Subject: Computing **Year: 9** **Term: 1.1**

Title of Scheme of Learning:	Overview of topic:	How does this SOL relate to previous schemes?	Common Misconceptions in the unit:
Video Editing (SuperTeams)	Video Editing - Pupils learn the stages of audio-visual production by responding to the SuperTeams client brief. They plan a 30-60 second sports advertisement, create a moodboard and storyboard, prepare a holding screen and select suitable footage. Using Canva, they edit and combine video, text and audio, export a final advert, and reflect on how effectively it meets the brief and engages its audience. **Key Skills to be covered:** • Interpret a client brief, intended audience, purpose and success criteria • Generate ideas using a mind map and visual moodboard • Plan sequences and audio using a storyboard and script • Prepare a static holding screen and export an appropriate image asset • Select, justify and log raw footage using a rush log • Edit clips in Canva: order, trim, playback, transitions, text and audio • Export a 30–60-second advert and evaluate it using feedback **SMSC/PSHE/CV/Catholic Social Teaching Overview:** Creative expression and purposeful communication (S). Fair, respectful representation of competitors and responsible use of video/audio assets (M/CST). Collaboration, constructive criticism and valuing others' work (S). Careers links to video editing, sports media and digital marketing (CV).	• Builds on Year 7 Digital Graphics:composition, colour, images and communication for an audience. • Applies digital-citizenship learning about sharing content responsibly and respecting others. • Develops existing Microsoft Office, file management and creative e-portfolio skills. **Next topic:** Vector Graphics – Inkscape **Links to Future Learning** • Year 9 Inkscape: design briefs, visual composition, producing and evaluating digital assets. • KS4 vocational ICT / Creative iMedia: pre-production documents, media assets, video production and export. • Further media projects: digital marketing, website and social-media content, and promotional campaigns. • Careers: video editor, content producer, sports-media officer and digital marketer.	**Misconception: A video only needs to look exciting.** Reality: It must also communicate the right information and meet the client brief. **Misconception: A moodboard and storyboard are the same.** Reality: A moodboard develops the visual style; a storyboard plans the sequence of shots. **Misconception: More transitions automatically improve a video.** Reality: Effects need to serve clarity, pacing and the audience. **Misconception: Any online clip or music is free to use.** Reality: Assets must be suitable and used with appropriate rights or permission. **Misconception: A holding screen should contain lots of text.** Reality: It should display the required event details clearly and be readable. **Misconception: Exporting is the same as saving an editable project.** Reality: The final video is a shareable file; the Canva project remains editable.

Learning episodes (inc no. of lessons)	Learning Question(s) & Key Vocabulary	Content *(What should be covered and planned time for pupils to respond to feedback)*	Feedback & Assessment Points *(Including assessment methods and opportunities to respond to feedback)*
1	How can a client brief help us plan a promotional video? **Vocabulary** • Audio-visual • Client brief • Target audience • Purpose • Moodboard • Mind map	• Introduce audio-visual products and analyse the SuperTeams brief: a 30–60-second advert for the school website/social channels, promoting participation in the three-day sports event. • Discuss the audience and required information: event name, relevant sports footage, event details, sign-up instructions and the slogan “Eight Players. Three Days. One Victory Shield!” • Model a mind map of the client requirements and a moodboard of suitable colours, typography, imagery and tone. • Pupils complete their own mind map and moodboard; stretch by annotating visual design choices and their likely effect on viewers.	• Questioning checks whether pupils distinguish purpose, audience and client requirements. • E-portfolio: screenshot of moodboard, with optional annotations explaining decisions. • Teacher feedback on missing requirements; allow approximately 5 minutes to refine the plan.
2	How do storyboards and scripts improve a video advertisement? **Vocabulary** • Storyboard • Sequence • Shot • Timing • Script • Voiceover	• Recall the SuperTeams requirements and explain how a storyboard communicates the order and timing of video shots. • Examine a storyboard model that uses a clear opening, sports/action footage, information and an ending holding screen. • Pupils storyboard their 30–60-second advertisement, showing intended clip order, on-screen text and approximate timing. • Pupils write a script for the narration, text-to-speech or other planned audio; stretch by drafting a persuasive voiceover.	• Teacher checks storyboards for an understandable sequence, realistic overall length and required content. • E-portfolio: storyboard evidence and/or completed script, consistent with the planning documents. • Peer feedback on whether the message is clear; pupils adjust at least one shot, timing or script line.
3	How can a static holding screen communicate event information? **Vocabulary** • Static asset • Moving image • Holding screen • Typography • Layout • Export	• Compare static and moving-image assets and explain the purpose of an end holding screen. • Identify non-negotiable information: SuperTeams event name, event date, sign-up instructions and the exact slogan from the brief. • Pupils create a legible holding screen using Canva or other suitable graphics software, making deliberate choices about colour, spacing and hierarchy. • Export the image in an appropriate format for use in the final video. Extension: add a logo or mascot.	• Short class critique of effective and ineffective holding screens against client requirements. • E-portfolio: screenshot of the completed holding screen and evidence of export. • Peer/teacher checklist; pupils correct omissions or improve readability (5–10 minutes).

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4	How can we select and justify suitable video footage? **Vocabulary** • Raw footage • Rush log • Asset • Clip • Trimming • Playback speed	• Explain raw footage and how editors make selections according to purpose, audience and storyboarding. • Review available SuperTeams sports clips for relevance and visual suitability; discuss basic permissions and responsible reuse. • Pupils select clips and complete a rush log recording filenames/properties, intended edits and reasons for each choice. • Identify where clips may need trimming, reordering or playback-speed adjustments before production. Extension: collect or create suitable footage where permitted.	• Teacher reviews selected footage and asks pupils to justify choices against the brief. • E-portfolio: rush log with relevant properties, proposed changes and explanations. • Respond to feedback by replacing one unsuitable clip or refining its proposed edit.
5	How can we edit and export an effective SuperTeams advert? **Vocabulary** • Timeline • Transition • Trim • Audio • Layers • MP4	• Review storyboard and rush log; demonstrate assembling the production in Canva. • Pupils import video and static assets, arrange clips, trim unwanted footage, control transitions and add appropriate on-screen text. • Add and balance audio such as background music, voiceover or text-to-speech, ensuring the main message remains understandable. • Check the advertisement lasts 30–60 seconds and includes the required holding screen, then export a shareable video. The SOW allocates 1–2 hours for this production stage.	• Ongoing teacher checkpoints: content, pacing, legibility, audio balance and length. • E-portfolio: annotated Canva editing screenshot naming techniques used, plus the exported final advertisement. • Pupils test playback and correct technical or brief-related issues before final submission.
6	How successfully does the finished video meet the client brief? **Vocabulary** • Test • Evaluate • Success criteria • Peer assessment • Feedback • Refinement	• Complete the end-of-unit knowledge assessment included with the original scheme of work; use remaining time to review the finished SuperTeams videos. • Model useful client-style feedback: refer to a specific feature, explain its impact on the audience and suggest a practical improvement. • Pairs review one another’s videos for length, sports content, clear event information, editing quality and audience suitability. • Pupils self-evaluate planning, Canva skills and final product, then implement or explain one justified improvement. The evaluation activity is an agreed addition to the original SOW.	• Original SOW: separate end-of-unit assessment (Microsoft/Google versions; length and mark total not stated in the supplied document). • Practical review: client-brief checklist, two strengths, one improvement and a final approval judgement. • E-portfolio or evaluation sheet: reflection on design choices, storyboard changes and response to feedback; allow 10 minutes for improvement where feasible.