

Department: ICT & Computing (Creative iMedia)						Year Group: 9
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	<p>OCR iMedia introduction</p> <p>R085 Creating a multipage website</p> <p>Research & analysis activity (purpose & target audience)</p> <p>Project 1 Theme – GadgetsRUs website</p>	<p>Learning Objective 1: <i>Understand the properties and features of multipage websites</i></p> <p>Learning Objective 2: <i>Be able to plan a multipage website</i></p> <p>Learning Objective 3: <i>Be able to create a multipage website using multimedia components.</i></p> <p>Learning Objective 4: <i>Be able to review a multipage website</i></p> <ul style="list-style-type: none"> This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining 	<ul style="list-style-type: none"> On completion of this unit, learners will be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief. 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 asset files using appropriate namingconventions source and import assets (e.g. graphics, image, texture, sound, video, animation, text) create a suitable master page 	<ul style="list-style-type: none"> Target audience and purpose requirements. Accessibility features for disabled users. Client brief requirements. Master page sizing – pixels. Hyperlinks (internal and 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/ 	<p>Reference to use of copyright materials, sound files, how to use royalty free resources.</p> <p>Importance of computer programming/coding skills, opportunities in career development.</p>	<ul style="list-style-type: none"> All R085 activities are assessed through continual assessment, based on exam board assessment criteria. In the first activity students will need to create a web product for a specified audience and purpose. Students will be given a client brief which they must use when creating the web product.

		<p>components to create a functional, intuitive and aesthetically pleasing website.</p> <ul style="list-style-type: none"> ● interpret client requirements for 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 resources needed to create and publish a multipage website (e.g. internet access, web server, domain name, computer system and software) 	<p>as a template for a multipage website</p> <ul style="list-style-type: none"> ● 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) ● 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. 	<ul style="list-style-type: none"> ● https://www.voovadigital.com/7-principles-of-good-website-design/ 		
Autumn 2	R092 Developing Digital Games Fusion Game	<p>Learning Objective 1: <i>Understand game creation hardware, software & peripherals</i></p> <p>Learning Objective 2: Be able to plan the creation of</p>	<ul style="list-style-type: none"> ● 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, ● 	<ul style="list-style-type: none"> ● Videos available showing on screen demonstrations of various skills needed for fusion software. ● Pupils to watch videos, then practice each skill. 	<ul style="list-style-type: none"> ● Importance of computer programming/coding skills, opportunities in career development. 	<ul style="list-style-type: none"> ● All R092 activities are assessed through continual assessment, based on exam board

<p>Design engine software skills development</p> <p>Learning Log development</p> <p>Game Design 1 Theme – Pong Sports</p>	<p>a digital game</p> <p><i>Learning Objective 3:</i> Be able to create a digital game</p> <p><i>Learning Objective 4:</i> Be able to review the creation of a digital game</p> <ul style="list-style-type: none"> 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 sector. 	<p>reviewing a written brief or specification)</p> <ul style="list-style-type: none"> 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. 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, 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) 	<ul style="list-style-type: none"> Rotation. Scale. Ratio. Depth. Triggers & events. Use of exemplars, pupils to produce relevant and eye-catching research presentation. Multimedia elements. Export process. <p>https://www.clickteam.com/clickteam-fusion-2-5</p> <ul style="list-style-type: none"> Trigger Event Action Frame editor Event editor Storyboard editor Path movement Sideways shooter Numeracy – use of coordinates, angles, timings, frequency. Target audience, purpose, requirements. 	<ul style="list-style-type: none"> Discussion about game design as career choice, importance of game design industry in south Warwickshire area. 	<p>assessment criteria.</p> <ul style="list-style-type: none"> Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback & responses.
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			<ul style="list-style-type: none"> ● 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 1	<p>R092 Developing Digital Games</p> <p>Fusion Game Design engine software skills development</p> <p>Learning Log development</p>	Understand how to use advanced skills & techniques for game production, through tutorial tasks & production of fusion skills learning log on Google Classroom.	<p>Through production of learning log on Google Classroom pupils will become confident in skills needed to produce a range of different game concepts using Fusion game design engine.</p> <p>Pupils will learn a combination of sequencing events, character controls, graphics production, and character interactions within their games.,</p> <p>Pupils will become confident in producing a platform based concept, involving parallax scrolling background graphics, physics engine, and character choice selection options in game, and will practice & record these skills throughout their learning log on Google Classroom.</p>	<p>https://www.clickteam.com/clickteam-fusion-2-5</p> <p>Trigger Event Action Frame editor Event editor Storyboard editor Path movement Sideways shooter</p> <p>Numeracy – use of coordinates, angles, timings, frequency.</p>	Discussion about game design as career choice, importance of game design industry in south Warwickshire area.	<ul style="list-style-type: none"> ● All R092 activities are assessed through continual assessment, based on exam board assessment criteria. ● Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback & responses.
Spring 2	<p>R082 Creating Digital Graphics</p> <p>Serif Photoplus software</p>	Understand how to use advanced skills & techniques for digital graphics production using Photoplus software, through tutorial tasks & production of Photoplus skills learning log on Google Classroom.	<p>Through production of learning log on Google Classroom pupils will become confident in skills needed to produce digital graphic concepts using Serif Photoplus photo editing software.</p> <p>Pupils will learn a combination of</p>	<ul style="list-style-type: none"> ● pixel dimensions ● dpi resolution ● quality ● compression settings ● how different purposes and audiences influence the design and layout of digital 	Highlight requirements of copyright, trademarks, copyright free sources, referencing copyright in graphical design work.	<ul style="list-style-type: none"> ● All R082 activities are assessed through continual assessment, based on exam board assessment

	skills development Learning Log development		advanced digital graphic design skills using features of Photoplus software, including selection tools, layers, masks, gradients, adjustments, exporting graphics to intended graphical formats.	graphics (e.g. the use of colour, composition, white space and styles). ● produce a visualisation diagram for a digital graphic	Importance of graphical design industry in UK.	criteria. ● Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback & responses.
Summer 1	R082 Creating Digital Graphics	<ul style="list-style-type: none"> ● The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. ● This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. ● On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to 	<ul style="list-style-type: none"> ● Able to understand why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate) ● how digital graphics are used (e.g. magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games) ● types of digital graphics, i.e.: ● bitmap/raster ● vector ● file formats, i.e.: ● .tiff ● .jpg ● .png ● .bmp ● .gif ● .pdf ● the properties of digital graphics and their suitability for use in creating images, i.e.: ● pixel dimensions 	<ul style="list-style-type: none"> ● Graphic file types ● Appropriate uses, graphics design industry applications ● Compression of files ● Legislation & other guidelines. 	<ul style="list-style-type: none"> ● Highlight requirements of copyright, trademarks, copyright free sources, referencing copyright in graphical design work. ● Importance of graphical design industry in UK. 	<ul style="list-style-type: none"> ● All R082 activities are assessed through continual assessment, based on exam board assessment criteria. ● Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback & responses.

		<p>plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.</p>	<ul style="list-style-type: none"> ● dpi resolution ● quality ● compression settings ● how different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).. 			
Summer 2	R082 Creating Digital Graphics	<p>Learning Objective 1: <i>Understand the purpose & properties of digital graphics</i></p> <p>Learning Objective 2: Be able to plan the creation of a digital graphic</p> <p><i>Learning Objective 3:</i> Be able to create a digital graphic</p> <p><i>Learning Objective 4:</i> Be able to review a digital graphic</p> <p>Pupils will learn how to design & create a digital graphic for a specific set assignment brief, in preparation for live assignments at start of year 10.</p>	<ul style="list-style-type: none"> ● produce a visualisation diagram for a digital graphic ● identify the assets needed to create a digital graphic (e.g. photographs, scanned images, library images, graphics, logos) ● identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner, computer system and software). ● how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created. ● images ● graphics ● create assets identified for use in a digital graphic, i.e.: <ul style="list-style-type: none"> ● images ● graphics ● ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution) 	<ul style="list-style-type: none"> ● Graphic file types ● Appropriate uses, graphics design industry applications ● Compression of files ● Legislation & other guidelines. 	<ul style="list-style-type: none"> ● Highlight requirements of copyright, trademarks, copyright free sources, referencing copyright in graphical design work. ● Importance of graphical design industry in UK. 	<ul style="list-style-type: none"> ● All R082 activities are assessed through continual assessment, based on exam board assessment criteria. ● Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback & responses..

			<ul style="list-style-type: none">● create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment)● save a digital graphic in a format appropriate to the software being used● export the digital graphic using appropriate formats and properties for<ul style="list-style-type: none">● print use● web use● multimedia use.			
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Last updated: 28/11/19