

St Dominic's School

Curriculum Plan

What will pupils learn and when?



Subject	Pearson BTEC Level 1 Introductory Certificate in Digital Media Pearson BTEC Level 1 Introductory Diploma in Digital Media	Year Group	6 th Form
Subject Intent	In the Pearson BTEC Level 1 Introductory Certificate/Diploma in Digital Media course, learners will study core units that focus on key transferable skills, including research and planning, time management, and teamwork. Additionally, they will take several sector units that provide a comprehensive introduction to the skills and knowledge required in Digital Media, facilitating practical and engaging delivery. The sector units covered will include designing for a digital product, creating storyboards, shooting moving images, producing an advertisement, creating an animation, and making an audio recording.		

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Term	Topic	Subject Content	Vocabulary	Sequencing
Autumn 1	Certificate UNIT DM5: Creating a Storyboard	UNIT DM5: Creating a Storyboard In this unit, learners will explore the various components of storyboards, including camera angles and movements, the use of audio and sound, and transitions between shots. They will analyse how these elements contribute to meaning for the audience. Subsequently, learners will create a storyboard for a specified media product. The transferable and sector-specific skills they acquire in this unit will not only facilitate their progression to further learning but will also support them in completing the core skills units of the course. Questions 1) What are storyboards and what are their uses? 2) What are the components of a storyboard? 3) How do you create a storyboard? 4) What are the types of camera shots and camera movements? 5) What are the different types of edits and transitions in moving images? 6) How do you add sound to media products? 7) How can you apply what you've learned over the past five weeks to complete Unit DM5: Creating a Storyboard?	Tier 2 Camera Movement Angle Sound Story Sketch Draw Animation Stop motion Topic Research Focus Internet Search Tier 3 Transitions Elements Editing Scene Frame Keyframe Panning Vector image Advertisement	
	Diploma Unit A4: Researching a Topic	Unit A4: Researching a Topic In this unit, learners will have the opportunity to research a topic of interest. This topic may be related to something they have enjoyed in a particular sector, a current event in their local community, or an aspiration for their future career. Before beginning their research, learners will need to define the focus of their topic. They will establish a research log to	Primary research Secondary research Article Referencing	

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		document the research tasks they undertake and the sources they utilise. Once they have completed their research, learners will summarise and present their findings. They will apply many of the skills they have already developed, including planning, time management, research, and presentation skills, as well as any relevant sector-specific knowledge they have acquired. Mastering these skills is essential for pursuing further qualifications. Questions 1. How do you select a suitable topic for research? 2. What are the ways to plan successfully? 3. How do you collect information on a topic? 4. How do you keep a research log? 5. How do you present the findings of your research? 6. How do you identify sources of information, and how do you reference them? 7. How can you apply what you have learned over the past five weeks to complete the Unit A4 – Researching a Topic coursework?	Summarise Findings Marketing Sector	
Autumn 2	Certificate Unit DM9: Creating an Animation	In this unit, learners will explore the key considerations for creating an animation, including audience and purpose. They will learn how to plan and develop ideas, characters, backgrounds, and sounds essential for animation. Given that animation is a time-consuming process, learners will need patience and resilience to address challenges and meet deadlines. Additionally, fostering a positive and flexible attitude will ensure that their animation aligns with its intended purpose. The transferable and sector-specific skills acquired in this unit will facilitate further learning and support completion of the core skills required for the qualification.	Tier 2 Storyboard Character Motion Target Audience Brand Message Visuals Copy	

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	Diploma Unit DM7: Producing an Advert	Questions: 1) What are the different types of animation? 2) What factors should be considered when producing an animated sequence? 3) How do you generate ideas for an animation? 4) How do you plan an animated sequence? 5) How do you produce an animated sequence? 6) How do you produce and export a finished stop-frame digital animation? 7) How can you apply what you have learned over the past six weeks to complete the Unit DM9: Creating an Animation coursework? In this unit, learners will develop the skills and techniques required to create advertisements. They will explore the various roles involved in production and the necessary planning processes. Subsequently, learners will collaborate with others to plan and produce an advertisement in a specific area of media production. The transferable and industry-specific skills developed in this unit will not only facilitate their progression to further learning but will also assist them in completing the core skills units of this qualification. Questions 1) What are the different types of adverts? 2) What are the different types of advertising techniques? 3) How do you create an advert? 4) How do you respond to an advertising brief? 5) How do you plan an advert? 6) How do you distribute advertisements?	Storytelling Tier 3 Frame Timeline Tweening Rigging Keyframe Assets Rendering Scenes Layers Interpolation Playback Campaign Creative Concept Slogan Engagement Strategy Market research Tone Promotion	
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		7) How can you apply what you have learned over the past six weeks to complete the Unit DM7: Producing an Advert coursework?		
Spring 1	Certificate Unit A2: Developing a Personal Progression Plan	In this unit, learners will explore the skills and behaviours needed to meet their personal progression goals. The unit will help them identify available opportunities and understand how to advance to the next stage. They will conduct a self-audit to determine their strengths and areas for development necessary to achieve their progression goals. Additionally, learners will learn how to set goals and develop plans to attain them, ultimately producing a personal progression plan to guide them toward the next step in their lives. Questions 1) What are the benefits and purposes of developing a progression plan? 2) How can you find out about progression opportunities? 3) How do you set a progression goal? 4) How do you identify the skills and behaviours needed to meet your progression goal? 5) What are the advantages of reviewing your own skills and behaviours against your progression goal? 6) How do you create a progression plan for the Unit A2: Developing a Personal Progression Plan coursework?	Tier 2 Goals Objectives Assessment Skills Resources Feedback Strengths Weaknesses Motivation Commitment Collaborate Communicate Teamwork Respect Support Listen Contribute Cooperate Tier 3 Action steps Reflection Growth Opportunities Evaluation	

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	Diploma Unit A3: Working with Others	A key aspect of achieving success in both work and study is the ability to collaborate effectively with others. This involves strong communication, teamwork, and problem-solving skills to reach shared goals. In this unit, learners will cultivate these essential skills and demonstrate their application by participating in collaborative activities. They will agree on roles and responsibilities, exchange ideas, and offer support to one another. As challenges arise during the activity, learners will encounter opportunities to identify and implement solutions. This unit aims to equip learners with the skills and behaviours necessary for successful collaboration, acknowledging that working with others can be challenging yet rewarding. Questions 1) How do you communicate with others? 2) What are the advantages of accepting and giving both positive and negative feedback? 3) What are the benefits of collaborating with others to achieve common goals? 4) Why is it important to respect your colleagues? 5) How do you conduct an outline review of your own and others' performance? 6) How do you outline ways to improve your own performance when working with others?	Timeline Milestones Facilitate Resolve	
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		7) How can you apply what you have learned over the past five weeks to complete the Unit A3: Working with Others coursework?		
Spring 2	Certificate Unit DM10: Shooting a Short Film	People create short films for various purposes, including music videos, films, and advertisements, all of which utilise the skills developed in this unit. With readily available tools and the reach of video streaming services, anyone's short film can connect with a global audience. In this unit, learners will acquire the skills necessary to transform an idea into a film that can be shared online. They will explore the different functions of a camera, plan their film shoot, and set up and capture shots. Additionally, they will address potential problems that may arise and discover solutions, while also learning to use their initiative during shoots to achieve their objectives. The transferable skills and sector knowledge gained in this unit can facilitate further learning and progress in this field. Questions 1) What are the different types of films? 2) How do you plan a film shoot? 3) What are the potential issues and solutions when shooting a film? 4) What are the types of camera shots and movements? 5) What are the components and functions of a video camera?	Tier 2 Script Storyboard Crew Editing Tier 3 Pre-production Casting Director Cinematographer Shot list Staging Lighting Sound design Composition Post-production	

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		6) How do you capture shots and edit them using moving image editing software? 7) How do you export your final film ready for exhibition? 8) How can you apply what you have learned over the past five weeks to complete the Unit DM10: Shooting a Short Film coursework?		
Summer 1	Certificate Unit A1: Being Organised	In this unit, learners will understand that being organised and managing their time effectively are essential for success in their education. They will explore methods such as creating to-do lists, developing filing systems, setting up phone alerts and alarms, and other strategies to help plan and utilise their time efficiently, as well as organise themselves and their work. After learning and practicing these techniques, learners will have the opportunity to apply them over a designated period, reviewing their effectiveness and assessing any improvements in their organisational skills. 1) Questions 2) What is time management? 3) How can organisational techniques help you remain organised? 4) How do you utilise project plans and spreadsheets for organisation and budgeting? 5) Why is it important to keep project plans updated and to review priorities?	Tier 2 Planning Focus Tier 3 Time management Prioritisation Decluttering Efficiency Productivity Scheduling Routines Goal-setting Discipline Responsibility	

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	Diploma Unit DM11: Making an Audio Recording	6) What are some ways to enhance your time management and organisation skills? 7) How do you use ICT to organise and manage your time? 8) How can you apply what you have learned over the past five weeks to complete the Unit A1: Being Organised coursework? In this unit, learners will explore how to use equipment for audio recording, including different types of microphones, and will record a variety of sounds in various locations. They will learn to produce a basic mix while also developing their communication and self-management skills during the recording process. Ultimately, they will carry out and produce their own audio recordings. The transferable and sector-specific skills gained in this unit will facilitate their progression to further learning in this field. Questions 1) What are microphones and their types, and how are they constructed? 2) How do you select the appropriate microphone for a specific purpose? 3) Why is it important to test equipment, check audio levels, monitor levels, and use appropriate gain controls before conducting a recording session? 4) How do you check, and log audio recording takes?	Tier 2 Sound levels Microphone Tier 3 Recording software Audio interface Gain EQ (equalization) Mixing Editing Tracks Audio waveforms Compression Background noise Acoustics Waveform visualization Formats (WAV, MP3) Output settings	
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		5) How do you learn to use basic audio mixing functions? 6) How do you export and bounce audio? 7) How can you apply what you have learned over the past five weeks to complete the Unit DM11: Making an Audio Recording coursework?		
Summer 2	AQA Unit Award Scheme 113457 Digital creativity: animation and music	In this Unit Award Scheme 113457 Digital Creativity: Animation and Music, learners will discover how to create a filming plan or storyboard featuring at least two concepts for a basic animation, source a minimum of two characters and props for the animation, capture at least two digital images in line with the filming plan or storyboard, compose a short piece of music for the animation using appropriate music software, incorporate at least two sound effects into the animation, add titles and credits, adjust the frames per second speed to suit the animation, and produce a stop motion animation comprising more than one scene. Questions 1) How do you create a 2D animation using Adobe Animate software?	Tier 2 Sketch Draw Animation Storyboard Character Motion Stop motion Tier 3 Timeline Tweening Rigging Keyframe	

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		2) How do you incorporate sound effects and music into an animation produced with Adobe Animate? 3) How can you add titles and credits, and adjust the frames per second to suit a completed animation? 4) How do you add titles to a finished animation film?		
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