distributors, exhibitors and audiences.

Messages and Values

- Use keywords to discuss and evaluate ideological messages in mainstream FVT texts;
- Describe and account for different levels of realism in FVT texts;
- Explain relationships between aesthetic style and social/political meaning.

In addition students should be able to:

- Assemble research findings into clear argument or exposition;
- Create moving image texts for specific audiences and purposes in specific styles and genres;
- Develop independent judgements about the value and relevance of critical theories.

Reading

- #### Reading for meaning
- Authorial perspective
 - Compare texts
 - Readers and texts

Understanding the author's craft

- Interpretations of text
- Author's standpoint
- Rhetorical devices

Study of literary texts

- Analyse scenes
- Different cultural contexts

Plan, draft and present

- Exploratory writing
- Formal essay

Writing

Imagine, explore, entertain

- Narrative techniques
- Creativity in non-literary texts

'Infotainment'

- Poetic form and meaning

Inform, explain, describe

- Explain connections
- Descriptive detail

Persuade, argue, advise

- Influence audience

Analyse, review, comment

- Balanced analysis
- Cite textual evidence

Speaking & Listening

Speaking

- Compare points of view
- Analyse bias
- Identify underlying issues

Group discussion and interaction

- Considered viewpoint
- Group organisation

Drama

- Compare interpretations
- Convey character and atmosphere
- Critical evaluation

Keywords

theory
critical
culture
hegemony
intertextuality
aesthetic
diegesis
institution