

Year 10 Curriculum Map for ICT (OCR i-Media Course)

<p>What are the intended aims for this year's curriculum? Cambridge Nationals in Creative iMedia are media sector-focused, including web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. In year 10 student will work on the two mandatory units. Firstly, R082 Creating Digital Graphics which is a coursework unit worth 25% of the qualification and centre assessed and moderated by OCR. Secondly, R081 Pre-Production Skills which is assessed through a 75-minute public exam at the start of term 6. After the exam in term 6 students work on LO1 of their first optional unit.</p>											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): Unit R081 LO1 & LO2 Exam prep. Also controlled assessment work on R082 LO2 context planning		Topic(s): Unit R081 LO2 & LO3 Exam Prep. Also controlled assessment work on & R082 LO2 planning. Controlled assessment work on R082 LO1 research		Topic(s): R082 LO1 & LO3. Creation of coursework for both LO		Topic(s): Unit R082 LO4 and catch up in all areas of R082 coursework		Topic(s): Unit R081 Cover LO4 Exam Revision		Topic(s): R081 Exam Revision until exam Fri 5 th Jun 2010 R092 Game Design LO1 or Unit R085: Creating a multipage website	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY exam	
<p>'Big idea(s)' / fundamental concepts</p> <p>This terms work will enable learners to understand the purpose and content of pre-production documents such as Mind Maps, Mood Boards, Storyboards, Visualisation Diagrams and Scripts. Then students will practically apply the learned knowledge to context of R082 LO2 Planning stage coursework.</p>		<p>This terms work will enable learners to understand and create client briefs based on a given context. To understand the legislation involved in the production of creating media products, to understand the properties formats of application files used in production of media products. Then students will practically apply the learned knowledge to context of R082 LO2 Planning stage coursework and R082 LO1 Research stage coursework.</p>		<p>Topic(s): Unit R082 LO3 R082 LO1 & LO3. Students will complete any of the research stages (LO1) and then move onto learning how to create new digital graphics using a range of editing techniques that they will be taught. This they will then need to apply independently in controlled coursework conditions to create the digital graphic outlined in their coursework context.</p>		<p>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 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. Focus this term in completing this unit and creating an effective review.</p>		<p>Utilising results of R081 exam paper set in term 2 focus areas of revision. Cover R081 LO4 which focusses on high level skills necessary to review pre-production documents.</p>		<p>R081 revision until exam is sat. Then research on one of the two optional units. This will help learners to understand key features of these optional units.</p> <p>Either</p> <p>Gaming - This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector.</p> <p>Or</p> <p>Websites - 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</p>	
<p>Knowledge to be learnt</p> <p><i>Learners must be taught:</i></p> <ul style="list-style-type: none"> the purpose uses & how to create the following: <ul style="list-style-type: none"> 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) visualisation diagrams (e.g. for still images and graphics) storyboards (e.g. for use with video, animation) scripts (e.g. for a video production, voiceover, comic book or computer game) the content of: <ul style="list-style-type: none"> mood boards mind maps/spider diagrams visualisation diagrams, i.e.: <ul style="list-style-type: none"> images graphics logos text storyboards, i.e.: <ul style="list-style-type: none"> number of scenes scene content 		<p><i>Learners must be taught how to:</i></p> <ul style="list-style-type: none"> 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 a creative digital media product, i.e.: <ul style="list-style-type: none"> using primary sources using secondary sources produce a work plan and production schedule to include: <ul style="list-style-type: none"> tasks activities work flow timescales resources milestones contingencies. <p><i>Learners must be taught:</i></p>		<p>Learners must be taught how to:</p> <ul style="list-style-type: none"> source assets identified for use in a digital graphic, i.e.: <ul style="list-style-type: none"> 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) 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 in an appropriate format for <ul style="list-style-type: none"> print use web use multimedia use. <p>Learners must be taught:</p> <ul style="list-style-type: none"> how to use version control when creating a digital graphic. 		<p>Learners must be taught how to:</p> <ul style="list-style-type: none"> review a digital graphic against a specific brief identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, colour adjustment). Make sure that if awards higher mark bands review is critical – discuss with students phrasing to use to show evidence of being critical and explain to students they need a range of improvements. (I have done If I had done then my image would have) 		<p>Learners must be taught how to:</p> <ul style="list-style-type: none"> review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience) identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes). 		<p>Learning Outcome 1: Understand game creation hardware, software and peripherals</p> <p>Learners must be taught:</p> <ul style="list-style-type: none"> 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 to create and test digital games (e.g. computer systems, speakers, interface controls, simulator, target platform test bed). <p>Or</p> <p>Learning Outcome 2: Understand the properties and features of multipage websites</p> <p>Learners must be taught:</p>	
Check understanding of key concepts. Be able to recall key information, strengths and weaknesses both through past exam questions and practical application of coursework		Set past R081 exam paper to assess knowledge gained and areas to be addressed in term 5. Assess R082 coursework produced and feedback improvements		Assess R082 coursework produced and feedback improvements		Set another R081 Exam paper. Assess R082 coursework produced and feedback improvements		No end of year exam Assess LO1 optional unit coursework produced			

<ul style="list-style-type: none"> • 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) • 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. <ul style="list-style-type: none"> – still camera – video camera – virtual camera scripts, i.e.: <ul style="list-style-type: none"> • 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. • produce a visualisation diagram, mind map, mood board 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). 		<ul style="list-style-type: none"> • the importance of identifying the target audience and how they can be categorised, i.e.: <ul style="list-style-type: none"> o gender o age o ethnicity o income o location o accessibility • the hardware, techniques and software used for, digitising paper-based documents, creating electronic pre-production documents • Health and Safety at Work Act 1974 - considerations when creating digital media products • legislation regarding any assets to be sourced & how applies to creative media production, i.e.: <ul style="list-style-type: none"> o Data Protection Act 2018 o The Copyright, Designs and Patents Act 1988 o Computer Misuse Act 1990 <p>Learners must be taught:</p> <ul style="list-style-type: none"> • the properties and limitations of file formats for still images • the properties and limitations of file formats for audio • the properties and limitations of file formats for moving images, i.e.: <ul style="list-style-type: none"> o video o animation • suitable naming conventions (e.g. version control, organisational requirements). <p>Learners must be taught how to:</p> <ul style="list-style-type: none"> • identify appropriate file formats needed to produce: <ul style="list-style-type: none"> o pre-production documents o final products in line with client requirements. 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.: <ul style="list-style-type: none"> o bitmap/raster o vector • file formats, i.e.: <ul style="list-style-type: none"> o .tiff o .jpg o .png o .bmp o .gif o .pdf • the properties of digital graphics and their suitability for use in creating images, i.e.: <ul style="list-style-type: none"> o pixel dimensions 				<ul style="list-style-type: none"> • the purpose and component features of multipage websites in the public domain • the devices used to access web pages i.e.: <ul style="list-style-type: none"> o o laptops and personal computers o o mobile devices and smartphones o o tablets o o games consoles o o digital television • the methods of internet connection i.e.: <ul style="list-style-type: none"> o o wired broadband o o wi-fi (e.g. private local area networks, public hotspots) o o wireless broadband (e.g. 3G, HSDPA, 3GPP, LTE).
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Key vocabulary	See words used in knowledge to be learnt	See words used in knowledge to be learnt	See words used in knowledge to be learnt	See words used in knowledge to be learnt	See words used in knowledge to be learnt	See words used in knowledge to be learnt	See words used in knowledge to be learnt	See words used in knowledge to be learnt
The role of reading and comprehension	<i>Key concepts and vocab to be introduced by teacher. Be able to independently research key words.</i>	Key concepts and vocab to be introduced by teacher. Be able to independently research key words.	Be able to integrate relevant key concepts covered in terms 1 & 2 into responses to areas covered in terms 3	Key concepts and vocab to be introduced by teacher. Be able to independently research key words.	Key concepts and vocab to be introduced by teacher. Be able to independently research key words.	Key concepts and vocab to be introduced by teacher. Be able to independently research key words.	Key concepts and vocab to be introduced by teacher. Be able to independently research key words.	Key concepts and vocab to be introduced by teacher. Be able to independently research key words.
The role of independent extended writing	<i>At this stage need to understand foundations of course with S&W before can move onto developing an answer.</i>	To achieve higher mark band be able to carry out independent research to extend ideas and offer a number of reasons for choices and recommendations.	Being able to describe process of creating their graphic with fully discussed reasons	Make sure that if awards higher mark bands review is critical – discuss with students phrasing to use to show evidence of being critical and explain to students they need a range of improvements. (I have done If I had done then my image would have)	Make sure that if awards higher mark bands review is critical – discuss with students phrasing to use to show evidence of being critical and explain to students they need a range of improvements. (I have done If I had done then my image would have)	Focus on extended mark question which focus on review of pre-production documents using exemplar materials	To achieve higher mark band be able to carry out independent research to extend ideas and offer a number of reasons for choices and recommendations.	To achieve higher mark band be able to carry out independent research to extend ideas and offer a number of reasons for choices and recommendations.
The role of maths/ numeracy								
Links to careers/ aspirations	<i>Links to many roles & courses (Gaming, web designer media roles)</i>	Links	Links to graphic design roles				Links to game design roles	Links to game design roles
Core skills <i>A skill is a performance built on what a person knows</i>	Plan ahead, logical thinking, prioritising		Editing graphics using Photoshop	Ability to review work completed and understand what have done well and what needs improving	Ability to review work completed and understand what have done well and what needs improving		Be able to research effectively and record sources of information	Be able to research effectively and record sources of information
Dept. enrichment activities								
Home learning opportunities	Complete outstanding work. Revise for exam	Complete outstanding work. Revise for exam	Complete outstanding work.	Complete outstanding work.	Complete outstanding work.	Complete outstanding work. Revise for public exam	Complete outstanding work.	Complete outstanding work.