



# Alcester Academy Curriculum Planning: Key Stage 4 Cambridge National in Creative iMedia (New Spec) - Year 9 2023-24

Pupils in Cambridge National - Creative iMedia (new spec) in year 9 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	<p><b>Course Introduction</b></p> <p><b>Transition Project, introducing aspects from R093 Creative iMedia in the media industry, and R094 Visual identity &amp; digital graphics.</b></p>	<ul style="list-style-type: none"> <li>Pupils are introduced to the OCR Cambridge National in Creative iMedia course, and Google Classroom delivery model.</li> <li>Able to identify sectors and products within the media industry.</li> <li>Able to identify different job roles within the media industry.</li> </ul>	<p>Learn how to use the online Google Classroom resources.</p> <p>Pupils are introduced to the key elements of the Creative iMedia course through a series of short, focussed research &amp; practical activities.</p>	<p>Learn how to access all resources through Classroom.</p> <ul style="list-style-type: none"> <li>Able to identify the different sectors that form the media industry and how these are evolving</li> <li>Able to identify the types of products produced by, and used in, different sectors</li> <li>Able to identify that the same product can be used by different sectors</li> <li>products</li> <li>Able to identify the main responsibilities of each role in the creation of media products</li> <li>Able to identify that some job roles are specific to preproduction, production or post-production phases</li> <li>Able to identify that some job roles span multiple production phases</li> <li>Able to understand why the size and scale of projects/productions means that individuals may perform more than one role</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> <p>Understand different job roles/areas for employment within the media sector.</p> <p>Use of search engine filters, limitations of re-using social media content.</p> <p>Practical solution of obtaining licences, permissions for copyright protected designs.</p>	n/a	<ul style="list-style-type: none"> <li>All transition project activities are assessed through continual assessment, based on exam board assessment criteria.</li> </ul>	<p>Additional support to be provided where required for both SEND &amp; PP pupils to help access resources.</p>



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Aut2	<p><b>Fusion Game Design engine software skills development</b></p> <p><b>Learning Log development &amp; Game Design 1 Theme – Pong Sports</b></p> <p><b>Skills based project introducing aspects from R099 Digital Games: 2.1 Techniques to explain game concepts 2.2 Technical skills to create and/or edit and manage assets for use within digital games</b></p>	<ul style="list-style-type: none"> <li>• Able to use core features of Clickteam Fusion 2.5 game design engine software.</li> <li>• Able to use core features of Serif Draw Plus software to prepare game assets.</li> <li>• Able to create &amp; understand purpose of Game Design Documents (GDDs).</li> <li>• Able to create game actions/events, use inputs &amp; outputs, and understand cause &amp; effect.</li> <li>• Able to use game start &amp; end mechanisms.</li> <li>• Able to save and export digital games.</li> <li>• This unit will enable learners to understand the capabilities and limitations of a range of platforms.</li> <li>• 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.</li> <li>• This unit will also enable learners to understand the basics of planning and designing digital games for the creative digital media sector.</li> </ul>	<p>Pupils learn key concepts of game design engine software: Clickteam Fusion 2.5. They achieve this through a series of short focussed practical tasks, supported by tutorial/demonstration videos for each core skill needed for Fusion. They are then introduced to a game design client brief, need to plan their game by creating game design documents (GDDs), prepare assets for use in the game, then employ techniques practiced from learning log activities to produce the first game design (sports Pong).</p>	<p>Through production of learning log on Google Classroom pupils will build their confidence in skills needed to produce a range of different game concepts using Fusion game design engine.</p> <ul style="list-style-type: none"> <li>• How GDDs are used to engage and inform developers and clients, keeping games 'on track' during their creation by setting out the key goals and concepts of game ideas</li> <li>• Format, layout and structure of GDDs to explain concepts clearly</li> <li>• Creating GDDs to engage and inform clients or investors by explaining key elements of concepts including Unique Selling Points (USP) /elevator pitches/concept statements, genres, platforms, target audiences, characters, synopsis of story, gameplay, in-game purchases or monetisation, objectives and art, sounds and music</li> <li>• Design specifics to inform and engage developers, including progression, scoring, timing, levels, interactivity, user interface and controls, game objects, core loops and game structures, concept art, geometric parameters and game mechanics</li> <li>• Preparing assets for use within digital games by editing properties e.g. size and resolution, cutting, cropping, changing length/duration of video or animation, formatting text, animating static images to create moving objects or characters, duplicating graphics to create larger</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>• Videos available showing on screen demonstrations of various skills needed for fusion software.</li> <li>• Pupils to watch videos, then practice each skill.</li> <li>• Rotation.</li> <li>• Scale.</li> <li>• Ratio.</li> <li>• Depth.</li> <li>• Triggers &amp; events.</li> <li>• Multimedia elements.</li> <li>• Export process.</li> </ul> <p><a href="https://www.clickteam.com/clickteam-fusion-2-5">https://www.clickteam.com/clickteam-fusion-2-5</a></p> <ul style="list-style-type: none"> <li>• Trigger</li> <li>• Event</li> <li>• Action</li> <li>• Frame editor</li> <li>• Event editor</li> <li>• Storyboard editor</li> <li>• Path movement</li> <li>• Sideways shooter</li> <li>• Numeracy – use of coordinates, angles, timings, frequency.</li> <li>• Target audience, purpose, requirements.</li> <li>• Importance of computer programming/coding skills, opportunities in career development.</li> <li>• Discussion about game design as career choice, importance of game design industry in south Warwickshire area</li> </ul>	<ul style="list-style-type: none"> <li>• All learning log &amp; R099 activities are assessed through continual assessment, based on exam board assessment criteria.</li> </ul>	<p>Additional support to be provided where required for both SEND &amp; PP pupils to help access resources.</p> <p>Wide range of tutorial &amp; demonstration videos are available to all pupils, to reinforce skills/knowledge required with this project work.</p>
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				<p>backgrounds or textures, creating infinite backgrounds for scrolling games out of static images</p> <ul style="list-style-type: none"> <li>• Using graphics editing software and/or hand-drawn artwork to generate assets for characters, objects or scenery/terrains</li> <li>• Writing routines, procedures, blocks, scripts, actions and events to generate outputs based on player inputs in a game</li> <li>• Creating movement of players, objects and/or NPCs</li> <li>• Creating scoring and timing mechanisms in digital games, including game start/customisation/menu and game end/restart/level up/high score table</li> </ul>			
Spr 1	<p><b>Fusion Game Design engine software skills development</b></p> <p><b>Learning Log development &amp; Game Design 2 Theme – Platformer</b></p> <p><b>Skills based project building on aspects from R099 Digital Games: 2.1 Techniques to explain game concepts 2.2 Technical skills to create and/or</b></p>	<p>Understand how to use advanced skills &amp; techniques for game production, through tutorial tasks &amp; continued production of fusion skills learning log on Google Classroom.</p> <ul style="list-style-type: none"> <li>• Able to use core features of Clickteam Fusion 2.5 game design engine software.</li> <li>• Able to use core features of Serif Draw Plus software to prepare game assets.</li> <li>• Able to create &amp; understand purpose of Game Design Documents (GDDs).</li> <li>• Able to create game actions/events, use inputs &amp; outputs, and understand cause &amp; effect.</li> </ul>	<p>Pupils continue to learn key concepts of game design engine software: Clickteam Fusion 2.5. They achieve this through a series of short focussed practical tasks, supported by tutorial/demonstration videos for each core skill needed for Fusion. They are then introduced to their next game design client brief, need to plan their game by creating game design documents (GDDs), prepare assets for use in the game, then employ techniques practiced from learning log activities to produce the first game design (Platformer).</p>	<p>Through production of learning log on Google Classroom pupils will build their confidence 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 &amp; record these skills throughout their learning log on Google Classroom.</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><a href="https://www.clickteam.com/clickteam-fusion-2-5">https://www.clickteam.com/clickteam-fusion-2-5</a></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> <p>Discussion about game design as career choice, importance of game design industry in south Warwickshire area.</p>	<ul style="list-style-type: none"> <li>• All R099 activities are assessed through continual assessment, based on exam board assessment criteria.</li> </ul>	<p>Additional support to be provided where required for both SEND &amp; PP pupils to help access resources.</p> <p>Wide range of tutorial &amp; demonstration videos are available to all pupils, to reinforce skills/knowledge required with this project work.</p>



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	<p><b>edit and manage assets for use within digital games</b></p> <ul style="list-style-type: none"> <li>• Able to use game start &amp; end mechanisms.</li> <li>• Able to save and export digital games.</li> </ul>						
Spr 2	<p><b>Digital graphics software skills development - Serif Photoplus Learning Log</b></p> <p><b>Skills based project introducing aspects from R094 Visual identity &amp; digital graphics</b></p> <p><b>2.2 Properties of digital graphics and use of assets</b></p> <p><b>2.3 Techniques to plan visual identity</b></p> <p><b>3.1 Tools and techniques of imaging editing software used to create digital graphics</b></p>	<p>Understand how to use advanced skills &amp; techniques for digital graphics production using Photoplus software, through tutorial tasks &amp; production of Photoplus skills learning log on Google Classroom.</p> <ul style="list-style-type: none"> <li>• Able to use software tools and techniques to create digital graphics</li> <li>• Able to source assets for use in digital graphics</li> <li>• Able to create, modify &amp; store assets for use.</li> </ul>	<p>Pupils learn key concepts of digital graphics software, including Serif Photoplus &amp; Drawplus. They achieve this through a series of short focussed practical tasks, supported by tutorial/demonstration videos for each core skill needed for both pieces of software.</p>	<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 advanced digital graphic design skills using features of Photoplus software, including selection tools, layers, masks, gradients, adjustments, exporting graphics to intended graphical formats.</p> <ul style="list-style-type: none"> <li>• Setting the canvas size - expanding or modifying</li> <li>• Using layout tools to assist 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> </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>• pixel dimensions</li> <li>• dpi resolution</li> <li>• quality</li> <li>• compression settings</li> <li>• how different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).</li> <li>• produce a visualisation diagram for a digital graphic</li> </ul> <p>Highlight requirements of copyright, trademarks, copyright free sources, referencing copyright in graphical design work.</p> <p>Importance of graphical design industry in UK.</p>	<ul style="list-style-type: none"> <li>• All R094 activities are assessed through continual assessment, based on exam board assessment criteria.</li> </ul>	<p>Additional support to be provided where required for both SEND &amp; PP pupils to help access resources.</p> <p>Wide range of tutorial &amp; demonstration videos are available to all pupils, to reinforce skills/knowledge required with this project work.</p>



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				<ul style="list-style-type: none"> <li>Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen</li> </ul>			
Sum 1	<p><b>Fusion Game Design engine software skills development</b></p> <p><b>Learning Log development &amp; Game Design 3 Theme – Classic Arcade Game Remakes</b></p> <p><b>Skills based project building on aspects from R099 Digital Games:</b></p> <p><b>2.1 Techniques to explain game concepts</b></p> <p><b>2.2 Technical skills to create and/or edit and manage assets for use within digital games</b></p>	<p>Understand how to use advanced skills &amp; techniques for game production, through tutorial tasks &amp; continued production of fusion skills learning log on Google Classroom.</p> <ul style="list-style-type: none"> <li>Able to use core features of Clickteam Fusion 2.5 game design engine software.</li> <li>Able to use core features of Serif Draw Plus software to prepare game assets.</li> <li>Able to create &amp; understand purpose of Game Design Documents (GDDs).</li> <li>Able to create game actions/events, use inputs &amp; outputs, and understand cause &amp; effect.</li> <li>Able to use game start &amp; end mechanisms.</li> <li>Able to save and export digital games.</li> </ul>	<p>Pupils continue to learn key concepts of game design engine software: Clickteam Fusion 2.5. They achieve this through a series of short focussed practical tasks, supported by tutorial/demonstration videos for each core skill needed for Fusion. They are then introduced to their next game design client brief, need to plan their game by creating game design documents (GDDs), prepare assets for use in the game, then employ techniques practiced from learning log activities to produce the first game design (Classic Arcade game remake - space invaders/asteroids/pacman).</p>	<p>Through production of learning log on Google Classroom pupils will build their confidence in skills needed to produce a range of different game concepts using Fusion game design engine.</p> <ul style="list-style-type: none"> <li>How GDDs are used to engage and inform developers and clients, keeping games 'on track' during their creation by setting out the key goals and concepts of game ideas</li> <li>Format, layout and structure of GDDs to explain concepts clearly</li> <li>Creating GDDs to engage and inform clients or investors by explaining key elements of concepts including Unique Selling Points (USP) /elevator pitches/concept statements, genres, platforms, target audiences, characters, synopsis of story, gameplay, in-game purchases or monetisation, objectives and art, sounds and music</li> <li>Design specifics to inform and engage developers, including progression, scoring, timing, levels, interactivity, user interface and controls, game objects, core loops and game structures, concept art, geometric parameters and game mechanics</li> <li>Preparing assets for use within digital games by editing properties e.g. size and resolution, cutting, cropping, changing</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>Videos available showing on screen demonstrations of various skills needed for fusion software.</li> <li>Pupils to watch videos, then practice each skill.</li> <li>Rotation.</li> <li>Scale.</li> <li>Ratio.</li> <li>Depth.</li> <li>Triggers &amp; events.</li> <li>Multimedia elements.</li> <li>Export process.</li> </ul> <p><a href="https://www.clickteam.com/clickteam-fusion-2-5">https://www.clickteam.com/clickteam-fusion-2-5</a></p> <ul style="list-style-type: none"> <li>Trigger</li> <li>Event</li> <li>Action</li> <li>Frame editor</li> <li>Event editor</li> <li>Storyboard editor</li> <li>Path movement</li> <li>Sideways shooter</li> <li>Numeracy – use of coordinates, angles, timings, frequency.</li> <li>Target audience, purpose, requirements.</li> <li>Importance of computer programming/coding skills, opportunities in career development.</li> <li>Discussion about game design as career choice, importance of game design</li> </ul>	<ul style="list-style-type: none"> <li>All R099 activities are assessed through continual assessment, based on exam board assessment criteria.</li> </ul>	<p>Additional support to be provided where required for both SEND &amp; PP pupils to help access resources.</p> <p>Wide range of tutorial &amp; demonstration videos are available to all pupils, to reinforce skills/knowledge required with this project work.</p>



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				<p>length/duration of video or animation, formatting text, animating static images to create moving objects or characters, duplicating graphics to create larger backgrounds or textures, creating infinite backgrounds for scrolling games out of static images</p> <ul style="list-style-type: none"> <li>• Using graphics editing software and/or hand-drawn artwork to generate assets for characters, objects or scenery/terrains</li> <li>• Writing routines, procedures, blocks, scripts, actions and events to generate outputs based on player inputs in a game</li> <li>• Creating movement of players, objects and/or NPCs</li> <li>• Creating scoring and timing mechanisms in digital games, including game start/customisation/menu and game end/restart/level up/high score table</li> </ul>	industry in south Warwickshire area		
Sum 2	<p><b>Visual Identity/graphics creations/game design project encompassing elements of R093/94/99 introduced this year.</b></p>	<p>Pupils will learn how to design &amp; create a digital graphic &amp; related game design for a specific set assignment brief, in preparation for live assignments at start of year 10.</p> <ul style="list-style-type: none"> <li>• Able to use software tools and techniques to create digital graphics</li> <li>• Able to source assets for use in digital graphics</li> <li>• Able to create, modify &amp; store assets for use.</li> <li>• Able to use core features of Clickteam Fusion 2.5 game</li> </ul>	<p>Pupils continue to build upon key concepts of digital graphics software, including Serif Photoplus &amp; Drawplus.</p> <p>Pupils continue to build upon key concepts of game design engine software: Clickteam Fusion 2.5.</p>	<ul style="list-style-type: none"> <li>• Setting the canvas size - expanding or modifying</li> <li>• Using layout tools to assist 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</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>• Videos available showing on screen demonstrations of various skills needed for fusion software.</li> <li>• Pupils to watch videos, then practice each skill.</li> <li>• Rotation.</li> <li>• Scale.</li> <li>• Ratio.</li> <li>• Depth.</li> <li>• Triggers &amp; events.</li> <li>• Multimedia elements.</li> <li>• Export process.</li> </ul>	<ul style="list-style-type: none"> <li>• All R094 &amp; R099 activities are assessed through continual assessment, based on exam board assessment criteria.</li> </ul>	<p>Additional support to be provided where required for both SEND &amp; PP pupils to help access resources.</p> <p>Wide range of tutorial &amp; demonstration videos are available to all pupils, to reinforce skills/knowledge required with this project work.</p>



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		<p>design engine software.</p> <ul style="list-style-type: none"> <li>• Able to use core features of Serif Draw Plus software to prepare game assets.</li> <li>• Able to create &amp; understand purpose of Game Design Documents (GDDs).</li> <li>• Able to create game actions/events, use inputs &amp; outputs, and understand cause &amp; effect.</li> <li>• Able to use game start &amp; end mechanisms.</li> <li>• Able to save and export digital games.</li> </ul>		<p>unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush</p> <ul style="list-style-type: none"> <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>• How GDDs are used to engage and inform developers and clients, keeping games 'on track' during their creation by setting out the key goals and concepts of game ideas</li> <li>• Format, layout and structure of GDDs to explain concepts clearly</li> <li>• Creating GDDs to engage and inform clients or investors by explaining key elements of concepts including Unique Selling Points (USP) /elevator pitches/concept statements, genres, platforms, target audiences, characters, synopsis of story, gameplay, in-game purchases or monetisation, objectives and art, sounds and music</li> <li>• Design specifics to inform and engage developers, including progression, scoring, timing, levels, interactivity, user interface and controls, game objects, core loops and game structures, concept art, geometric parameters and game mechanics</li> <li>• Preparing assets for use within digital games by editing properties e.g. size and resolution, cutting, cropping, changing length/duration of video or animation, formatting text,</li> </ul>	<p><a href="https://www.clickteam.com/clickteam-fusion-2-5">https://www.clickteam.com/clickteam-fusion-2-5</a></p> <ul style="list-style-type: none"> <li>• Trigger</li> <li>• Event</li> <li>• Action</li> <li>• Frame editor</li> <li>• Event editor</li> <li>• Storyboard editor</li> <li>• Path movement</li> <li>• Sideways shooter</li> <li>• Numeracy – use of coordinates, angles, timings, frequency.</li> <li>• Target audience, purpose, requirements.</li> <li>• pixel dimensions</li> <li>• dpi resolution</li> <li>• quality</li> <li>• compression settings</li> <li>• how different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).</li> <li>• produce a visualisation diagram for a digital graphic</li> <li>• Importance of computer programming/coding skills, opportunities in career development.</li> <li>• Discussion about game design as career choice, importance of game design industry in south Warwickshire area</li> </ul>		
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				<p>animating static images to create moving objects or characters, duplicating graphics to create larger backgrounds or textures, creating infinite backgrounds for scrolling games out of static images</p> <ul style="list-style-type: none"><li>• Using graphics editing software and/or hand-drawn artwork to generate assets for characters, objects or scenery/terrains</li><li>• Writing routines, procedures, blocks, scripts, actions and events to generate outputs based on player inputs in a game</li><li>• Creating movement of players, objects and/or NPCs</li><li>• Creating scoring and timing mechanisms in digital games, including game start/customisation/menu and game end/restart/level up/high score table</li></ul>			
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