

Curriculum overview: iMedia

Key skills/content requirements at Key Stage 4

Creative iMedia content and understanding

Students need to understand the following:

1. The media industry
2. Factors influencing product design
3. Pre-production planning
4. Distribution considerations
5. Developing visual identity
6. How to plan digital graphics for products
7. How to create visual identity and digital graphics
8. How to plan interactive digital media
9. How to create interactive digital media
10. How to review interactive digital media

Pre-production

Understanding the purposes, uses and content of different re-production methods, as well as creating effective:

- Mood board
- Mind map
- Storyboard
- Visualisation diagram
- Script
- Identify and describe target audiences
- Health and safety considerations
- Copyright, trademarks and intellectual property
- Final media product file formats

It is essential that students have a full grasp of each element of this unit as the knowledge and skills need to be applied to all four units.

Image manipulation

- How and why digital graphics are used
- File types and format
- The properties of digital graphics
- How different purposes and audiences influence the design and layout
- Compression
- Pixel dimensions
- DPI resolution
- Vector
- Raster
- Standard tools using image manipulation software (applying filters, eraser, basic shapes, move tool, basic painting, adding text, auto colours)
- Standard tools using image manipulation software (levels, curves, manipulating layers, feathering, cloning, stroke, text special effects, modifying shapes, burns, dodge and using masks)

The Media Industry

Understanding of the media industry, its components, opportunities including:

- Sectors within the media industry
- Products used and created
- Job roles (Creative, technical, senior)
- Purpose of media (Advertise, educate, entertain, inform, influence)
- Client requirements
- Demographics & segmentation
- Codes & conventions

Interactive Digital Media Products

- Format types of interactive digital media
- Content used in interactive digital media
- Hardware devices used to access interactive digital media
- Methods of user interaction within interactive digital media
- Features of interactive digital media
- Conventions of interactive digital media
- Creativity in interactive digital media
- Hardware and software used to create interactive digital media
- Pre-production documentation and planning for interface, content and user interaction

Curriculum Overview

The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry. This qualification will help students to develop independence and confidence in using skills that would be relevant to the media industry. It will also help students to develop learning and skills that can be used in other life and work situations, such as exploring different options and choosing the best way forward to a solve problem and complete tasks in an organised way which meet deadlines.

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
Year 10	<u>R093: Creative iMedia in the media industry</u> <u>Topic Area 1: The media industry</u> 1.1 Media industry sectors and Products 1.2 Job roles in the media Industry <u>Topic Area 2: Factors influencing product design</u> 2.1 How style, content and layout are linked to the purpose 2.2 Client requirements and how they are defined 2.3 Audience demographics and segmentation 2.4 Research methods, sources and types of data 2.5 Media codes used to convey meaning, create impact and/or engage audiences <u>R097: Interactive digital Media</u> <u>Topic Area 1: Plan interactive Digital Media</u> 1.1 Types of interactive digital media, content and associated hardware 1.2 Features and conventions of interactive digital media 1.3 Resources required to create interactive digital media products 1.4 Pre-production and planning documentation and techniques for interactive digital media <u>Topic Area 2: Create interactive digital media</u> 2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products. 2.2 Technical Skills to create interactive digital media	<u>R093: Creative iMedia in the media industry</u> <u>Topic Area 3: Pre-production planning</u> 3.1 Work planning 3.2 Documents used to support ideas generation 3.3 Documents used to design and plan media products <u>Topic Area 4: Distribution considerations</u> 4.1 Distribution platforms and media to reach audiences 4.2 Properties and formats of media files <u>R097: Interactive digital Media</u> <u>Topic Area 2: Create interactive digital media</u> 2.3 Techniques to save and export/publish interactive digital media <u>Topic Area 3: Review interactive digital media</u> 3.1 Techniques to test/check and review interactive digital media 3.2 Improvements and further developments	<u>R093: Creative iMedia in the media industry</u> Review and revision of R093 content identified by easter mock examinations. R093 mock after Easter <u>R097: Interactive digital Media</u> Final preparations for submission R097 NEA submitted June	- different sectors that form the media industry and how these are evolving - types of products produced by, and used in, different sectors - different purposes of media products - style, content and layout and how they are adapted to meet each purpose - requirements in client briefs that inform planning - audience demographics and segmentation - media codes and how they're used to convey meaning, create impact and/or engage an audience - importance of work planning - purpose of and how to create mood boards, mind maps, visualisation diagrams, storyboards and scripts to support ideas generation and plan media products - using internet, stock libraries or client library to search for suitable image assets and understand the legalities behind using assets - legal considerations to protect individuals, intellectual property rights, regulation, certification and classification, health and safety	Film Television Radio Print publishing Internet Social media Comics and graphic novels Websites Multimedia Ebooks Work plan Phase Milestones Contingencies Mood board Mind map Visualisation diagram Storyboard Script Wireframe Mise-en-scene Resolution Pixel Bit-depth Compression Colour Theme Target audience Brief Suitability Justify Lossy Lossless Layers Bitmap Vector Colour DPI Copyright

Year 11	<u>R094: Visual identity and digital graphics</u> <u>Topic Area 1: Develop visual identity</u> 1.1 Purpose, elements and design of visual identity <u>Topic Area 2: Plan digital graphics for products</u> 2.1 Graphic design and conventions 2.2 Properties of digital graphics and use of assets 2.3 Techniques to plan visual identity and digital graphics <u>Topic Area 3: Create visual identity and digital graphics</u> 3.1 Tools and techniques of imaging editing software used to create digital graphics 3.2 Technical skills to source, create and prepare assets for use within digital graphics	<u>R094: Visual identity and digital graphics</u> Final preparations for submission <u>R093: Creative iMedia in the media industry</u> Review and revision of R093 content identified by easter mock examinations.	<u>R093: Creative iMedia in the media industry</u> Review and revision of R093 content identified by easter mock examinations. R094 NEA submitted June	• downloading/obtaining images and graphics, • creating original or new image assets by editing existing assets or drawing completely new images as bitmap or vector files • using different storage locations to clearly differentiate original and edited assets in separate folders • distribution platforms and media to reach audiences • using file formats to retain image quality (with/without transparency)" • properties and formats of media files • file compression	Intellectual property Data protection Legislation Defamation Copyright Regulation File type JPG PNG GIF GDPR Computer Misuse act E-Waste Contents Headings Style Font Trigger Animation Audio music Movement Video Special effects Transitions Typography Risk assessment Recce AR/VR Creative Technical Purpose Style Client Purpose Content Layout Demographics Segmentation Research
---------	--	--	---	---	---

Assessment:

Creative iMedia uses the vocational grading system with awarded grades being Level 2 Distinction *, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass (From highest to lowest). All students will complete the certificate version of this qualification which will be comprised of the following units:

- R093 (40% of final grade) – Creative iMedia in the media industry (External examination) Lasting 1 hour and 30 minutes. Marked out of 70.
- R094 (25% of final grade) – Visual identity and digital graphics (NEA) lasting for 30 guided learning hours.
- R098 (35% of final grade) – Visual imaging (NEA) lasting for 42 guided learning hours.

SMSC in Creative iMedia

Spiritual development in iMedia

Students are continually reflecting on their own lives and the lives of others as they look at various Computing case studies. Students debate and formulate their own set of values and beliefs through case studies as they share their own experiences. Computing is an area of rapid development and change, this provides students with the opportunity to reflect upon this progress and potential new technologies which will be developed in time.

Moral development in iMedia

Within computing, it is important to consider many areas of the human impact technology has. Society is not only becoming more reliant on technology, but the increasing rate in which computers are updated causes substantial waste, as well as increased carbon footprint in line with their increased production. Students will investigate the use of social-networking and cyber bullying, whilst learning about the legal implications of immoral acts undertaken online. Students will consider where boundaries should lie and the impact of computing on the environment.

Social development in iMedia

Computing can also help all students to express themselves clearly and to communicate. As students' progress through their learning they will consider more complex social needs and are encouraged to research and work to find appropriate solutions to issues that may affect particular groups within society.

Cultural development in iMedia

With the increased use of social media sites, people are becoming more culturally aware due to the diversity of content posted online for all of the world to see. Computational thinking encourages problem solving and thinking about how to solve an issue from another perspective – a valuable transferable skill that translates to many aspects of life. Students will consider the positive and negative effects of computing upon various groups of people.