

Long term planning grid IT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p>Unit R088 creating a digital sound sequence</p> <p>Duration 25 lessons</p> <p>What students will learn: Gaming technologies, mobile phones and multimedia websites all use digital sound sequences to enhance and inform their content. This unit will enable them to understand where digital sound sequences are used in the media industry such as radio, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target audience. On completion of this unit, learners will understand the purpose of digital audio products and where they are used. They will be able to plan</p>	<p>Unit R088 creating a digital sound sequence</p> <p>Duration 25 lessons</p> <p>What students will learn: Gaming technologies, mobile phones and multimedia websites all use digital sound sequences to enhance and inform their content. This unit will enable them to understand where digital sound sequences are used in the media industry such as radio, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target audience. On completion of this unit, learners will understand the purpose of digital audio products and where they are used. They will be able to plan a digital sound sequence and review the final sound</p>	<p>Unit R089: Creating a digital video sequence</p> <p>Duration 30 lessons</p> <p>What students will learn: Learners must be taught: • the sectors and uses of digital video products, i.e.: o commercial contexts (e.g. public information films, multimedia products, advertising) o entertainment (e.g. film, television, websites, computer games) o business (e.g. information, promotion) o education (e.g. tutorials) • video file formats, i.e.: o avi o mp4 o wmv o mov o flv • the properties of digital video, i.e.: o resolution (e.g. 576, 640, 720, 1440) o format (e.g. PAL, NTSC, HD) o aspect ratio (e.g. 4:3, 16:9).</p>	<p>Unit R089: Creating a digital video sequence</p> <p>Duration 25 lessons</p> <p>What students will learn: This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Gaming technologies, mobile phones, multimedia websites, film and television productions all use digital video to enhance and inform their content. The unit will enable learners to understand where digital video is used in the media industry such as television, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target</p>	<p>Coursework Catch up and revision for retakes if necessary.</p> <p>Durations 25 lessons</p> <p>What students will learn: Any unit from Y10 or Y11 to be completed.</p>	<p>Coursework Catch up and revision for retakes if necessary.</p> <p>Durations 10 lessons</p> <p>What students will learn: Any unit from Y10 or Y11 to be completed.</p>

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<p>a digital sound sequence, create and edit a digital sound sequence and review the final sound sequence against a specific brief.</p> <p>How will this be assessed: To complete the assessment of Unit R088, the learners will need the use of sound editing software. Learners will also need access to sourced assets e.g. sound effects, music. LO1 - Learners show their knowledge and understanding of the types, uses and properties of digital audio. LO2 - Equipment for recording audio should include choice of microphone and recording hardware. Depending on the nature of the planned sequence, a storyboard (for mixing a range of sounds) or a script (for</p>	<p>sequence against a specific brief.</p> <p>How will this be assessed: To complete the assessment of Unit R088, the learners will need the use of sound editing software. Learners will also need access to sourced assets e.g. sound effects, music. LO1 - Learners show their knowledge and understanding of the types, uses and properties of digital audio. LO2 - Equipment for recording audio should include choice of microphone and recording hardware. Depending on the nature of the planned sequence, a storyboard (for mixing a range of sounds) or a script (for mostly dialogue) can be prepared. The planned sequence should be produced prior to creating the audio product. LO3 - Learners should record some sounds for use in the sequence and not just rely on sounds sourced from</p>	<p>Learners must be taught how to:</p> <ul style="list-style-type: none"> • interpret client requirements for a digital video sequence (e.g. journalism, documentary, film teaser trailer) based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification) • understand target audience requirements for a digital video sequence • produce a work plan for a digital sound sequence to include: <ul style="list-style-type: none"> o video footage recording tasks o post-production tasks o resources o timescales o workflow o resources o milestones o contingencies • produce a storyboard to include: <ul style="list-style-type: none"> o angles o sequence o timings for each shot • produce a shooting script to include: <ul style="list-style-type: none"> o angles o sequence o timings for 	<p>audience. On completion of this unit, learners will understand the purpose of digital video products and where they are used. They will be able to plan a digital video sequence, create and edit a digital video sequence and review the final video sequence against a specific brief</p> <p>How will they be assessed: Learners will also need access to sourced assets e.g. graphics, sound effects and music. They may also need access to video clips to enhance their work, where such footage cannot be obtained in person. LO1 - Learners should show their knowledge and understanding of the types, uses and properties of digital video. LO2 - The storyboard should</p>		
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	<p>mostly dialogue) can be prepared. The planned sequence should be produced prior to creating the audio product. LO3 - Learners should record some sounds for use in the sequence and not just rely on sounds sourced from the Internet. Screen shots are recommended to evidence the creation and editing processes since the use of an appropriate range of tools and techniques is not likely to be explicitly clear in the final sound file. The digital sound sequence should be exported into a format that can be listened to on a different computer system without needing any specialised software. LO4 - Review should consider primarily the technical aspects of the digital sound sequence. The review should be the</p>	<p>the Internet. Screen shots are recommended to evidence the creation and editing processes since the use of an appropriate range of tools and techniques is not likely to be explicitly clear in the final sound file. The digital sound sequence should be exported into a format that can be listened to on a different computer system without needing any specialised software. LO4 - Review should consider primarily the technical aspects of the digital sound sequence. The review should be the learner's own critical review and not just rely on feedback from others</p>	<p>each shot • identify appropriate equipment and software to be used in the digital video sequence (e.g. camera type, lighting, tripods, software applications, connection equipment). Learners must be taught: • how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to the use of video footage, whether sourced or recorded Learners must be taught how to: • use a range of camera techniques to record original digital video footage, i.e.: o camera shots (e.g. long, medium, close-up) o camera movement (e.g. pan/tilt, tracking, dolly) o changing camera settings o lighting • source additional footage and other assets (e.g. static</p>	<p>illustrate the storyline and sequence for the final video whereas the shooting script will be in the sequence that it is to be recorded and aimed at the production crew. The storyboard should not be reworked using images from the final video. LO3 - Learners should record a range of original video footage for use in the sequence and not just rely on clips sourced from the Internet. Screen captures are recommended to evidence the creation and editing processes since the use of an appropriate range of tools and techniques is not likely to be explicitly clear in the final video file. The digital video sequence should be exported into a format that can be viewed on a different computer system</p>		
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	<p>learner's own critical review and not just rely on feedback from others</p>		<p>frames and graphics, motion graphics, background music, narrated voiceover) for use in a digital video sequence • identify appropriate original recorded footage for use in a digital video sequence • import original recorded footage and assets into video editing software recognising any limitations of the software • use software features to produce, edit and enhance a video sequence (e.g. splitting, trimming and cutting tracks, layering with multiple tracks, sound editing, adding transitions, titles and credits) • save a digital video sequence file in a high-quality format appropriate to the software being used • export a digital video sequence in a file format appropriate to</p>	<p>without needing any specialised software. LO4 - Review should consider primarily the technical aspects of the digital video sequence. The review should be the learner's own critical review and not just rely on feedback from others.</p>		
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			<p>client requirements (e.g. .avi, .mp4, .wmv, .flv, .3GP). Learners must be taught: • how to use version control when creating digital video sequences</p> <p>How this will be assessed:</p> <p>Teachers/assessors must only accept evidence for assessment that is authentic. If any work is produced outside of direct supervision, the teacher/assessor must be certain that the work is the learners' own. and marking; 4.5 Marking and moderating centre-assessed units; for further guidance. To complete the assessment of Unit R089, the learners will need the use of video editing software.</p>			
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			<p>Learners will also need access to sourced assets e.g. graphics, sound effects and music. They may also need access to video clips to enhance their work, where such footage cannot be obtained in person. LO1 - Learners should show their knowledge and understanding of the types, uses and properties of digital video. LO2 - The storyboard should illustrate the storyline and sequence for the final video whereas the shooting script will be in the sequence that it is to be recorded and aimed at the production crew. The storyboard should not be reworked using images from the final video. LO3 - Learners should record a range of original video footage for use in the sequence and not just</p>			
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			<p>rely on clips sourced from the Internet. Screen captures are recommended to evidence the creation and editing processes since the use of an appropriate range of tools and techniques is not likely to be explicitly clear in the final video file. The digital video sequence should be exported into a format that can be viewed on a different computer system without needing any specialised software.</p> <p>LO4 - Review should consider primarily the technical aspects of the digital video sequence. The review should be the learner's own critical review and not just rely on feedback from others</p>			
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