



Curriculum Intent

Using computers is part of modern-day life. It is very difficult to navigate the modern world without a good sound understanding of ICT, especially as our pupils progress up through the year groups and start applying for colleges or jobs. Using the internet to search for college places to downloading prospectus and uploading application/CV to having interviews over Teams. Then once in the workforce being able to use software in a business/work place environment effectively is essential for successful existence.

Creative iMedia develops learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

Creative iMedia J834						
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	R094 Visual identity and digital graphics	R094 Visual identity and digital graphics	R094 Visual identity and digital graphics	R094 Visual identity and digital graphics	R094 Visual identity and digital graphics	R094 Visual identity and digital graphics
Key Knowledge and Understanding	In this Unit you will learn about visual identity. The purpose of brand visual identity in topic area 1.	In this Unit you will learn about visual identity and digital graphics in topic area 1 and 2.1.	In this Unit you will learn about visual identity and digital graphics in topic area 2.2 and 2.3, planning a graphic.	In this Unit you will learn about visual identity and digital graphics in topic area 2.3, planning a graphic.	In this Unit you will learn about visual identity and digital graphics in topic area 3, creating a series of graphics.	In this Unit you will learn about visual identity and digital graphics in topic area 3, creating a series of graphics.
Key Skills (what we want students to be able to do)	The key skills that we are introducing are: <ul style="list-style-type: none"> Purpose of brand identity 	The key skills that we are introducing are: <ul style="list-style-type: none"> Design of visual identity 	The key skills that we are introducing are: <ul style="list-style-type: none"> Properties of digital graphics and use of assets 	The key skills that we are introducing are: <ul style="list-style-type: none"> Properties of digital graphics and use of assets 	The key skills that we are introducing are: <ul style="list-style-type: none"> Technical skills to source, create 	The key skills that we are introducing are: <ul style="list-style-type: none"> Technical skills to source, create



	<ul style="list-style-type: none"> • Elements of brand identity • Design of visual identity 	<ul style="list-style-type: none"> • Graphic design and conventions 	<ul style="list-style-type: none"> • Techniques to plan visual identity and digital graphics 	<ul style="list-style-type: none"> • Techniques to plan visual identity and digital graphics 	<p>and prepare assets for use within digital graphics</p> <ul style="list-style-type: none"> • Techniques to save and export visual identity and digital graphics 	<p>and prepare assets for use within digital graphics</p> <ul style="list-style-type: none"> • Techniques to save and export visual identity and digital graphics
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • Identity • Component • Elements 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • Typography • Importing • Resolution. 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • Vector graphics • Raster graphics • Compatibility 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • Visualisation • Concept 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> •
Assessment	<p>Throughout this unit, students will be assessed on TA1: Develop visual identity</p>	<p>Throughout this unit, students will be assessed on TA1: Develop visual identity</p>	<p>Throughout this unit, students will be assessed on TA1: Develop visual identity</p>	<p>Throughout this unit, students will be assessed on TA1: Develop visual identity</p>	<p>Throughout this unit, students will be assessed on TA1: Develop visual identity</p>	<p>Throughout this unit, students will be assessed on TA1: Develop visual identity</p>



	<p>Topic Area 2: Plan digital graphics for products Topic Area 3: Create visual identity and digital graphics</p> <p>At the end of this unit of work there will be a piece of coursework completed by the students.</p>	<p>Topic Area 2: Plan digital graphics for products Topic Area 3: Create visual identity and digital graphics</p> <p>At the end of this unit of work there will be a piece of coursework completed by the students.</p>	<p>Topic Area 2: Plan digital graphics for products Topic Area 3: Create visual identity and digital graphics</p> <p>At the end of this unit of work there will be a piece of coursework completed by the students.</p>	<p>Topic Area 2: Plan digital graphics for products Topic Area 3: Create visual identity and digital graphics</p> <p>At the end of this unit of work there will be a piece of coursework completed by the students.</p>	<p>Topic Area 2: Plan digital graphics for products Topic Area 3: Create visual identity and digital graphics</p> <p>At the end of this unit of work there will be a piece of coursework completed by the students.</p>	<p>Topic Area 2: Plan digital graphics for products Topic Area 3: Create visual identity and digital graphics</p> <p>At the end of this unit of work there will be a piece of coursework completed by the students.</p>
Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	R087 Creating a multimedia product L03/04	R092 Creating a Game L01/02	R092 Creating a Game L03/04	R081 Exam	R081 Exam	
Key Knowledge and Understanding	In this Unit you will be creating a multimedia product in the form of either a website or a presentation. You will also evaluate this product.	In this Unit you will be learning about games and the gaming industry. You will also be planning a game of your own.	In this Unit you will be creating the game you planned in L02. You will also evaluate the game.	In this Unit you will be looking at exam content, preparing for the final exam.	In this Unit you will be looking at exam content, preparing for the final exam.	
Key Skills (what we want students to be able to do)	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Creating a multimedia product. 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> 2D/3D capabilities 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Creating a game using a range of programming concepts such as 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> L01 and 2 planning techniques. Legalisation terms 	<p>The key skills that we are introducing are:</p> <ul style="list-style-type: none"> Creating planning documents for 	



	<ul style="list-style-type: none"> • Embedding assets. • Legalisation 	<ul style="list-style-type: none"> • Platform requirements • Hardware and peripherals required. 	variables and loops.		<ul style="list-style-type: none"> • high mark questions • Evaluation questions, techniques 	
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <p>Scene.</p> <ul style="list-style-type: none"> • list • describe • Scenario 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • Interface • Interaction • platform 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • Sequence • Variables • iteration 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • list • describe • Scenario 	<p>There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. Here are some examples:</p> <ul style="list-style-type: none"> • list • describe • Scenario 	
Assessment	<p>Throughout this unit, students will be assessed on: LO3 and L04 assessment criteria for R087. At the end of this unit of work there will be a collection of course work from the pupils.</p>	<p>Throughout this unit, students will be assessed on: LO1 and L02 assessment criteria for R092. At the end of this unit of work there will be a collection of course work from the pupils.</p>	<p>Throughout this unit, students will be assessed on: LO3 and L04 assessment criteria for R092. At the end of this unit of work there will be a collection of course work from the pupils.</p>	<p>Throughout this unit, students will be assessed on: Exam question paper mark scheme</p>	<p>Throughout this unit, students will be assessed on: Exam question paper mark schemes</p>	



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Part of the
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