Department: *ICT & Computing (Creative iMedia)*					Year Group:11
Term	Topic/Subject	Assessment Objectives and Knowledge	Skills	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	R085 Creating a multipage website	Learning Objective 1: *Understand the properties and features of multipage websites* Learning Objective 2: *Be able to plan a multipage website* Learning Objective 3: *Be able to create a multipage website*	● It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website. ● create suitable folder structures to organise and save web pages and	● Target audience and purpose requirements. ● Accessibility features for disabled users. ● Client brief requirements. ● Master page sizing – pixels. ● Hyperlinks (internal and	● Reference to use of copyright materials, sound files, how to use royalty free resources. ● Discussions regarding purpose, target	● All R085 activities are assessed through continual assessment, based on exam board assessment criteria.

Note: The table header row spans columns. The column "Personal Development..." appears in the header above "Reference to use of..." content.

| | | *using multimedia components.*

Learning Objective 4:
Be able to review a multipage website

● This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website.
● interpret client requirements for | asset files using appropriate naming conventions
● source and import assets (e.g. graphics, image, texture, sound, video, animation, text)
● create a suitable master page as a template for a multipage website
● use a range of tools and techniques in web authoring software to create a multipage website
● insert assets into web pages to create planned layouts (e.g. text, lists, tables, graphics, moving images,embedded content) | external, file and email).
● Navigation system.
● Site/page dimensions
● Image size & dimensions
● Image compression techniques, file sizes, website suitability.

● https://shortiedesigns.com/2014/03/10-top-principles-effective-web-design/

● https://www.glidedesign.com/10-principles-of-good-web-design/

● https://www.voovadigital.com/7-principles-of-good- | audience - specific categories of website design for eg charities, support websites. | |

| | | a multipage website (e.g. to inform, entertain, promote or sell products and/or services), based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)
● understand target audience requirements for a multipage website
● identify the assets needed to create a multipage website (e.g. backgrounds, banners, buttons, shapes,text, fonts)
● identify the | ● create a navigation system (e.g. using a navigation bar, buttons, hyperlinks)
● save a multipage website in a format appropriate to the software being used
● publish a multipage website to a location appropriate to client requirements.
● how to use version control when creating multipage websites.

● insert assets into web pages to create planned layouts (e.g. text, lists, tables, graphics, moving images,embedded content)
● create a navigation | website-design | | |

		resources needed to create and publish a multipage website (e.g. internet access, web server, domain name, computer system and software)	system (e.g. using a navigation bar, buttons, hyperlinks) ● save a multipage website in a format appropriate to the software being used ● publish a multipage website to a location appropriate to client requirements. ● how to use version control when creating multipage websites.			
Autu mn 2	R092 Develop ing Digital Games	Learning Objective 1: *Understand game creation hardware, software & peripherals* Learning Objective 2: Be able to plan the creation of a digital game	● interpret client/focus group requirements for digital game concepts (e.g. game genre, intended platform, ● purpose) based on a specific brief (e.g. by client discussion, reviewing a written	https://www.clickteam.com/clickteam-fusion-2-5 ● Trigger ● Event ● Action ● Frame editor ● Event editor ● Storyboard editor ● Path movement ● Sideways shooter	● Importance of computer programmi ng/coding skills, opportuniti es in career developme nt. ● Discussion	● All R092 activities are assessed through continual assessment, based on exam board assessment criteria.

		● This unit will enable learners to understand the capabilities and limitations of a range of platforms. ● They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. ● This unit will also enable learners to understand the basics of planning and designing digital games for the creative digital media	brief or specification) ● understand target audience requirements ● generate a range of original ideas for a new game in line with client requirements, including key game play outlines, i.e.: ● genre ● concept ● narrative ● characters ● locations.	● ● Numeracy – use of coordinates, angles, timings, frequency. ● ● Target audience, purpose, requirements.	about game design as career choice, importance of game design industry in south Warwickshire area.	

		sector.				
Spring 1	R092 Developing Digital Games	*Learning Objective 3:* Be able to create a digital game *Learning Objective 4:* Be able to review the creation of a digital game	● identify software features needed for the creation of a game (e.g. use of libraries, drag and drop, object ● properties, event and actions, triggers, collisions) ● use geometric parameters to manipulate objects and environments (e.g. conversion, scale, creation, grid settings, spatial relationships) ● edit properties to set parameters of objects and environments (e.g. names, transparency,	https://www.clickteam.com/clickteam-fusion-2-5 ● Trigger ● Event ● Action ● Frame editor ● Event editor ● Storyboard editor ● Path movement ● Sideways shooter ● ● Numeracy – use of coordinates, angles, timings, frequency. ● ● Target audience, purpose, requirements.	● Importance of computer programming/coding skills, opportunities in career development. ● Discussion about game design as career choice, importance of game design industry in south Warwickshire area.	● All R092 activities are assessed through continual assessment, based on exam board assessment criteria.

			visibility, effects,colour, textures) ● import assets (e.g. graphics, image, texture, sound, video, animation, text) ● set up interaction (e.g. collision, triggers, activating an object, behaviours, pop-up messages, shake, fades and sounds) ● create game-play controls (e.g. mouse/keyboard, dialogue activation, start/pause/exit facilities) ● use algorithms in relevant areas (e.g. scoring systems, timing systems, game triggers,			

			speed)			
Spring 2	R081 examined unit: Pre-production skills	Learning Objective 1: *Understand purpose & content of preproduction documents* Learning Objective 2: *Be able to plan preproduction documents* Learning Objective 3: *Be able to produce preproduction documents* Analysis & research of 5 different types of preproduction documents. Understand the difference between primary and secondary sources of research. Understand how work plans and time	● Ability to identify suitability and content of different forms of preproduction documents. ● Able to identify why & where moodboards, mind maps, visualisation diagrams, storyboards & scripts are used in industry situations. ● Able to identify specific camera shot types, angles and movements and how these are incorporated in storyboard type documents. ● Able to create work plans and time schedules for specific project	● Production documents ● Visualisation diagrams ● properties of documents ● limitations of specific document types.	Reference to use of copyright materials, sound files, how to use royalty free resources.	● External exam for unit R081 Pre Producton skills.

		schedules are used in creative ict/media sector. Understand how choice of target audience affects the design/choice of preproduction documents. Understand health and safety regulations, and different safe working practices. Understand relevant legislation, copyrights, trademarks and how these are applied to creative media products. Understand processes and techniques used to create relevant preproduction documents, including	briefs. ● Able to identify where & why specific legislation & health & safety requirements are applied in creative media projects ● Able to identify the properties and limitations for different pre-production documents.			

		moodboards, mind maps, visualisation diagrams, storyboards & scripts.				
Summer 1	R081 examined unit: Pre-production skills	Learning Objective 4: Be able to review preproduction documents Understand how to review pre-production documents and suggest possible improvements.	● Able to review and evaluate pre-production documents. ● Able to identify improvements for pre-production documents.			
Summer 2						

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