

BTEC Level 1 Introductory - 30 Week Scheme of Work & Introduction to Digital Media, Recording Audio & Personal Development Plan

Class: Level 1 Introductory BTEC 6th Form

School: Clare Mount Specialist Sports College, Wirral

Core Aim: To explore what a digital media is, identify different types of digital media, produce media products and understand how they appeal to audiences.

Key Pedagogical Principles for this SEN Setting:

- Visual Support: Extensive use of pictures, symbols (e.g., Widgeit), and real-life objects.
- Practical & Experiential Learning: Hands-on activities, visits, and role-play.
- Repetition & Consolidation: Key concepts revisited weekly in different formats.
- Structured Routines: Clear beginnings and endings to lessons, use of visual timetables.
- Differentiated Outcomes: A range of success criteria (e.g., "I can identify" vs. "I can describe" vs. "I can create").
- Communication Support: Use of AAC devices, pre-teaching of vocabulary, simplified language.

Unit: Introduction to Digital Media - 10 Weeks

Term 1: What is Media? Exploring different media platforms

Week 1: Introduction to 'media'

- Topic: What is media? How do different media attract audiences?
- Activity: Create a mind map of different media platforms and products. Introduce key terms - genre, audience, camerawork, sound, mise en scene and editing.

Outcome: Students can identify different platforms and understand how media products attract different audiences.

Week 2: Film - an introduction

- Topic: Sixty Seconds of Science Fiction - Filmmaking
- Activity: "Sci Fi Pictionary" students pick out a word from the box and draw the object or idea. Students work in small groups and make a list of words they have identified.

Outcome: Learners can identify sci fi genre tropes.

Week 3: Film - Pre Production

- Topic: Planning my Sixty Seconds of Sci Fi
- Activity: 'Pre Production' - Students work in small groups to write a brief synopsis, characters, location recce, prop list & costume ideas.

Outcome: Students will have detailed plans for their short film.

Week 4: Film - Production

- Topic: Production
- Activity: Filming my Sixty Seconds of Sci Fi- students use the film equipment to capture the footage.

Outcome: Learners will have footage for their short film.

Week 5: Film - Post Production

- Topic: Post production
- Activity: Using iMovie to edit the clips together to create the shorts for my Sixty Seconds of Sci Fi- students use editing tools and transitions to make a final cut. Adding soundtracks and SFX to create meaning.

Outcome: Learners will have a final cut of their short film.

Week 6: Content Creation

- Topic: Content Creation for advertising/promotion
- Activity: Creating Content using iPads (camera) and Canva

Outcome: Learners will create a promotional video/post for a set brief.

Week 7: Logo Design

- Topic: Adobe Xpress - graphic design
- Activity: Logo matching game (match big logo to business name). Design element mind map - what are the features of a logo? Students create a logo for a new business - brief given to students e.g. a fancy restaurant serving French food...

Outcome: Learners will have created a brand identity and logo for a new business.

Week 8: Recording Audio

- Topic: Podcasting workshop - Hi Impact
- Activity: Look at podcasts - history, features and software to record a podcast

Outcome: Students will have an audio recording using Band Lab

Week 9: Recording Audio

- Topic: Podcasting workshop - Hi Impact
- Activity: Planning and recording a podcast

Outcome: Students will have recorded a podcast using Band Lab

Week 10: Stop Motion Animation

- Topic: Spooky Stop Motion
- Activity: Create a collaborative short film using iMotion and iMovie. Students will plan and

produce a short film with a spooky premise. They will sculpt a character out of clay and use the green screens to create a suitable backdrop.

Outcome: Students will produce a stop motion short film

Unit: Recording Audio - 10 week scheme of work.

Term 2: Recording Audio

Week 11: Introduction to Radio

- Topic: The role of the radio - What is radio?
- Activity: Listen & explore - listen to various clips of radio shows

Outcome: Students to have a list of components that make a radio show - **music - jingles & stings, sound effects** (SFX) and **atmos** (ambient sound) **signposting** (intros, outros, cliffhangers) to guide listeners, **speech** (narration, dialogue) and sometimes silence for dramatic effect.

Week 12: Jingles & Stings

- Topic: The role of a jingle / sting
- Activity: Listen & explore - in pairs listen to a variety of jingles/stings and compare the elements. Discuss findings as a class. Analyse jingle/sting scripts and discuss.

Outcome: Students to have an outline of a jingle & sting script.

Week 13: Production - Jingle/Sting

- Topic: Writing & Recording my Jingle/Sting
- Activity: Script Look - compare a number of scripts. Script writing - students write a script. Jingle production - use GarageBand to produce jingle/sting

Outcome: Students will have produced their own jingle/sting using GarageBand

Week 14: Podcasting

- Topic: Podcasts
- Activity: What is a Podcast? Listen to a selection of clips of podcasts - discuss the similarities and create a check list for what makes a podcast. Planning my Podcast - students to work in small groups to devise a basic premise for a new podcast. Groups will devise a short script episode 1 of their podcast station.

Outcome: Students will have a script for their first podcast.

Week 15: Podcast Production

- Topic: Podcast Production - rehearsal & recording
- Activity: In small groups using iPads the students will record their podcast.

Outcome: Students will have all the clips needed to complete their podcast next lesson.

Week 16: Podcast Post Production

- Topic: Editing my Podcast
- Activity: Software recap - students to explore the tools on GarageBand - recapping how to use the tools effectively. Post Production - edit a final cut of their Podcast.

Outcome: Students will have produced a final cut of their podcast.

Week 17: A Live Show Planning

- Topic: Radio Show - live broadcasting
- Activity: Pre Production - Running order - Class to decide on a running order for the show. Students can get into small groups and plan the script for either jingle/sting/feature/dialogue and playlist.

Outcome: The class agrees on the running order for their show.

Week 18: Production - assets for live show

- Topic: The production process.
- Activity: Record assets for the live show using GarageBand

Outcome: Students will have all assets for their live show.

Week 19: Live Radio Broadcast

- Topic: Live broadcasting
- Activity: Hosting a "live show" - students to host a 15-20 minute "live show" for the rest of the class.

Outcome: Students to have hosted a live show showcasing their assets and entertaining an audience.

Week 20: End of Unit Celebration and Review

- Topic: Consolidating learning.
- Activity: Create a "radio show" portfolio using Google Sites with all their work: research, the pre production planning documents, photos of workshops, and clips of assets. Hold a celebration and present certificates.

- Outcome: Students can identify their own work in the display.

10-Week Scheme of Learning: Personal Progression Plan

Target Group: BTEC Level 1 Introductory Digital Media

Unit: Personal Progression Plan

Overall Aim: To equip learners with the self-awareness and practical skills to create a simple, actionable plan for their future, whether in further education, training, or work.

Core Skills Focus:

- Self-Awareness: Identifying strengths, interests, and achievements.
- Research: Exploring future options.
- Planning: Setting simple, achievable goals.
- Presentation: Creating a visual and written progression plan.
- Functional Skills: Communication, reading, writing, and ICT.

Weekly Breakdown

Week 1: All About Me - My Strengths and Interests

- Learning Objective: To identify and record personal strengths, interests, and things I enjoy.
- Activities:
 1. "My Strengths Tree" Collage: Draw a large tree. Leaves are strengths (e.g., "good listener," "good at drawing"), roots are interests (e.g., "gaming," "animals," "music").
 2. Strengths Bingo: A bingo card with pictures and words for different skills (e.g., "helping others," "using a computer," "working in a team"). Learners circulate and find peers who can sign a square for them.
 3. "I am good at..." Dice: A large cube. Learners roll it and complete the sentence based on a symbol on the top face.
- Differentiation: Provide pre-written words and symbols for collages. Use sentence starters: "One thing I am good at is..." / "I like..."
- Resources: Card, magazines, scissors, glue, pre-printed bingo cards, large dice.

Week 2: Celebrating My Achievements

- Learning Objective: To recognise and celebrate personal achievements, big and small.
- Activities:

1. "My Achievement Jar": Decorate a jar. On small pieces of paper, learners draw or write achievements (e.g., "learned to make a cup of tea," "got a certificate," "helped a friend").
 2. Achievement Timeline: A simple, large timeline template. Learners stick on photos, drawings, or symbols to represent key achievements in their life.
 3. Class "Wall of Fame": A display where each learner contributes one achievement they are proud of.
- Differentiation: Use symbols for common achievements. Scribe for learners who need it.
 - Resources: Jars, coloured paper, timeline template, display board.

Week 3: What Jobs Are Out There?

- Learning Objective: To be introduced to a range of common jobs and careers.
- Activities:
 1. Job Flashcards Matching: Match pictures of jobs (e.g., chef, mechanic, gardener, office worker) to the job title and a simple tool they use.
 2. "A Day in the Life of..." Video & Discussion: Watch short, accessible videos showing different jobs. Pause and discuss: "What is this person doing?" "What do you think they need to be good at?"
 3. Classroom Job Roles: Assign classroom jobs for the week (e.g., paper hander-outer, tech helper, tidy-up monitor) to build responsibility.
- Differentiation: Focus on concrete, familiar jobs. Use Widgeo symbols or other visual aids.
- Resources: Job flashcards, pre-selected videos (e.g., from BBC Teach), classroom job chart.

Week 4: Linking Me to Jobs

- Learning Objective: To match personal strengths and interests to potential job areas.
- Activities:
 1. "If you like... you could be..." Card Sort: A sorting activity. Column 1: "You like animals." Column 2: Pictures of a vet, dog walker, zookeeper.
 2. Strengths-to-Jobs Lotto: A lotto game where learners match a strength card (e.g., "I am creative") to a job card (e.g., "Graphic Designer," "Hairdresser").
 3. Role-Play Corner: Set up different work scenarios based on learner interests (e.g., a cafe, a garage).
- Differentiation: Keep the number of options small. Use plenty of visual prompts.
- Resources: Card sort activity, lotto game, role-play props.

Week 5: What is a Goal?

- Learning Objective: To understand what a goal is and practice setting a simple, short-term goal.
- Activities:
 1. Goal Video & Discussion: Watch a video explaining goals in simple terms (e.g., aiming in football is a goal, saving for a bike is a goal).
 2. "My Week" Goal Sheet: Each learner sets one personal goal for the week (e.g., "I will put my hand up in class," "I will try a new food"). Use a template with "My goal is:", "How I will do it:", and "Did I do it? (Yes/No)".
 3. Board Game: A simple snake and ladders-style game where landing on a square means answering a question like "What is a goal you have achieved?"
- Differentiation: Model goal-setting with clear, concrete examples. Provide a choice of 3-4 pre-written goals to select from.

- Resources: Video, "My Week" goal sheet, board game.

Week 6: My Long-Term Goal

- Learning Objective: To identify one long-term goal for after the course.
- Activities:
 1. "My Future" Vision Board: Using magazines, printed images, and drawings, learners create a collage of what they want their future to look like (e.g., a job, living somewhere, having friends, a hobby).
 2. 3-2-1 Bridge Activity: 3 things I want to do, 2 places I want to go, 1 job I would like to try.
 3. Structured Interview: Learners work in pairs using a script to interview each other about their future hopes.
- Differentiation: Offer a wide range of images to choose from. The focus is on aspiration, not perfection.
- Resources: Large paper, magazines, glue, scissors, interview script templates.

Week 7: Steps to Success

- Learning Objective: To break a long-term goal down into smaller, manageable steps.
- Activities:
 1. "Goal Ladder" or "Stepping Stones": On a template, the top of the ladder/far bank is the long-term goal. Learners work backwards to fill in the steps (e.g., Step 1: Finish this course. Step 2: Do a work experience. Step 3: Apply for college).
 2. Puzzle Piece Plan: Each step is a puzzle piece. When put together, the puzzle shows the final goal.
 3. Teacher Modelling: The teacher explicitly models breaking down a goal (e.g., "My goal is to make a cake. Step 1: Buy ingredients. Step 2: Mix them...").
- Differentiation: Provide a partially completed ladder with some steps already filled in. Use symbols for each step.
- Resources: Goal ladder/stepping stones template, puzzle piece templates.

Week 8: Who Can Help Me? (Support Networks)

- Learning Objective: To identify people and places that can help achieve their progression plan.
- Activities:
 1. "My Helpers" Web: In the centre of a spider diagram, learners write their name. On the legs, they write or stick pictures of people who can help (e.g., Mum/Dad, Teacher, Support Worker, Friend, Careers Advisor).
 2. Scenario Cards: "You need help writing a CV. Who do you ask?" Discuss and match the problem to the helper.
 3. Guest Speaker: Invite the school/college careers advisor or a familiar support worker to talk for 10 minutes about how they can help.
- Differentiation: Use photos of actual school staff and family members (with permission). Pre-define the categories of helpers.
- Resources: Spider diagram template, scenario cards.

Week 9: Creating My Personal Progression Plan

- Learning Objective: To bring all the elements together to create a final progression plan.
- Activities:

1. "All About My Future" Booklet: A structured, multi-page booklet that learners complete. Pages include: My Strengths, My Interests, My Achievements, My Long-Term Goal, My Steps to Succeed, People Who Can Help Me.

2. **This is a collation and consolidation task. Learners will use their work from previous weeks (strengths tree, goal ladder, helpers web) to fill in the booklet.

3. Teacher/TA Support: Intensive 1:1 or small group support to guide learners through completing the booklet.

· Differentiation: Offer a variety of formats for the booklet (e.g., entirely picture-based, Widgit symbol-supported, written). Scribe for learners.

· Resources: Pre-printed and bound booklets, pencils, pens, glue sticks, access to previous weeks' work.

Week 10: Presenting My Plan and Celebration

· Learning Objective: To confidently share a key part of their progression plan with others and celebrate their achievement.

· Activities:

1. Presentation Practice: In pairs or small groups, learners practice saying one thing from their plan (e.g., "My name is X. My goal is to be a Y.").

2. "Progression Plan Showcase": A small, informal event. Learners display their booklets and vision boards. They invite another class or staff members. They can choose to either point to their work, say one sentence, or have their booklet read by a teacher.

3. Certificates and Celebration: Award certificates for "Completion of Personal Progression Plan". Have a small class party to celebrate the hard work.

· Differentiation: No learner is forced to speak. They can participate by being present with their work. Prepare scripted cards for those who want them.

· Resources: Certificates, refreshments, display area.

Assessment for Learning:

· Formative: Ongoing observation of participation in activities. Review of weekly outputs (e.g., Strengths Tree, Goal Ladder).

· Summative: The completed "All About My Future" Booklet from Week 9 serves as the primary evidence for unit assessment. The presentation in Week 10 provides evidence for communication skills.