Alcester Academy Curriculum Planning: Key Stage 4 (Yr11) Cambridge National in Creative iMedia 2021-22

Pupils in Cambridge National - Creative iMedia in year 11 have two (1 hour) lessons each week.

Department: *ICT & Computing*							
Term	Topic/Subject	Assessment Objectives	Knowledge Acquisition	Skill building & intent	Wider reading opportunities, including numeracy & SMSC.	Assessment Task	SEND & PP
Aut1	R092 Developing Digital Games	Learning Objective 1: Understand game creation hardware, software & peripherals Learning Objective 2: Be able to plan the creation of a digital game ● 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.	Pupils build on the skills & knowledge covered during Autumn 2 & Spring 1 in year 9 iMedia, to continue to produce content required for controlled coursework elements in this course. Upon completion of classroom based tasks, pupils build upon key concepts relating to game creation hardware, software & peripherals & being able to plan a digital game, in preparation for the first two sections of controlled coursework for unit R092. Pupils will learn: ● the capabilities and limitations of a range of software used for 2D and 3D game creation (e.g. game engines, game editors, app development, software development kits (SDK)) ● the range of hardware and peripherals required	● 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 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.	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. 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	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.

			to create and test digital games (e.g. computer systems, speakers, interface controls, simulator, target platform test bed).				
	R081 examined unit: Pre-product ion skills	Learning Objective 1: Understand purpose & content of preproduction documents Learning Objective 2: Be able to plan pre-production documents	Pupils build on skills and knowledge from preceding coursework units to produce classwork & revision resources relevant to the R081 external exam unit - Pre Production Skills. Pupils will learn: the purpose and uses for: - mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas) mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product) - visualisation diagrams (e.g. for still images and graphics) storyboards (e.g. for use with video, animation) - scripts (e.g. for a video production,	- 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 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.	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. - Moodboard - Mindmap - Nodes/subnodes - Storyboards - Camera Shot Types/Angles/Movement - Visualisation Diagrams - Scripts	All R081 activities are assessed against relevant mark schemes for past exam paper activities.	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.

			voiceover, comic book or computer game) ● the content of: ● mood boards ● mind maps/spider diagrams ● visualisation diagrams, i.e.: - images - graphics - logos - text ● storyboards, i.e.: - number of scenes - scene content - timings - camera shots (e.g. close up, mid, long) - camera angles (e.g. over the shoulder, low angle, aerial) - camera movement (e.g. pan, tilt, zoom or using a track and dolly) - lighting (e.g. types, direction)- sound (e.g. dialogue, sound effects, ambient sound, music) - locations (e.g. indoor studio or other room, outdoor) - camera type i.e. still camera video camera virtual camera (e.g. for animations, 3D modelling or computer games) ● scripts, i.e.: - set or location for the scene - direction (e.g. what happens in the scene, interaction) - shot type - camera movement - sounds (e.g. for actions or events) - characters - dialogue (e.g.				

			intonation, loudness, emotion) - formatting and layout.				
Autumn 2	R092 Developing Digital Games	Learning Objective 2: Be able to plan the creation of a digital game	Upon completion of classroom based tasks, pupils build upon key concepts relating to game creation hardware, software & peripherals & being able to plan a digital game, in preparation for the first two sections of controlled coursework for unit R092. Pupils will learn: • interpret client requirements for a digital game (e.g. platform, genre, visual style, intended age rating) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification) • understand target audience requirements for digital games • identify key aspects of game creation, i.e.: game objectives, original concept and narrative, audio and visual style for the genre, assets required, hardware including peripherals, software • create and maintain a test plan to debug and test a digital	• interpret client/focus group requirements for digital game concepts (e.g. game genre, intended platform, • able to plan the creation of a digital game to take account of • genre • concept • narrative • characters • locations.	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. 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.	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.

			game during production				
			• plan the structure of a game (e.g. game flow diagram, pathways, character creation, game play and scoring systems)				
			• source and store assets for inclusion in the game (e.g. component images, textures, video, sound, animation, scripting, sprites).				
	R081 examined unit: Pre-product ion skills	Learning Objective 2: Be able to plan pre-production documents	Pupils build on skills and knowledge from preceding coursework units to produce classwork & revision resources relevant to the R081 external exam unit - Pre Production Skills. Pupils will learn • interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification) • identify timescales for production based on target audience and end user requirements • how to conduct and analyse research for	Be able to identify relevant client requirements. Be able to use relevant methods to plan timescales, such as creating work plans. Be able to analyse why different methods of research are used. Be able to identify target audience requirements.	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. • Client Requirements • Timescales • Primary research • Secondary research • Work plans • Milestones • Contingencies • Target Audience	• All R081 activities are assessed against relevant mark schemes for past exam paper activities.	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.

			a creative digital media product, i.e.: using primary sources, using secondary sources				
			● produce a work plan and production schedule to include: tasks, activities,work flow, timescales, resources, milestones ,contingencies ● the importance of identifying the target audience and how they can be categorised, i.e.: gender, age, ethnicity, income,location ,accessibility				
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	Upon completion of classroom based tasks, pupils build upon key concepts relating to game creation hardware, software & peripherals & being able to plan a digital game, in preparation for the last two sections of controlled coursework for unit R092.	● 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) ● create game-play controls (e.g. mouse/keyboard, dialogue	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. 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.	● All R092 activities are assessed through continual assessment, based on exam board assessment criteria.	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.

				- activation, start/pause/exit facilities) - use algorithms in relevant areas (e.g. scoring systems, timing systems, game triggers, speed) - review a digital game against a specific brief - test a digital game with a client or focus group - identify areas for improvement and further development of a digital game	- 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.		
Spring 2	R081 examined unit: Pre-product ion 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 schedules are used in creative ict/media sector. Understand how choice of target audience affects the design/choice of preproduction documents.	Pupils build on skills and knowledge from preceding coursework units to produce classwork & revision resources relevant to the R081 external exam unit - Pre Production Skills.	- 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 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.	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. - 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.	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.

		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 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.	Pupils build on skills and knowledge from preceding coursework units to produce classwork & revision resources relevant to the R081 external exam unit - Pre Production Skills.	● Able to review and evaluate pre-production documents. ● Able to identify improvements for pre-production documents.	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.	● External exam for unit R081 Pre Producton skills.	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.
Summer 2							

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