

Film and Screen Curriculum: Experiences and outcomes and benchmarks

Scottish education is moving through significant curriculum reform as part of the Curriculum Improvement Cycle (CIC). Education Scotland are working towards a new, more coherent technical framework: one grounded in what children and young people need to know, do and understand.

This reform will take time; however, the success of the Film and Screen pilot curriculum has resulted in responding with this current framework for film and screen. This framework, along with the curriculum work produced by Screen Scotland, provides a bridge between the current system and the future, and to offer some clarity during a moment of transition. From the outset, these learning experiences and outcomes along with the Benchmarks were designed to feel familiar to practitioners, drawing inspiration from the structure of the current experiences and outcomes and benchmarks within expressive arts.

The work in film and screen will need to fold into Scotland's evolving curriculum framework; therefore, this addition to the expressive arts curriculum acts both as a practical bridge and a test of change by helping to clarify what children and young people need to know and do at developmentally appropriate stages of their film and screen learning journey.

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Early years

Creative knowledge and skills	Early years benchmarks
<p>I have the freedom to discover and choose ways to create film and screen through play-based exploration and experimentation.</p> <p>I can share my own ideas, thoughts and feelings through film and screen activities.</p>	<ul style="list-style-type: none">• Through play, can create simple filmed content, working alone or with others, showing awareness of a simple technique, for example, moves closer to what they are filming.• Can discuss ideas relating to film and screen content, for example, designing a character, choosing or making a prop.• Communicates their ideas, thoughts and feelings through play-based film and screen activity.

Cultural knowledge and skills	Early years benchmarks
<p>I am using film and screen to explore stories and characters in real and imaginary situations, helping me to understand my world.</p>	<p>Engages with filmed content to tell an imaginary or existing story, for example, travelling to space or a well-known fairy tale.</p>

Critical knowledge and skills	Early years benchmarks
<p>I can respond to film and screen products by discussing my thoughts, and feelings.</p> <p>I am beginning to understand that what I see and hear in film and screen can be constructed through creative choices.</p>	<ul style="list-style-type: none"> • Shares thoughts and feelings about film and screen experiences, for example, can discuss characters or events in a film, and reasons for their likes and dislikes. • When sharing ideas, conveys their understanding that what they have watched has been deliberately made by a group of people.

Understanding and knowledge of self and community	Early years benchmarks
<p>I am learning to celebrate my work and the work of others.</p> <p>I can use filmmaking to share my world.</p>	<ul style="list-style-type: none"> • Shares views and listens appropriately to the views of others through play-based film and screen activity. • Engages through play with filmed content that reflects their own experiences for example, speaking to camera about one of their favourite things.

First level

Creative knowledge and skills	First level benchmarks
<p>I can create film and screen through play-based exploration and experimentation.</p> <p>Working on my own or with others, I can express and communicate my ideas, thoughts, and feelings through film and screen activities.</p> <p>I have experienced an off-screen role when creating a film and screen product.</p> <p>I am becoming aware of the value and importance of set etiquette.</p>	<ul style="list-style-type: none">• Through play, can create filmed content, working on their own or with others.• Through film and screen play-based activity, can communicates ideas, thoughts and feelings, for example experimenting with shot sizes or sound to convey meaning.• Contributes towards the development of a filmed piece with an off-screen role, for example, designing or choosing costumes, writing a screenplay, choosing and dressing a set.• Demonstrates respectful and safe practice during filmmaking, for example, sharing duties fairly, taking responsibility for tasks.

Cultural knowledge and skills	First level benchmarks
<p>I am exploring stories and characters in film and screen products from different cultures to learn about the world around me.</p>	<ul style="list-style-type: none">• Shares thoughts and feelings by expressing personal views in response to two examples of film and screen content from different cultures.• Through play, captures filmed content that reflects their own experiences, beliefs and interests.

Critical knowledge and skills	First level benchmarks
<p>I can engage with and express my opinions on film and screen products and show some understanding of the creative choices involved in filmmaking.</p>	<ul style="list-style-type: none"> • Shares thoughts and feelings by expressing personal views about at least two different forms of film and screen content. • When sharing ideas, conveys understanding of simple creative choices used to construct film and screen content, for example, character, story, camera. • Shows some understanding of the qualities and limitations of selected film and screen content, for example, the use of animation for more fantastical stories or the use of interviews in documentaries.

Understanding and knowledge of self and community	Benchmarks
<p>I can give, accept and respond to comments about my film and screen work and the work of others.</p> <p>I am learning to reflect on my film and screen work.</p>	<ul style="list-style-type: none"> • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work. • Shares thoughts and feelings by expressing personal views in response to film and screen experiences giving reasons for likes and dislikes. • Shares thoughts and feelings about their own film and screen work, suggesting what they thought worked successfully and what could be improved

Second level

Creative knowledge and skills	Second level benchmarks
<p>I am learning the value and importance of scriptwriting and story for a variety of film and screen products.</p> <p>I am learning to create a variety of short film and screen products.</p> <p>I am learning to collaborate with others in the making of film and screen products.</p> <p>I watch film and screen products and understand what roles were involved in their production.</p> <p>I can demonstrate my understanding of the value and importance of set etiquette.</p>	<ul style="list-style-type: none"> • Through play, can create simple filmed content, working alone or with others, showing awareness of a simple technique, for example, moves closer to what they are filming. • Can discuss ideas relating to film and screen content, for example, designing a character, choosing or making a prop. • Communicates their ideas, thoughts and feelings through play-based film and screen activity.

Cultural knowledge and skills	Second level benchmarks
<p>I am watching film and screen products from different cultures and can explore similarities and differences in my own experiences and beliefs and those of others.</p>	<ul style="list-style-type: none"> • Expresses personal views and feelings in response to experiencing a variety of examples of film and screen content from different cultures. • Develops filmed content that reflects their own experiences, beliefs and interests in comparison with those of other people, for example, a documentary about different festive celebrations.

Critical knowledge and skills	Second level benchmarks
<p>I am developing opinions on film and screen products and can justify them in a simple way.</p> <p>I can discuss the use of creative choices made in film and screen products using some film and screen language.</p>	<ul style="list-style-type: none"> • Gives a personal response to a variety of film and screen experiences, with simple justification that conveys why they did or did not like what they viewed. • When sharing ideas, conveys their understanding that they recognise simple creative choices used to construct film and screen content, for example, character, story, setting, colour, camera, using some simple film and screen vocabulary. • Recognises and describes creative choices in their own and others' work, for example, using a high camera angle to make a character appear small or choosing fast-paced music for an action scene.

Understanding and knowledge of self and community	Second level benchmarks
<p>I can give, accept and respond to comments about my film and screen work and the work of others with kindness.</p> <p>I am learning to reflect on my skills in relation to my film and screen work.</p>	<ul style="list-style-type: none"> • Explains, with appropriate justification, what works well and what could be improved in their own or others' work, using appropriate film and screen vocabulary. • Justifies own creative choices using appropriate film and screen vocabulary. • Identifies the roles they undertook and skills they used when creating their film and screen work. Identifies skills they were unable to use when creating their film and screen work and explores ways in which they could use these in future work.

Third level

Creative Knowledge and Skills	Third level benchmarks
<p>I can develop my own script and story for a variety of film and screen products.</p> <p>I can develop, film and edit a variety of film and screen products.</p> <p>I have worked on other peoples' film and screen products, am familiar set etiquette, and am gaining a deeper understanding of the effective collaboration involved.</p> <p>I understand a wide variety of roles that are available in the film and screen industries.</p> <p>I am learning about the need to consider a range of audiences and contexts for film and screen products.</p>	<ul style="list-style-type: none">• Develops and writes a script, comprising several scenes, for at least three film and screen products of different forms, in response to a brief.• Creates filmed content for at least three film and screen products of different forms, in response to a brief.• Edits filmed content for at least three film and screen products of different forms in response to a brief.• Demonstrates safe and respectful practice during filmmaking.• Builds on the contribution of others in developing ideas for a shared film and screen product.• Recognises and describes different production roles for at least three film and screen products of different forms.• Communicates ideas, thoughts and feelings through filmed content which has been developed to appeal to a particular audience, for example, a new clothing line for teenagers.

Cultural Knowledge and Skills	Third level benchmarks
<p>I am learning about film and screen products from different cultures.</p> <p>I am learning to explore ways in which my own experiences and beliefs impact my response to film and screen products from different cultures.</p>	<ul style="list-style-type: none"> • Recognises a wide range of film and screen products from different cultures and can make simple comparisons. • Selects, presents and discusses relevant information about the similarities and differences between film and screen products from different cultures. • Identifies their own experiences and beliefs and can reflect on how these have influenced them. • When discussing film and screen content, can identify which of their own experiences are like, differ from, or are challenged by what they have viewed.

Critical knowledge and skills	Third level benchmarks
<p>I am becoming familiar with the language of film and screen.</p> <p>I can share my opinions on film and screen products justifying them in an informed way.</p> <p>I understand creative choices in relation to production and distribution.</p>	<ul style="list-style-type: none"> • Recognises a range of film and screen products, identifying genres, forms and language techniques. • When discussing film and screen content, uses basic film and screen vocabulary, for example, montage, composition, cross-cutting, score, sequence. • Recognises and describes creative choices which were made to make a film more appealing or commercial.

Understanding and knowledge of self and community	Third level benchmarks
<p>I can share, celebrate, and critique my film and screen work and the work of others with kindness.</p> <p>I can reflect on my skills in relation to my film and screen work.</p> <p>I am learning that responses to film and screen products are subjective and help us to navigate and understand the world.</p>	<ul style="list-style-type: none"> • Explains, with justification, what works well and what could be improved in their own or others' work, including professional filmmakers, using simple film and screen vocabulary. • Identifies roles they undertook and skills they used when creating their film and screen work. • Identifies skills they were unable to use when creating their film and screen work and explores ways in which they could use these in future work. • When discussing their own or others' work, listens and responds to the views of other people.

Fourth level

Creative Knowledge and Skills	Fourth level benchmarks
<p>I can demonstrate my ability to develop my own script and story for a variety of film and screen products.</p> <p>I can develop, plan, film and edit a variety of film and screen products and justify my process and creative choices.</p> <p>I have carried out a specific production role on other peoples' film and screen products, demonstrating set etiquette and effective collaboration.</p> <p>I understand the purpose of a wide variety of roles in the film and screen industries.</p> <p>I understand how a specific budget can influence can make creative choices in film and screen making.</p> <p>I can make decisions about content which considers a range of audiences and viewing contexts.</p>	<ul style="list-style-type: none"> • Develops and writes an original script, comprising several scenes, for at least three film and screen products of different forms, in response to a brief. • Creates filmed content for at least three film and screen products of different forms, in response to a brief. • Edits filmed content for a minimum of three film and screen products of different forms. • Demonstrates engaged and responsible practice in a minimum of one production role for a film and screen product. • Demonstrates safe and respectful practice during filmmaking. • Builds on the contribution of others in developing ideas for a shared film and screen product. • Recognises and describes different production roles for a minimum of three film and screen products. • Communicates understanding of at least three ways in which the budget of a film and screen product has influenced creative choices. • Communicates ideas, thoughts and feelings through filmed content which has been developed to appeal to a particular audience.

Cultural Knowledge and Skills	Fourth level benchmarks
<p>I can engage in critical discussion about film and screen products from different cultures.</p> <p>I can demonstrate my understanding of how my own experiences and beliefs and those of others influence film and screen products.</p>	<ul style="list-style-type: none"> • Recognises a range of film and screen products from different cultures, identifying what these cultures are and how they reached that understanding. • Selects, presents and discusses relevant information about distinctions between film and screen products from different cultures. • Identifies their own experiences, explains how these have shaped them as a person.

Critical knowledge and skills	Fourth level benchmarks
<p>I can confidently use the language of film and screen.</p> <p>I can critique film and screen products, justifying comments in an informed way.</p> <p>I can make creative choices in relation to production and distribution.</p>	<ul style="list-style-type: none"> • Identifies a range of film and screen products, identifying genres, forms and language techniques which are typically associated with each. • When discussing film and screen content, confidently uses film and screen vocabulary, for example, montage, composition, cross-cutting, score, sequence. • Gives a personal response to a variety of film and screen experiences, with justification that conveys what they observed about what they watched and what they believe to be the effect of creative choices used in its construction. • When creating film and screen content, makes creative choices deliberately designed to make a film more appealing or commercial.

Understanding and knowledge of self and community	Fourth level benchmarks
<p>I can share, celebrate, and critique my film and screen work and the work of others with kindness.</p> <p>I can reflect on my skills in relation to my film and screen work.</p> <p>I understand that responses to film and screen products are subjective and help us to navigate and understand the world.</p>	<ul style="list-style-type: none"> • Explains, with justification, what works well and what could be improved in their own or others' work, including professional filmmakers, using film and screen vocabulary. • Justifies own creative choices using film and screen vocabulary. • Identifies the roles they undertook and skills they used when creating their film and screen work. • Explains, giving reasons, which roles and skills in which they felt they were successful. • Identifies skills they were unable to use when creating their film and screen work and explores ways in which they could use these in future work. • When discussing their own or others' work, listens and responds to the views of other people. • Explains, giving reasons, at least two different interpretations of film and screen products.