UNIT OVERVIEW

Unit Title: Media		Guideline Time: 15 lessons
Assessments:	90 Word Writing question & Reading past paper questions.	VIPs (Very Important Points):
Links to prior learning:	In Y8 T,2 students were introduced to the topic of media and opinions about films and TV programmes. In both year 7 & 8 in T1 students did physical descriptions and personality traits. In year 7 T3 students learnt how to express music preferences.	By the end of this unit, students: Will express justified opinions about TV, film and actor preferences using familiar structures, including comparatives and more complex structures such as contrasting points of view or double descriptions.
Link across units:	This unit will revisit tense formation and manipulation. They continue to reinforce more complex opinions.Justified opinions, word order and adjectival agreement rules will be revisited and will continue to be used throughout the remaining units during Y9. They reinforce the use of more complex structures like *si* clauses.	Will use their knowledge of physical description vocabulary to describe actors & characters in detail.
Character/Wider Development:	Students are encouraged to consider different points of view regarding TV/film preferences. They will be introduced to French TV/film and actors so that they can consider media that they wouldn't usually encounter. They will increase their cultural awareness recognising celebrities from countries where the target language is spoken and become familiar with the importance of the arts in France learning specific aspects of the French cultural scene such as Le Festival de Cannes and le festival de la musique.	Will be able to confidently give details about about things they would like to watch using the conditional tense with accuracy and revisit key phrases in past tenses (passé compose and imperfect) to express information about things they have already seen. Will express preferences for TV or cinema.
Distance Learning	All lesson PowerPoints are posted on MS Teams with a teacher audio for any pupil that is at home self-isolating. In the event of a full class being absent due to Covid-19 Live lessons will be provided on MS Teams. Any student without internet access will be provided with a workbook to complete.	Will use these past tenses to produce film reviews. Will express their opinions about different genres of music and become familiar with some French speaking singers. Students will gain knowledge of events in France related to the film industry and get to know some French speaking actors/ actresses.
Homework	Homework is set on a weekly basis to consolidate the knowledge taught in lessons using Seneca Learning	

OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Homework
Week 1: 22.02.2021 TV genres	To revise how to express justified opinions about TV programmes.	I can… state my opinion about different TV genres and give reasons for my opinions use comparative structures		HAPS will be introduce to more complex structures using the subjunctive *bien que ce soit,* double descriptions *pas seulement….mais aussi. non seulement …mais en plus,* contrasting points of view *d'une part , en revanche, par contre, d'une côté* HAPS will use superlative structures – most, least, best, worst. HAPs/MAPs to use superlative structures as well as comparative structures when comparing. LAPS will use familiar opinion phrases and familiar adjectives with confidence and accurate adjectival agreement.	Word order – particularly with comparative structures. Adjectival agreement. Plurality. Errors with more complex structures *Bien que c'est*	**Week 1: Seneca Learning** 1.3.3 Cinema & TV
French TV	To consider similarities/differences between French TV and UK TV suing a range of tenses (conditional)	Use comparative structures to compare UK TV with French TV. Give justified opinions about French TV programmes and use the conditional tense to state what programme I would like to watch.				

Week 2: **1.03.2021** Lesson film genres Lesson – Culture through film – un peu d'histoire						Week 2: Seneca Learning 4.3.2 Cinema & TV – Listening
Week 2: **1.03.2021** Lesson film genres Lesson – Culture through film – un peu d'histoire	To express justified opinions about films and advantages and disadvantages about TV and cinema To gain knowledge about specific French films	State a range of justified opinions about different film genres and to be able to use comparative and superlative structures and different tenses. Say if I prefer cinema or TV give justified opinions about French language films.		HAPS will be encouraged to use a range of tenses (passé compose imparfait, future proche) MAPS will use three different time frames LAPS will stick to more simple phrases – *j'ai regardé / je voudrais regarder* HAPS/MAPS will continue to use comparatives & superlatives with a wider range of adjectives. LAPS will be introduced to superlative structures, focusing on *meilleur/pire* with justifications.	Word order – particularly with comparative structures. Adjectival agreement. Plurality. Errors with tense formation use *atmosphère* instead of *ambiance* The same issues as the previous 5 lessons with regards word order and adjectival agreement. More creative students may misuse dictionaries in a quest to be more original. Recap how to look up verbs, nouns, gender etc.	

Week 3 **8.03.2021** Describing actors/ characters Film project	To describe the appearance of actors and the personality of characters To write a review of a film you've recently seen	State what actors/characters look like, giving details about their physical features and the personality of their characters eview a film I've recently seen using justified opinions, comparatives, superlatives and descriptions of the actors/characters		All students will give detailed descriptions of actors/actresses and characters . LAPS will use the most recurrent opinion phrases – je pense que , je dirais que… HAPS wil be encouraged to use a wider variety and avoid repetition: *En ce qui me concerne, je trouve que, selon moi, certains pensent que…*	Word order – particularly with colours. Adjectival agreement – must agree with the subject of the sentence i.e. the person who is being described or the object – the thing that is being described e.g. hair. Plurality – particularly where the concept of plurality changes between language e.g. singular hair in English but les cheveux in French.	Week 3: Seneca Learning 1.1.1 Describing Yourself 1.1.2 Physical Appearance & Personality
Week 4 **15.03.2021** Music	to discuss music preferences	give justified opinions about a range of music genres and ask questions about the preferences of others		All students will combine this module's learning to produce a piece of writing and a spoken presentation about a film that they have seen recently. Students will use familiar structures including openers, justified opinions, comparatives and superlatives. They will include physical descriptions of the actors and characters. All students will be introduced to key phrases in the past	Use of *bien que* + subjunctive *ce soit* instead of *c'est* Starting questions with *j'aime* instead of *tu aimes*	**Week 4:** **Seneca Learning** 1.3.2 Music 4.3.1 Music – Listening 1.3.4 Music - English to French 1.3.5 Music - French to English 1.3.6 Music - Translations

				tenses: passé compose and imperfect, to facilitate this. HAPs will use more creative language and will have access to dictionaries. Recap dictionary skills to promote accurate use.		
Lesson – 11 French actors//actress's bios Culture through film	Increase cultural knowledge about French speaking actors/ actresses Give accurate descriptions	Learn facts about French speaking actors/actresses and give accurate physical description	*Les émissions* *les dessins animés, les infos, la météo,* *les documentaires, les matchs de foot,* *les feuilletons, la télé-realité,les jeux télévisés* *educatif* *marrant* *émouvant* *ennérvant* *bête* *plus, moins, meilleur, pire* *chaîne* *Le meilleur pâtissier, Plus belle la vie, France a un incroyable talent, spiral n'oubliez pas les paroles la quotidienne* *un film, western, policier, romantique, dramatique, historique, comique, de guerre, d'horreur, d'action, de science-fiction, musicale,de Noël*	HAPS will reinforce the use of *bien que ce soit* +adjective HAPS will be able to give more detailed descriptions using a wider range of language and structures. LAPS will give basic details such as eyes, hair, height and a simple justified opinion.	Word order – particularly with colours. Adjectival agreement – must agree with the subject of the sentence Errors in tense formation.	

			je suis allé(e) *Le dernier film que j'ai vu était…* *hier j'ai regardé* *Quand j'étais petit(e)* *j'aimais regarder* *les effets spéciaux* *le grand écran* *l'ambiance* *acheter du pop corn* *Le petit Nicolas, Au revoir les enfants,* *Le petit Prince* *Il s'agit de* *La guerre* *La France occupée* *Mon personnage préféré* *être & avoir* *les yeux,* *les cheveux,* *les lunettes,* *une barbe,* *un moustache* *mignon(e)* *drôle* *aimable* *gentil(le)* *méchant€* *ce qui j'aime le plus c'est* *en ce qui me concerne* *Mon personnage préféré s'appelle…/ s'appellait* *Mon acteur / actrice préféré(e) c'est/ était*			

			Le dernier film que j'ai vu, était, cétait, il y avait, il s'agissait de			
			la musique, les chansons, fort, rapid, mélodique, entraînant, tu aimes… ? *ma chanson/groupe/ chanteuse préférée, mon chanteur préféré* *j'aime le tempo* *ça me donne envie de danser* *original* *à la mode* *branché* *démodé* *relaxant* *melodie*			
			acteur/actrice *comédien/ comédienne* *Vincent Cassel* *Juliette Binoche* *Vanessa Paradis* *Gérad Depardieu* *Audrey Tatou*			

			Olivier Martinez *Il /elle s'appelle…* *Il/elle est né(e)* *Il / elle habite à…* *Il / elle est marié(e)* *avec…* *Il /elle a les yeus…* *Il/elle a les cheveux…* *Il/elle joue le rôle de* *Il/elle est célèbre pour* *Il/elle connu(e) pour…* *Grand(e) petit(e)* *Mignon(e)*				
Week 5: **22.03.2021** Key piece & Topic revision.	Review content covered this half term and to access progress using key piece assessment tasks.	To demonstrate progress made throughout the half term		*All students will combine* *this module's learning in* *writing and reading* *contexts.*	*Word order –* *particularly with* *colours.* *Adjectival agreement* *– must agree with the* *subject of the* *sentence.* *Errors in tense* *formation.*	**Week 5: Seneca** **Learning** 1.3.7 Cinema & TV - English to French 1.3.8Cinema & TV - French to English 1.3.9Cinema & TV	