



iMedia

Level 2 iCreate – iEdit

KS2 PPA Cover Planning

- **Work Schemes**
- **Learning Objectives**
- **Key Skills**

iEdit

Unit Length: 5 – 7 hours

Course overview: During this module pupils will learn basic and advanced editing techniques and video effects to produce a music video. Pupils will edit, cut and splice footage supplied to them in order to create their final video. Pupils will utilise search functions within the app iMovie to sift through stock videos and choose appropriate clips to match the audio.

Level 2

Learning Outcome for the course: During iEdit the pupils learn advanced editing skills on the app iMovie. They will learn how to Splice, Cut, Trim, add sounds, record their own voice, add text over video and build in transitions.

Keywords: Fast Cutting, Camera angles, Long/Mid/Close-up Shot, Cutting, Editing, Splicing, Cue sheets, Fan Video, Pre Production, Post production.

Apps Used Include: iMovie, Camera, Files, Excel.

Learning Session 1: Pupils will begin

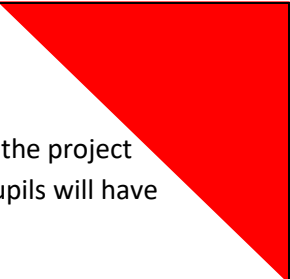
Learning Session 1: Pupils will begin the lesson by learning the four main camera angles used in films to create the best effects. To consolidate this knowledge pupils will take part in a fast cutting exercise. Through this lesson they will film three second snippets using the different camera angles taught at the beginning of the lesson. These clips will then be edited together to create a dramatic scene. This skill is called 'Fast cutting'.

Learning Session 2: During Learning Session 2 the class will watch and analyse 30 second clips from three different music videos. While watching they will try to distinguish the types of shot and the length of each clip, as well as a number of other questions. The main task within this lesson will be centred around 'Fan Videos'. The class will be asked to create a short fan video for verse two of P!nk's 'Just like fire'. To create this video, they must edit the stock content together in a coherent style to make sure it matches the song.

Learning Session 3: Learning Session 3 is the start of the big task for the half term. Pupils will learn about storyboarding before beginning to create their own. Throughout this lesson they will create a storyboard for the fan video they are going to create to go alongside the song 'Can't stop the feeling' by Justin Timberlake. They must carefully select footage that suits both the feel of the song and is relevant to the lyrics at the time.

Learning Session 4: This is the first lesson the pupils will have to begin their final project. Pupils will again create a video using stock content, however, this time they must use the Fast Cutting technique from Learning Session 1 to make it as interesting and engaging as possible.

Learning Session 5: During this lesson pupils will learn how to add text over the top of a video. In this instance it will be used to add the lyrics to the songs of their final project. However, pupils will also look at further uses for this post-production skill and how it is used by professionals. If pupils have added the lyrics to the video they already have, they can spend the rest of the lesson adding more content/text to their work.



Learning Session 6: Learning Session 6 will start with the pupils finishing off the piece of the project they are doing, before the class showcase their work to their peers. During this lesson pupils will have the opportunity to give feedback to the other pupils in their class.

Learning Session 7: This session will run either as part of a longer half term or a contingency for pupils or classes who have exceeded the lesson plans for the half term. The lesson will start with any showcases that were missed last lesson due to time constraints. During this lesson, the pupils will run through all the techniques they have learnt throughout this course and explain to the instructor and one another about how they are performed or what a word means. If there is extra time in the lesson, pupils can use it to add more content to their project or change things about their project based on feedback from Learning Session 6.

Contingency: Additional lesson plans are in place for less able students and higher ability students.

iMedia

In this document we will provide you with key information relating to our PPA Cover

Secure Website

We have created a login for your school on our website where you can access key information. We have found this is a quick and easy way to provide you with all of the information you require. Using this login you can access all of our risk assessments, insurance documents and relevant policies, as well as a copy of each staff member's DBS with a photo of them for identification purposes. The website address to access this information is www.juniorjam.co.uk/protected; please use the username and password details that are on your order confirmation.

OFSTED, Planning and Overview Documents

Shortly after booking the main contact will receive a planning document email; by clicking the links in this email you can view the planning, unit overviews and National Curriculum mapping for each level we are delivering. These documents are really important and vital, should OFSTED decide to Deep Dive into one of the subjects we are providing. Please forward this email to the relevant subject coordinator for their records. If OFSTED schedule a visit on a day we are in, please contact the office so we can brief our staff members.

Assessment

From September 2020 our staff will produce a Course Evaluation for each class they teach. This will directly link to the National Curriculum and will detail how the class has achieved key curriculum objectives. This will be done at the end of each half term and will be accessible via the secure section of our website. Junior Jam also offer Reporting & Assessing, where each child receives individual grades at the end of each half term – this is an optional extra and must be requested with your sales agent prior to the course starting. A written report for your students is outside the scope of your PPA Cover contract, however if you give our staff member time and resources within their PPA teaching time, they will endeavour to provide this for you – this time cannot be their lunch or during their break and should be requested via your sales agent. If no time is available within your PPA Cover, additional time can be requested from your Junior Jam sales agent.

Space Requirements

Our iMedia lessons simply require the use of a classroom with an interactive whiteboard. Depending on the activity type we may be required to move desks around to create a more effective space; the staff members will always return the classroom to the state it was found in. The iDesign and iFilm workshops may also utilise outdoor spaces to add to the children's learning; this will always be done with school permission prior to the session beginning.

PPA Questionnaire

Before the first PPA cover session our leader will arrive 30 minutes early to fill in a quick question sheet relating to your school and the classes they will be teaching. If you could arrange for either yourself, a deputy or a class teacher to sit down with our staff member to run through this questionnaire it would be of great benefit to the lessons they run.

iMedia Uploads and Wall Posts

Several of our iMedia subjects have work from the students which we can upload to our secure website. Your order confirmation contains the login details, simply click on the 'Media Uploads' tab to see the work that has been completed at the end of each half term. There are some subjects where uploads are not produced due to GDPR and safeguarding; for more information on this please view our Digital Procedure Policy within the secure section of our website.

Level 2 iEdit: Curriculum links

The learning pathways for each iMedia subject are in line with the Curriculum 2014. Below outlines all the curriculum points hit during this unit. iMedia levels are topic-based, so students will be learning beyond these attainment targets and in real-life contexts.

Curriculum 2014

Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

Level 2 iEdit: Learning Objectives and Lesson Outcomes

Learning Session 1

Learning Objective

Today we are going to be learning a new filming technique: Fast Cutting. To aid us in this we will also learn the technical names for camera angles.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- be able to say some advantages of fast cutting.
- be able to name most of the camera angles they are using.

Most pupils will

- be able to explain what fast cutting is.
- be able to name all the camera angles they are using.
- be able to cut clips with some accuracy within iMovie.

Some pupils will

- be able to cut clips with accuracy within iMovie.

By the end of the lesson - Upper KS2;

All pupils will

- be able to explain what fast cutting is.
- be able to name all the camera angles they are using.
- be able to cut clips with some accuracy within iMovie.
- be able to say some advantages of fast cutting.

Most pupils will

- be able to cut clips with accuracy within iMovie.

Some pupils will

- be able to mix the clips up for maximum effect, ensuring not to have two of the same shot type together.

Learning Session 2

Learning Objective

Today we will learn how to splice pre-existing clips to create a 'Fan video' for a popular song.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know what fan videos are and how they are used.

Most pupils will

- be able to use the splice function to aid with precision cutting.

Some pupils will

- be able to add text titles to their work.

By the end of the lesson - Upper KS2;

All pupils will

- know what fan videos are and how they are used.
- be able to use the splice function to aid with precision cutting.

Most pupils will

- be able to add text titles to their work.

Some pupils will

- be able to add transitions into the clips where appropriate.

Learning Session 3

Learning Objective

Today we are going to learn how to storyboard and plan a video using pre-existing clips.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know what a storyboard is and why it is used.
- choose clips to fit with the lyrics of the video with some thought to suitability.

Most pupils will

- be able to say what information storyboards contain.

Some pupils will

- choose suitable clips to fit with the lyrics of the video.

By the end of the lesson - Upper KS2;

All pupils will

- know what a storyboard is and why it is used.
- choose clips to fit with the lyrics of the video with some thought to suitability.

Most pupils will

- choose suitable clips to fit with the lyrics of the video.

Some pupils will

- know storyboards are used for film and cue sheets are used for sound.

Learning Session 4

Learning Objective

Today we are now going to learn how to put together fast editing and slicing to create different feelings in an audience.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know that changing the length of a clip can cause different emotions within a group.

Most pupils will

- be able to say how they are feeling after watching selected fast editing footage.
- be able to splice clips from different angles.

Some pupils will

- think about the lyrics of the song and convey the right emotions through fast editing.

By the end of the lesson - Upper KS2;

All pupils will

- know that changing the length of a clip can cause different emotions within a group.
- be able to say how they are feeling after watching selected fast editing footage.
- be able to splice clips from different angles.

Most pupils will

- think about the lyrics of the song and convey the right emotions through fast editing.

Some pupils will

- be able to film some of their own clips if the stock footage does not work for their vision.

Learning Session 5

Learning Objective

Today we will learn how to add text over footage.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- understand why this is helpful within a music video.
- be able to add text onto half of their slides.

Most pupils will

- be able to add different types of animated text to their slides.

Some pupils will

- be able to add text to all of their slides.

By the end of the lesson - Upper KS2;

All pupils will

- understand why this is helpful within a music video.
- be able to add text onto half of their slides.

Most pupils will

- be able to add different types of animated text to their slides.
- be able to add text to all of their slides.

Some pupils will

- be able to edit where the text is going to fall within their project to hit the lyrics at the right point.

Learning Session 6

Learning Objective

Today we will learn how to evaluate our finished project and give feedback to others.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- be able to say what they like and dislike about other pupils' work.
- know the difference between constructive and non-constructive criticism.

Most pupils will

- know the difference between constructive and non-constructive criticism.

Some pupils will

- be able to provide constructive criticism about other pupils' work.

By the end of the lesson - Upper KS2;

All pupils will

- be able to say what they like and dislike about other pupils' work.
- know the difference between constructive and non-constructive criticism.

Most pupils will

- be able to provide constructive criticism about other pupils' work.

Some pupils will

- be able to say how they would change their piece, based on feedback from the class.

Learning Session 7

Learning Objective

Today we will consolidate our learning from this half term.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- understand all key words given throughout the course.

Most pupils will

- understand all fast cutting techniques covered by the course.

Some pupils will

- understand the techniques covered within iMovie and how they can be used within industry.

By the end of the lesson - Upper KS2;

All pupils will

- understand all key words given throughout the course and use them when discussing the course.

Most pupils will

- understand all fast cutting techniques covered by the course.
- understand the techniques covered within iMovie and how they can be used within industry.

Some pupils will

- understand the more advanced cutting techniques and how they can be used within industry.

Differentiation and Progression

Differentiation within Level 2

Pupils with lower ability will work on fan videos without thinking about implementing fast techniques until they have fully grasped the cutting and editing techniques within iMovie.

Pupils of a higher ability will be asked to create a cue sheet for their work and add some Foley to their work in addition to the music. To further extend them, pupils will be asked to split the music from their video and create a full Foley background to their piece, moving away from fan videos and incorporating learning from Level 1.

Progression

Level 3: **Advanced i2D**

Pupils will already be familiar with this form of animation either from Lite Level 2 or Level 1. Pupils will learn to refine the skills learnt in i2D. This course includes more detailed hand drawn animation and teaches the pupils to create more rounded pieces including backgrounds and movement pathways.

Level 4: **iDigital**

The aim of iDigital is to teach pupils to express themselves using an array of different media. Pupils will learn how to film from different camera angles and edit them together. They will learn about storyboarding, and how vital they are to the planning process. Pupils will use their skills from iProgram to complete a storyboard constructed of algorithms. They will learn how to create Cinemographs and 3D models. Pupils will also be expected to create a Digital Gallery of their work using their Keynote skills.