

Creative iMedia Department: Curriculum Overview 2023-24

Curriculum Intent:

The KS4 Creative iMedia course encourages students to:

- understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations.
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the media industry and more widely
- design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

KS4 consists of 2 NEA units and an exam unit.

EXAM:

Unit R093: Creative iMedia in the media industry

NEA:

Unit R094: Visual identity and digital graphics

Unit R099: Digital game

Year 10	Term 1		Term 2		Term 3		End Points
	Half Term 1 12 lessons	Half Term 2 12 lessons	Half Term 3 8 lessons	Half Term 4 9 lessons	Half Term 5 9 lessons	Half Term 6 11 lessons	
Topic	Photoshop Skills	R094: Visual identity and digital graphics (Practical & NEA)	R094: Visual identity and digital graphics (Practical & NEA)	Click Team Fusion 2.5	R099 – Digital Games NEA		
Skill	Be able to develop a range of products using Adobe Photoshop. Develop understanding of how visual identities are constructed.	Develop understanding of how Be able to plan for the creation of a visual identity and digital product.	Be able to apply learning and skills into the NEA.	In this unit you will learn how to plan, create and review digital games.			R094 Submission May 2024

Content	Creating and Reviewing Graphics. (R082 old spec)	Practical Skills	NEA Task 2 - Creating the visual identity and digital graphic product	Practical Skills	Topic Area 1: Plan digital games	Topic Area 2: Create digital games	
	<p>Topic 1 -Asset Sourcing and Creating (R082 – Pack B)</p> <p>Topic 2 -Compiling an image Make a Movie Poster in Photoshop. (Summers Last Flight)</p> <p>Topic 3 -Other Basic Tools Make a CD Cover (Hot Rocks)</p> <p>Topic 4 - Isolating text and advanced tools Make a DVD Cover (Made in London)</p> <p>Topic 5 - Masks and other advanced tools Make a book cover (Deserted)</p> <p>Topic 6 - Saving resolution and formats Exporting and repurposing (e.g. Print to Online)</p> <p>R094: Visual identity and digital graphics</p> <ol style="list-style-type: none"> Purpose, elements and design of visual identity Visual identity components and elements Design and layout File types and formats Licences and permissions Planning visual identity 	<ol style="list-style-type: none"> Creating a visual identity Compiling an image <p>R081 Theory (old spec)</p> <ol style="list-style-type: none"> Mind Maps Mood Boards Visualisation Diagrams <p>NEA TASK1</p> <p>– Planning the visual identity and digital graphic product</p> <ul style="list-style-type: none"> Interpreting the client brief. Identifying the target audience. Mind Map Mood Board Sketches of Visual Identity (annotated & justified) Visualisation Diagram of the Digital Graphic (annotated and justified) Source / Create Assets 	<p>NEA Task 2</p> <p>- Creating the visual identity and digital graphic product</p> <p>Create the visual identity</p> <ul style="list-style-type: none"> create the visual identity that has been designed Save the visual identity for use within your digital graphic product. <p>Create the other assets for the digital graphic product.</p> <ul style="list-style-type: none"> create and/or source assets for use within the graphic prepare and save the assets for use within your <p>Create the digital graphic products.</p> <ul style="list-style-type: none"> use image editing software to create the graphic (including the VI) repurpose the graphic for online use Export the digital graphic products in suitable formats for client. 	<p>Choco Break Game</p> <p>Animation in games</p> <p>Events in games</p> <p>Make a platform game</p> <p>Adding Levels with Storyboard controls</p> <p>Adding Timers to games</p> <p>Make a 2 player chase Game.</p>	<p>1.1 Types, characteristics and conventions of digital games</p> <p>1.2 Resources required to create digital games</p> <p>1.3 Pre-production and planning documentation and techniques for digital games</p>	<p>2.1 Techniques to explain game concepts</p> <p>2.2 Technical skills to create and/or edit and manage assets for use within digital games</p> <p>2.3 Technical skills to create digital games</p> <p>2.4 Techniques to save and export digital games</p> <p>Identify the assets required and explain their planned use in your digital game</p>	Submission of R099 May 2024

Prior Knowledge Required	KS3 Fireworks SoW. KS3 Photoshop SoW.	KS3 Fireworks SoW. KS3 Photoshop SoW. R094 Theory & Practical work.	KS3 Fireworks SoW. KS3 Photoshop SoW. R094 Theory & Practical work.	KS3 KS3 Photoshop SoW. R094 Theory & Practical work. Game Making SoW	KS3 Game Making SoW KS3 Photoshop SoW. R094 Theory & Practical work.	KS3 Game Making SoW KS3 Photoshop SoW. R094 Theory & Practical work.
Feedback Points	Review of homework tasks will provide written feedback. Verbal feedback on improvements to graphics.	Review of homework tasks will provide written feedback. NEA – Verbal or feedback will be provided in line with OCR guidance.	NEA – Verbal or feedback will be provided in line with OCR guidance.	Self and peer assessment, verbal feedback.	Self and peer assessment, verbal feedback.	Self and peer assessment, verbal feedback.
Key Questions	How do I select in PS? How do I add layers in PS? How can I change Hue & Saturation? What does a Clipping Mask do? How can I add effects to a layer?	What are the main constructs of a visual identity? Who is the client? What have they asked for? How do your designs appeal to the target audience?	What is a suitable file format for print and why? What is a suitable file format for online and why? How will you make the visual identity and digital graphic appealing to the target audience?	What is the genre of game? What is the purpose? Who is the target audience? What is a PEGI Rating?	What are the characteristics of different genres of games? How does copyright law restrict the use of assets? What are restrictions for assets acquired from stock libraries and Creative Commons assets?	How do I evidence repurposing assets for use in a digital game? What are the shapes for a flowchart? What are the functions of the flowchart symbols? How can I test for game functionality?
Direct Vocab Instruction	Visual Identity, Logo, Slogan, Bitmap, Vector, Layers, Selection, Scalability, Transparency, Permissions, Mind Map, Concept Sketch, Mood board, Visualisation Diagram, Compression, DPI, PPI, Copyright Design & Patents Act, Colour Palette, Typography, Assets, Magic Wand, Lasso, Rulers, Gradient, Stroke, Brightness, Hue, Saturation, Effects, Filters			Events, Frame, Storyboard, Sprites, Objects, Active objects, MMO (Massively multiplayer online), RPG (role playing game), MIDI (Musical Instrument Digital Interface)	Haptic, NPC (non Player Character), Game Engine, IDE (Integrated Development Environment), Game Editor, Concept Art, USP (Unique Selling Point), Reference Art, Minimum Viable Product,	Normal Test Data, Extreme Test Data, Exceptional Test Data, Concept art. Input, Process Output.
Standardised Homework	Each 1 – 9 has a specific 20-mark question sheet to complete and then review at start of lesson. EXT / Challenge Tasks: https://helpx.adobe.com/uk/photoshop/tutorials.html	5 Homework tasks (PG Online resources) Research tasks based on the NEA E.g. Find examples of logos / font styles / online adverts / visual identities / stock libraries and discuss pros and cons etc..	Research tasks based on the NEA E.g. Find examples of logos / font styles / online adverts / visual identities / stock libraries and discuss pros and cons etc..	Make a table of the game types and their characteristics (p212) Write a review of the game you have made. Research a game of choice and explain the user input and game outputs.	Identify the conventions of a range of game genres. (p.213) Identify a game title that matches the game objectives using table (activity p.214)	Source 3 assets and record the details in an asset table. Carry out a search for game emulators to play classic games. (activity p.218) Game creation software activity (p.219)

Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic	R099 – Digital Games NEA	R099 – Digital Games NEA	R093 - Creative iMedia in the media industry	R093 - Creative iMedia in the media industry	R093 - Creative iMedia in the media industry		

Skill	In this unit students will learn how to plan, create and review digital games. They will use Click Team Fusion 2.5 to develop a working game based on a clients requirements.		Learn about the sectors, products and job roles that form the media industry. Learn legal and ethical issues as well as how media codes are used.		Sitting the exam		R093 Exam June 2024	
Content	<p>Topic Area 3: Review digital games</p> <p>3.1 Techniques to test/check and review digital games</p> <p>3.2 Improvements and further developments</p> <p>START NEA</p> <p>Task 1 – Planning the digital game</p> <p>Produce an interpretation from the client brief</p> <p>Produce relevant pre-production documents</p>	<p>Task 2 – Creating your digital game</p> <p>Create the components</p> <p>Create part of your digital game</p> <p>Export or publish your digital game</p>	<p>Exam Theory</p> <p>A - Media Industry and product design</p> <p>Topic 1 - Sectors and products of the media industry</p> <p>Topic 2 - Job roles in the media industry</p> <p>Topic 3 - Purpose style content and layout</p> <p>Topic 4 - Client requirements and audience</p> <p>Topic 5 – Research (<i>Audience demographics and segmentation</i>)</p> <p>Topic 6 - Media codes</p> <p>Topic 7 - Cameras and lighting</p> <p>Assessment 1</p>	<p>Exam Theory</p> <p>B - Pre-production planning</p> <p>Topic 1 – Workplans</p> <p>Topic 2 - Mind maps (recap)</p> <p>Topic 3 - Mood boards (recap)</p> <p>Topic 4 – Scripts</p> <p>Topic 5 – Storyboards</p> <p>Topic 6 - Visualisation diagrams and asset logs</p> <p>Topic 7 - Wireframes and flow charts</p> <p>Topic 8 - Hardware and software</p> <p>Assessment 2</p> <p>Past Paper</p>	Revision Techniques	Past Papers	Sit the EXAM!	R093 Exam in May/June 2024
Prior Knowledge Required	R093 Content R094 Content R099 Content KS3 ICT Skills	R093 Content R094 Content R099 Content KS3 ICT Skills	R093 Content R094 Content R099 Content KS3 ICT Skills	R094 Content R099 Content R093 Content KS3 ICT Skills	R094 Content R099 Content R093 Content KS3 ICT Skills			
Feedback Points	Written feedback on homework and assessments. NEA – Verbal or feedback will be provided in line with OCR guidance.	Written feedback on homework and assessments. NEA – Verbal or feedback will be provided in line with OCR guidance.	Written feedback on homework and assessments.	Written feedback on homework, assessments and past paper.				
Key Questions	What has the client asked for? Who is the target audience? What are the characteristics of this type of game? What are the component features of the game? How will you evidence testing of the game?	What events will happen in the game? What is the purpose? What is the narrative? What file formats are suitable to import into Click Team Fusion?	What are traditional and new media sectors? What are products for different sectors? What are creative job roles? What are technical job roles?	How can I structure an answer to a 10 mark question? What file types are suitable for a range of purposes? What is the difference between vector and bitmap images? What is the difference between lossy and lossless compression? What are safe working practices? What do the symbols in a creative commons licence mean? Are there limitations with CCo and stock libraries assets?				

Direct Vocab Instruction	Game Design Document USP Reference art Minimum viable product Game engine IDE Emulators first person third person selectable views arcade-style top-down views	Plan, create, review, Characteristic, Platform 2D arcade 3D RPG MMO Simulation Game-based learning Augmented/virtual reality	CGI, SFX, VFX, 4K/8K, 3D, Interactive Resoluytion, Platform, Podcast, Interface, Assets, Concept, Dialogue, Non- diegetic, Ambient (diegetic), Foley, Volume, Typography, Workflow, Node, Sub node, Gannt Chart, Branch	Ethos, Genre, Constraints, Demographics, Segmentation, Stereotypes, Primary Sources, Secondary Sources, Qualitative, Quantitive, Technical Codes, Symbolic Codes, Written codes, Meaning, Impact, Track/dolly,	
Standardised Homework	Carry out a tasting table on an existing game. Research games that meet the client briefs needs and identify the characteristics. Add to the research by looking at the conventions of the games. Create pre-production documents on existing games that meet the brief.	Research tasks and activities aimed at specific functions of each students' individual games. (e.g., physics for platform game / adding timers and events for time-based games / adding WASD and up, down, left & right for games with multiple players.)	Each topic has a specific 20-mark question sheet to complete and then review at start of lesson.		