



# Alcester Academy Curriculum Planning: Key Stage 4 (Yr10) Cambridge National in Creative iMedia 2023-24

Pupils in Cambridge National - Creative iMedia in year 10 have two (1 hour) lessons each week.

Department: <i>ICT &amp; Computing</i>							
Term	Topic/Subject	Assessment Objectives	Knowledge Acquisition	Skill building & intent	Wider reading opportunities, including numeracy & SMSC	Assessment Task	SEND & PP
Aut 1	R093 Creative iMedia in the Media industry	<p><u>1.1 Understand the different sectors &amp; products in the media industry.</u> Sectors of the media industry; Products in the media industry;</p> <p><u>2.1 Understand how style, content &amp; layout are linked to purpose.</u> Purpose Style, content &amp; layout.</p> <p><u>2.2 Understand how client requirements are defined.</u> Client requirements Client brief formats</p> <p><u>2.3 Understand categories of audience segmentation.</u> Categories of audience</p> <p><u>2.5 Understand media codes used to convey meaning, create impact &amp; engage audiences.</u> Media codes Ways that meaning, impact &amp; engagement are created.</p>	<p>Pupils build on the skills &amp; knowledge covered during Summer 1 &amp; 2 in year 9 iMedia, to begin to produce content required for controlled coursework elements in this course.</p> <p>Know the different purposes of media products How style, content and layout are adapted to meet each purpose</p> <p>How to recognise keywords and information in client briefs Know the requirements in client briefs that inform planning Why requirements in client briefs can constrain planning and production How to interpret requirements in client briefs to generate ideas and plan Know the different ways that client briefs are communicated</p> <p>Know the different categories of audience segmentation Know examples of the way audiences are grouped for each segmentation type The reasons for, and benefits of, audience segmentation How audience characteristics influence</p>	<p>Pupils to examine differences between traditional &amp; new media, through mindmapping &amp; infographics.</p> <p>Pupils to examine how each area is changing, growing/reducing.</p> <p>Pupils to create knowledge organisers/learning logs for different sectors, aspect use, target audience, including specific real world examples.</p>	<p>Resources are introduced, and demonstrated to pupils visually initially, then pupils begin to develop individual skills supported by framework of tasks delivered over Google Classroom.</p> <p>Resources to include the new cambridge university press student workbooks for Creative iMedia.</p>	<ul style="list-style-type: none"> <li>All R093 activities are assessed through continual assessment, based on exam board assessment criteria.</li> <li>Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback &amp; responses.</li> </ul>	<p>Additional support for both SEND &amp; PP provided where required. Classroom activities preparing for controlled coursework are all structured through online, Google Classroom learning logs. All learning logs contain relevant framework, and supporting video content to provide additional content &amp; cater for alternative styles of learning.</p>



			<p>the design and production of media products</p> <p>Know the different technical, symbolic and written codes used to convey meaning, create impact and/ or engage audiences</p> <p>How codes are used to convey meaning, create impact and/or engage audiences</p> <p>How the codes used relate to audience, purpose and context</p> <p>How the combination of content and codes work together to convey meaning, create impact and engagement</p>				
Aut 2	R094 Visual identity & digital graphics	<p><u>1.1 Understand the purpose, elements &amp; design of visual identity.</u> Purpose of visual identity Component features Elements Visual identity design style</p> <p><u>2.1 Understand graphic design &amp; conventions</u> Concepts of graphic design Layout conventions for different graphics</p> <p><u>2.2 Understand the properties &amp; use of digital graphics</u> Technical properties of images, bitmap &amp; vector Licences &amp; permissions to use assets</p> <p><u>2.3 Understand the techniques used to plan visual identity &amp; digital graphics.</u> Preproduction &amp; planning documentation.</p> <p><u>3.1 Understand the tools &amp; techniques used to create digital graphics</u> Software tools &amp; techniques</p>	<p>Upon completion of classroom based tasks, pupils build upon key concepts relating to planning &amp; creating a digital graphic, in preparation for the controlled coursework element of R094.</p> <p>What is meant by visual identity That visual identity is used to communicate the nature of brands and business' services or products The component features of visual identity The elements of visual identity How visual identity relates to brand identity How visual identity elements are influenced by business type, brand values and brand positioning</p>	<ul style="list-style-type: none"> <li>• Creating mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board</li> <li>• Creating digital mood boards using digital images collected from web and other sources, placed on documents/slides in software applications</li> <li>• Using mind maps drawn out on paper or using software applications to expand ideas and identify details</li> <li>• Using concept sketches to develop ideas</li> <li>• Using visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications</li> <li>• Examples of tools and techniques used to create digital graphics may include:</li> <li>• Setting the canvas size - expanding or modifying</li> </ul>	<p>Resources are introduced, and demonstrated to pupils visually initially, then pupils begin to develop individual skills supported by framework of tasks delivered over Google Classroom.</p> <ul style="list-style-type: none"> <li>• Graphic file types</li> <li>• Appropriate uses, graphics design industry applications</li> <li>• Compression of files</li> <li>• Legislation &amp; other guidelines.</li> <li>• Highlight requirements of copyright, trademarks, copyright free sources, referencing copyright in graphical design work.</li> <li>• Importance of graphical design industry in UK.</li> </ul>	<ul style="list-style-type: none"> <li>• All R094 activities are assessed through continual assessment, based on exam board assessment criteria.</li> <li>• Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback &amp; responses.</li> </ul>	<p>Additional support for both SEND &amp; PP provided where required. Classroom activities preparing for controlled coursework are all structured through online, Google Classroom learning logs. All learning logs contain relevant framework, and supporting video content to provide additional content &amp; cater for alternative styles of learning.</p> <p>Tutorial videos demonstrating use of software tools are available throughout when required.</p>



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		<p><u>3.2 Understand the technical skills used to source, create &amp; prepare assets for use within digital graphics</u> Source assets for use in digital graphics Create assets for use in digital graphics</p>	<p>The importance of graphic designs that incorporate visual identity and house style Why typography is important to convey clear messages using suitable text fonts and sizes Colour systems and colour trends e.g. Pantone, NCS Using colour to convey the intended meaning</p> <p>Limitations of bitmap/raster file formats in terms how many colours are supported, scalability (enlarging) and whether transparent backgrounds can be included Benefits of vector file formats, scalability for large print use</p>	<ul style="list-style-type: none"> <li>Using layout tools to help the placement of assets e.g. grids, guides and rulers</li> <li>Using drawing tools e.g. shapes, colour fill, gradients</li> <li>Using brightness and contrast, levels, colour balance, hue, saturation</li> <li>Using selections based on shape, colour or edge contrast</li> <li>Using layers to structure a graphic, create, merge, rename, change opacity</li> <li>Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures</li> <li>Using retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush</li> <li>Using typography to add information e.g. text, font styles, sizes and effects</li> <li>Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen</li> <li>Using internet, stock libraries or client library to search for suitable image assets</li> <li>Downloading/obtaining images and graphics, copying from download folder to working asset folder</li> </ul>			
Spr1	R094 Visual identity & digital graphics	<p>NEA Controlled coursework project</p> <p><u>Task 1: Planning the visual identity and digital graphic product.</u></p>	Pupils to complete controlled coursework project, based on annual theme provided by OCR.	Pupils to plan, design and create a set of digital graphics, based on scenario/theme provided annually by OCR.	Live set assignment is introduced, and to pupils and assessment requirements are highlighted.	<ul style="list-style-type: none"> <li>All R094 controlled coursework activities are assessed using exam board</li> </ul>	Additional support for both SEND & PP provided where required, and within acceptable framework outlined by OCR.



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		<u>Task 2: Creating the visual identity and digital graphic product.</u>				assessment criteria.	
Spr 2	R094 Visual identity & digital graphics	NEA Controlled coursework project  <u>Task 1: Planning the visual identity and digital graphic product.</u>  <u>Task 2: Creating the visual identity and digital graphic product.</u>	Pupils to complete controlled coursework project, based on annual theme provided by OCR.	Pupils to plan, design and create a set of digital graphics, based on scenario/theme provided annually by OCR.	Assessment requirements are highlighted.	<ul style="list-style-type: none"> <li>All R094 controlled coursework activities are assessed using exam board assessment criteria.</li> </ul>	Additional support for both SEND & PP provided where required, and within acceptable framework outlined by OCR.
Sum1	R099 Digital Games	<u>1.1 Understand the different types, characteristics &amp; conventions of digital games.</u> Types of digital games and their characteristics.  Conventions & styles of digital games.  Game objectives.  Creativity in digital games.	Upon completion of classroom based tasks, pupils build upon key concepts relating to planning & creating a digital graphic, in preparation for the controlled coursework element of R099.  Know characteristics of each digital game type.  Digital game types more appropriate for particular platforms.  Know how to apply the concept of MVP (minimum viable product) when planning games to ensure audience engagement.	Complete research & analysis tasks outlining key aspects.  Pupils to create mvps for their own choice of game titles.  Pupils to conduct research & analysis outlining gameplay styles.  Analysis of game titles, and relevant game objectives.	<ul style="list-style-type: none"> <li>Use of visual resources to highlight importance of MVP.</li> <li>Use of visual resources to highlight game styles.</li> <li>Use of visual resources to demonstrate immersion in games, correlation between photorealism in visual style &amp; player engagement.</li> </ul>	<ul style="list-style-type: none"> <li>All R099 activities are assessed through continual assessment, based on exam board assessment criteria.</li> <li>Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback &amp; responses.</li> </ul>	Additional support for both SEND & PP provided where required. Classroom activities preparing for controlled coursework are all structured through online, Google Classroom learning logs. All learning logs contain relevant framework, and supporting video content to provide additional content & cater for alternative styles of learning.  Tutorial videos demonstrating use of software tools are available throughout when required.



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			<p>Know the distinguishing features of each type of game objective.</p> <p>Able to identify objectives and decide which are most appropriate for target audiences.</p> <p>Able to choose game objectives which make games more immersive or engaging.</p>				
Sum 2	<b>R099 Digital Games</b>	<p><u>1.2 Understand the resources required to create a digital game</u> Hardware &amp; peripherals</p> <p>Software</p> <p><u>1.3 Understand what pre-production and planning documentation &amp; techniques are required for digital games</u> Game concepts</p> <p>Game planning</p> <p><u>2.1 Understand the techniques used to explain game concepts</u> Game design documents (GDDs)</p> <p><u>2.2 Understand how to develop the technical skills to create, edit &amp; manage assets for use within digital games.</u> Preparation of assets</p> <p>Asset management within game creation software</p>	<p>Develop knowledge of the key features, capabilities &amp; limitations of game creation hardware &amp; peripherals.</p> <p>Able to identify the hardware &amp; peripherals which are best suited too particular game types, genres or platforms.</p> <p>Understand the positive &amp; negative impacts of hardware and peripheral choices.</p> <p>Develop knowledge of different game IDEs, SDKs.</p> <p>Understand how to develop original game concepts.</p>	<p>Conduct research &amp; analysis tasks outlining key aspects.</p> <p>Develop skills to create original concepts for games.</p> <p>Create bespoke game design documents to explain concepts clearly.</p> <p>Become confident with preparing a range of different assets including animations, textures, characters, objects, sounds, text, videos &amp; tile sets.</p>	<p>Resources are introduced, and demonstrated to pupils visually initially, then pupils begin to develop individual skills supported by framework of tasks delivered over Google Classroom.</p> <p>Resources to include the new cambridge university press student workbooks for Creative iMedia.</p>	<ul style="list-style-type: none"> <li>All R099 activities are assessed through continual assessment, based on exam board assessment criteria.</li> <li>Assessed through continual assessment techniques, use of pupil assessment profiles combined with individual pupil learning log evidence for feedback &amp; responses.</li> </ul>	<p>Additional support for both SEND &amp; PP provided where required. Classroom activities preparing for controlled coursework are all structured through online, Google Classroom learning logs. All learning logs contain relevant framework, and supporting video content to provide additional content &amp; cater for alternative styles of learning.</p>



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			<p>Understand how to use relevant planning documents.</p> <p>Develop knowledge of how GDDs are used to engage &amp; inform develops, clients.</p> <p>Develop skills of how to prepare assets for use in games.</p>				
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Last updated: June 2023