

# Subject Curriculum Information Pack



Pedmore  
High School

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# Curriculum Intent



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## Pedmore High School Creative iMedia Curriculum Statement



The Cambridge Nationals in Creative iMedia J834 is intended to equip pupils with a range of creative media skills and provide opportunities to develop transferable skills like organisation, planning, researching, reviewing, team work and communication. With the use of these skills, pupils will then ultimately create fit-for-purpose media products by following a list of specifications from a client brief.

Pupils will apply creative media skills through practical use. The curriculum provides pupils with essential knowledge, transferable skills and tools to improve their learning in other subjects. The qualification will also encourage pupils to be more independent, creative and aware of all the job aspects within the media sector, in preparation for when they leave education. There are two compulsory units that pupils will begin in year 10:

### **Creative iMedia in the Media Industry**

The aim of this unit is for pupils to gain an understanding of the purposes of media products within each sector; including traditional media and new media. Pupils will also be introduced to a variety of job roles within the media industry and get an idea of the responsibilities of particular roles in the media industry. Pupils will also learn how to respond to client requirements and the techniques used for planning a media project, all of which will lead to the practical units of the course.

### **Visual Identity and Digital Graphics**

The aim of this unit is for the pupils to gain an understanding of digital graphics. This includes the design concept of visual identity through planning and justification. They will gain the technical skills needed to create visual identity and digital graphics by understanding what properties and formats are appropriate as well as editing individual assets to fit the purpose of the product. Finally, the pupils will be able to develop their skills in reviewing and evaluating their final product, giving suggestions of ways to improve.

**Pupils will then choose ONE of the following optional units:**

- Characters and Comics
- Animation with Audio
- Interactive digital media
- Visual Imaging
- Digital Games

# Year 10 Curriculum Assessment Map



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# Curriculum Assessment Map: Year 10 J834 Creative iMedia SOW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<u>R093 – Creative iMedia in the media industry</u>	<u>R093 – Creative iMedia in the media industry</u>	<u>R094 – Visual Identity and Digital Graphics</u>	<u>R094 – Visual Identity and Digital Graphics</u>	<u>R097: Interactive digital media</u>	<u>R097: Interactive digital media</u>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• The Media Industry</li> <li>• Factors Influencing Product Design</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Production Planning</li> <li>• Distribution Considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Area 1: Develop Visual Identity</li> <li>• Topic Area 2: Plan Digital Graphics for Products</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Area 3: Create Visual Identity and Digital Graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Area 1: Plan Interactive Digital Media</li> <li>• Topic Area 2: Create Interactive Digital Media</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Area 2: Create Interactive Digital Media (CONT)</li> <li>• Topic Area 3: Review Interactive Digital Media</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Know the different sectors that form the media industry and how these are evolving</li> <li>• Know the types of products produced by, and used in, different sectors</li> <li>• Know that the same product can be used by different sectors</li> <li>• Know how each role contributes to the creation of media products</li> <li>• Know the main responsibilities of each role in the creation of media products</li> <li>• Know that some job roles are specific to preproduction, production or post-production phases</li> <li>• Know that some job roles span multiple production phases</li> <li>• Understand why the size and scale of projects/productions means that individuals may</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the purpose of work planning</li> <li>• Know the components of workplans</li> <li>• Understand the role of workplan components in work planning</li> <li>• Understand the advantages of using workplans</li> <li>• Understand how workplans are used to manage time, tasks, activities and resources for individuals and large teams</li> <li>• Know the purpose of each document</li> <li>• Know the components and conventions of each document</li> <li>• Know the hardware and software used to create each document</li> <li>• Know the users of each document</li> <li>• Know when each document is appropriate for use</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what is meant by visual identity</li> <li>• Understand that visual identity is used to communicate the nature of brands and business' services or products</li> <li>• Identify the component features of visual identity</li> <li>• Identify the elements of visual identity</li> <li>• Understand how visual identity relates to brand identity</li> <li>• Understand how visual identity elements are influenced by business type, brand values and brand positioning</li> <li>• Understand how visual identity elements are combined to shape perception and create emotional response</li> <li>• Understand that visual identity needs to encapsulate brand values and be appropriate/relevant for</li> </ul>	<ul style="list-style-type: none"> <li>• Setting the canvas size</li> <li>• Use layout tools to help the placement of assets</li> <li>• Use drawing tools</li> <li>• Use brightness and contrast, levels, colour balance, hue, saturation</li> <li>• Use selections based on shape, colour or edge contrast</li> <li>• Use layers to structure a graphic, create, merge, rename, change opacity</li> <li>• Use layer styles to enhance the visual impact</li> <li>• Use retouching techniques to remove unwanted elements</li> <li>• Use typography to add information</li> <li>• Use filters and effects to enhance the visual appeal</li> <li>• Use internet, stock libraries or client library to search for suitable image assets</li> <li>• Download/obtain images and graphics, copying from download folder to working asset folder</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different formats interactive digital media takes</li> <li>• Understand how format is linked to the purpose of interactive digital media products</li> <li>• Understand how format is linked to the audience of interactive digital media products</li> <li>• Understand how devices used to access interactive digital media products impact on its format</li> <li>• Understand how each type of content is used in interactive digital media products</li> <li>• Understand what each content type is used for</li> <li>• Understand how assets are used to create content</li> <li>• Understand how the form and structure of interactive digital media products is affected by digital media content and by the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use software tools and techniques to create and repurpose static image assets, audio assets and video assets</li> <li>• Use vector and bitmap images appropriately</li> <li>• Adjust brightness and contrast, levels, colour balance, hue, saturation</li> <li>• Change image/canvas size - expanding or modifying</li> <li>• Use filters and effects to enhance visual appeal - stylise, monochrome, colour toning, vignette, sharpen</li> <li>• Apply transformations to correct or distort objects - flip, skew, rotate</li> <li>• Use retouching techniques to remove unwanted elements - using cloning, healing, blur, colour swatches, colour picker, pencil, brush, background removal</li> </ul>

# Curriculum Assessment Map: Year 10 J834 Creative iMedia SOW

<p>perform more than one role</p> <ul style="list-style-type: none"> <li>• Know the different purposes of media products</li> <li>• Understand how style, content and layout are adapted to meet each purpose</li> <li>• Understand how to recognise keywords and information in client briefs</li> <li>• Know the requirements in client briefs that inform planning</li> <li>• Understand why requirements in client briefs can constrain planning and production</li> <li>• Understand how to interpret requirements in client briefs to generate ideas and plan</li> <li>• Know the different ways that client briefs are communicated</li> <li>• Know the different categories of audience segmentation</li> <li>• Know examples of the way audiences are grouped for each segmentation type</li> <li>• Understand the reasons for, and benefits of, audience segmentation</li> <li>• Understand how audience characteristics influence the design and production of media products</li> <li>• Understand the reasons for, and benefits of, conducting research</li> <li>• Evaluate primary and secondary research and data</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what makes each document effective</li> <li>• Understand how to improve the effectiveness of documents for users in given contexts</li> <li>• Understand the purpose of, and reasons for, each legal consideration</li> <li>• Explain what is required of media producers to comply with each legal consideration</li> <li>• Understand the impact on individuals and media producers using and publishing inaccurate personal information</li> <li>• Know what is meant by intellectual property</li> <li>• Understand the purpose of, and reasons for, legislation to protect intellectual property</li> <li>• Explain what is required of media producers to respect intellectual property rights</li> <li>• Explain how and when intellectual property can be protected</li> <li>• Understand the implications for media producers of using copyrighted materials without permission</li> <li>• Know the types of products covered by regulation, certification and classification</li> <li>• Understand the purpose of, and reasons for regulation, certification and classification</li> </ul>	<p>the audience and type of market</p> <ul style="list-style-type: none"> <li>• Understand that if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose</li> <li>• Use appropriate elements to create visual identity suitable for different target audiences/consumers</li> <li>• Explain the importance of graphic designs that incorporate visual identity and house style</li> <li>• Explain why typography is important to convey clear messages using suitable text fonts and sizes</li> <li>• Identify colour systems and colour trends</li> <li>• Use colour to convey the intended meaning</li> <li>• Identify the limitations of bitmap/raster file formats in terms how many colours are supported, scalability (enlarging) and whether transparent backgrounds can be included</li> <li>• Identify the benefits of vector file formats, scalability for large print use</li> <li>• Use search engine filters</li> <li>• Use image stock libraries terms and conditions</li> <li>• Identify the limitations of re-using social media content</li> <li>• Understand the rights and permissions for the use of client owned and third-</li> </ul>	<ul style="list-style-type: none"> <li>• Create original or new image assets by editing existing assets or drawing completely new images as bitmap or vector files</li> <li>• Resample images and assets for use in a print product - checking pixel dimensions and dpi resolution for the intended size of reproduction</li> <li>• Rasterising vector-based graphics for use in bitmap graphics</li> <li>• Use different storage locations to clearly differentiate original and edited assets in separate folders</li> <li>• Use file formats to retain image quality</li> <li>• Save files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits</li> <li>• Repurpose and export visual identity and digital graphics in file formats and image properties which meet client requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the range of devices used to access interactive digital media</li> <li>• Understand how the devices used to access interactive digital media are linked to purpose and audience of products</li> <li>• Understand how to adapt content to suit different access methods</li> <li>• Understand how each method of user interaction can be used to interact with interactive digital media products</li> <li>• Select appropriate applications for each method of user interaction</li> <li>• Explain what makes an effective GUI</li> <li>• Differentiate between types of interface and interaction styles including advantages to users</li> <li>• Understand the technical limitations of interface and interaction styles</li> <li>• Select appropriate interfaces and interaction styles</li> <li>• Understand non-linear navigation and its benefits</li> <li>• Explain the importance of accessibility and how each accessibility feature assists users</li> <li>• Select appropriate accessibility features</li> <li>• Apply conventions to create effective interface designs</li> <li>• Understand how original work differs from</li> </ul>	<ul style="list-style-type: none"> <li>• Import sound and video footage to create assets</li> <li>• Trim/cut/split unwanted parts of sound assets</li> <li>• Join sounds together to extend sound assets</li> <li>• Adjust volume of sound assets</li> <li>• Place and sequence video assets along timelines</li> <li>• Trim/cut unwanted parts of video assets</li> <li>• Adjust brightness and colour of video assets</li> <li>• Use software tools and techniques to create interactive elements</li> <li>• Structure product folders within creation software</li> <li>• Use naming conventions to facilitate file management within product creation software</li> <li>• Implement effective house styles within master pages/templates</li> <li>• Create structures for navigation systems for interactive digital media</li> <li>• Use master pages/templates within interactive digital media products to ensure consistent styling</li> <li>• Insert content into interactive digital media products</li> <li>• Set up playback controls within interactive digital media products</li> <li>• Set up triggers and behaviours within interactive digital media products</li> </ul>
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# Curriculum Assessment Map: Year 10 J834 Creative iMedia SOW

	<ul style="list-style-type: none"> <li>• Understand how research is carried out using different methods and/or sources</li> <li>• Evaluate each primary research method and second research source</li> <li>• Differentiate between qualitative and quantitative data/information</li> <li>• Know the different technical, symbolic and written codes used to convey meaning, create impact and/or engage audiences</li> <li>• Understand how codes are used to convey meaning, create impact and/or engage audiences</li> <li>• Understand how the codes used relate to audience, purpose and context</li> <li>• Understand how the combination of content and codes work together to convey meaning, create impact and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Know the roles of regulatory bodies and areas of responsibility</li> <li>• Know examples of the way media products are classified</li> <li>• Understand the impacts of regulation, certification and classification on media production</li> <li>• Know common risks and hazards in media production</li> <li>• Understand what is required of media producers to mitigate health and safety risks and hazards</li> <li>• Understand what risk assessments are and the purpose of risk assessments</li> <li>• Understand what location recesses are and the purpose of location recesses</li> <li>• Know the characteristics of the types of platform and media used to deliver products to audiences</li> <li>• Evaluate the types of platform and media</li> <li>• Understand how the characteristics of platforms affect the selection of final product file formats in given scenarios</li> <li>• Know what is meant by DPI/PPI</li> <li>• Understand how DPI/PPI relates to resolution and image quality</li> <li>• Explain the relationship between pixel dimensions and quality for different image uses</li> </ul>	<p>party assets (logos and images)</p> <ul style="list-style-type: none"> <li>• Permit use of own photographs and graphics in a client product</li> <li>• Use asset tables to record licence/copyright information</li> <li>• Create mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board</li> <li>• Create digital mood boards using digital images collected from web and other sources, placed on documents/slides in software applications</li> <li>• Use mind maps drawn out on paper or using software applications to expand ideas and identify details</li> <li>• Use concept sketches to develop ideas</li> <li>• Use visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications</li> </ul>		<p>adaptations to existing designs</p> <ul style="list-style-type: none"> <li>• Understand how imaginative work can be derivative</li> <li>• Understand how to balance following conventions with originality/imagination to produce creative products</li> <li>• Understand how different hardware is used to create interactive digital media products</li> <li>• Explain why designers use particular hardware devices</li> <li>• Understand the positive and negative impacts hardware choice has on final products</li> <li>• Understand how different software applications and their tools are used to create interactive digital media</li> <li>• Understand why designers use particular software applications</li> <li>• Understand the positive and negative impacts software and related tool choice has on final products</li> <li>• Create designs which include all aspects of interactive digital media</li> <li>• Plan the content of interactive digital media products</li> <li>• Use conventions of interactive digital media when planning user interface layouts</li> </ul>	<ul style="list-style-type: none"> <li>• Save interactive digital media products in native software using propriety formats to maintain editable versions during creation</li> <li>• Use version control and naming conventions to help rollback of features during the testing phase</li> <li>• Use settings/processes to export/publish finished interactive digital media products</li> <li>• Use appropriate file formats for interactive digital media products to be used without requiring installation of specialist software, compatibility of file formats with platforms and devices</li> <li>• Explain the structure, content and use of test plans, checklist and success criteria</li> <li>• Understand how to record test results and how and when to retest</li> <li>• Understand how and why to test iteratively both during production post-production</li> <li>• Plan and carry out a range of functionality tests to make sure interactive digital media products function as intended</li> <li>• Check the component quality of interactive digital media products</li> <li>• Check the suitability of file formats used for interactive digital media against lists of compatible</li> </ul>
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# Curriculum Assessment Map: Year 10 J834 Creative iMedia SOW

		<ul style="list-style-type: none"> <li>• Know examples of raster/bitmap and vector image files</li> <li>• Understand the properties and limitations of uncompressed and compressed (lossy, lossless) file formats</li> <li>• Understand the properties and limitations of raster/bitmap and vector static image file formats</li> <li>• Understand how file format choice relates to use and context</li> <li>• Know what is meant by sample rate and bit depth</li> <li>• Understand how sample rate and bit depth relate to sound quality</li> <li>• Explain what audio compression is and how it affects quality</li> <li>• Know what is meant by frame rate</li> <li>• Know what is meant by SD, HD, UHD, 4K, 8K</li> <li>• Understand how frame rate affects the quality of a product</li> <li>• Know examples of digital video and animation files</li> <li>• Understand the properties and limitations of video and animation file formats</li> <li>• Know what is meant by lossy compression</li> <li>• Know what is meant by lossless compression</li> <li>• Explain why lossy and lossless compression are used</li> </ul>			<ul style="list-style-type: none"> <li>• Plan the properties of assets needed to meet client requirements</li> <li>• Plan assets that are technically suitable for interactive digital media products and client requirements</li> <li>• Plan the navigation between pages/scenes and interactive elements</li> <li>• Plan user interaction</li> <li>• Plan responses to interaction</li> <li>• Use search tools to source assets which are suitable for use within interactive digital media</li> <li>• Locate and using libraries and stock media, when identifying and selecting pre-made digital media content</li> <li>• Save and export assets as suitable file sizes/ formats for use as components within interactive digital media</li> </ul>	<p>formats with the intended</p> <ul style="list-style-type: none"> <li>• Evaluate the strengths and weaknesses of created interactive digital media</li> <li>• Compare created interactive digital media products against client briefs, client requirement lists or success criteria</li> <li>• Assess the appropriateness of chosen styles and approaches/conventions for clients and target audiences</li> <li>• Assess fitness for purpose</li> <li>• Understand how the quality of created interactive digital media products are constrained by time, resources, hardware, software, budget, legislation, skills</li> <li>• Understand the feasible improvements to created interactive digital media products in terms of client requirements and target audience engagement</li> <li>• Understand how successful interactive digital media products can lead to repeat business/further commissions from a client</li> <li>• Understand how different resources, software, budget and skills could help interactive digital media to be developed further</li> <li>• Understand how to devise further</li> </ul>
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# Curriculum Assessment Map: Year 10 J834 Creative iMedia SOW



						developments in terms of client requirements and target audience
<p><b>End points that must be in place by the exams at the end of the year</b></p>	<ul style="list-style-type: none"> <li>• Understand the sectors of the media industry including traditional media and new media</li> <li>• Identify the products in the media industry</li> <li>• Identify the job roles in the media industry including creative, technical and senior roles</li> <li>• Understand how style, content and layout are linked to the purpose</li> <li>• Interpret client requirements and understand how they are defined</li> <li>• Identify the audience demographics and segmentation for a media product</li> <li>• Identify the research methods, sources and types of data including primary and secondary research</li> <li>• Identify media codes used to convey meaning, create impact and/or engage audiences</li> <li>• Produce and use a work plan</li> <li>• Understand the purpose and produce documents to support ideas including mind maps, mood boards, asset logs, flow charts, scripts, storyboards, visualisation diagram and wireframe layout</li> <li>• Understand the legal considerations that protect individuals</li> <li>• Understand intellectual property rights</li> <li>• Understand the regulations, certifications and classifications</li> <li>• Identify the health and safety risks</li> <li>• Identify the distribution platforms and media to reach to the audiences</li> <li>• Understand the properties and formats of media files including images, audio and moving image files</li> <li>• Understand file compression including lossy and lossless</li> <li>• Understand the purpose of visual identity</li> <li>• Identify the component features of visual identity</li> <li>• Identify the elements of visual identity</li> <li>• Understand the visual identity design styles</li> <li>• Understand the concepts of graphic design</li> <li>• Understand the layout conventions for different graphic products and purposes</li> <li>• Understand the technical properties of images and graphics including both bitmap and vector graphics</li> <li>• Understand licences and permissions to use assets</li> </ul>					

# Curriculum Assessment Map: Year 10 J834 Creative iMedia SOW

- Produce and use pre-production and planning documentation that are used to generate ideas
- Use software tools and techniques used to create a digital graphic
- Source assets for use in digital graphics
- Create assets for use in digital graphics
- Modify images and other assets to make sure the technical compatibility for use
- Store assets
- Save and export a digital graphic
- Identify the types of interactive digital media, content and associated hardware
- Identify the features and conventions of interactive digital media
- Identify the resources required to create interactive digital media products including both hardware and software
- Create pre-production documentation for interface planning
- Create pre-production documentation and planning for content
- Create pre-production documentation and planning for user interaction
- Use the techniques for sourcing suitable assets
- Collect and edit static image assets
- Collect and edit audio assets
- Collect and edit moving image assets
- Collect and edit interactive assets
- Develop product folder management skills
- Use techniques to create an interactive digital media product
- Save an interactive digital media product
- Export/publish a finished interactive digital media product
- Use techniques to test/check the technical properties of interactive digital media
- Test the multimedia assets
- Use techniques to review the fitness for purpose of completed interactive digital media
- Explain the constraints which limit the effectiveness of interactive digital media
- Explain any further development opportunities for digital media

<b>Knowledge Organiser Focus</b>	TBA	TBA	TBA	TBA	TBA	TBA
<b>Informal/formal assessment</b>	End of topic quiz Exam Style questions	End of topic quiz Exam style questions Mock Paper	Non-Examination Assessment	Non-Examination Assessment	Non-Examination Assessment	Non-Examination Assessment

# Year 11 Curriculum Assessment Map



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# Curriculum Assessment Map: Year 11 J807 Creative iMedia SOW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<u>R087 - Creating interactive multimedia products (NEA)</u>	<u>R087 - Creating interactive multimedia products (NEA)</u>	<u>R085: Creating a multipage website (NEA)</u>	<u>R085: Creating a multipage website (NEA)</u>	<u>R081 – Pre-Production Skills</u>	<u>Final examinations</u>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• Learning Outcome 1: Understand the uses and properties of interactive multimedia products</li> <li>• Learning Outcome 2: Be able to plan interactive multimedia products</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Outcome 3: Be able to create interactive multimedia products</li> <li>• Learning Outcome 4: Be able to review interactive multimedia products</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Outcome 1: Understand the properties and features of multipage websites</li> <li>• Learning Outcome 2: Be able to plan a multipage website</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Outcome 3: Be able to create multipage websites using multimedia components</li> <li>• Learning Outcome 4: Be able to review a multipage website</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Outcome 1: Understand the purpose and content of pre-production</li> <li>• Learning Outcome 2: Be able to plan pre-production</li> <li>• Learning Outcome 3: Be able to produce pre-production documents</li> <li>• Learning Outcome 4: Be able to review pre-production documents</li> </ul>	<ul style="list-style-type: none"> <li>• Mock exams</li> <li>• Revision lessons</li> <li>• Filling in the gaps</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Understand where different interactive multimedia products are used and their purpose</li> <li>• Understand the key elements to consider when designing interactive multimedia products:                             <ul style="list-style-type: none"> <li>- colour scheme</li> <li>- house style</li> <li>- layout</li> <li>- GUI</li> <li>- accessibility</li> </ul> </li> <li>• Identify the required hardware, software</li> </ul>	<ul style="list-style-type: none"> <li>• Source assets to be used in an interactive multimedia product</li> <li>• Create and re-purpose assets</li> <li>• Store assets to be used in an interactive multimedia product</li> <li>• Create an interactive multimedia product structure</li> <li>• Set up interaction and playback controls</li> <li>• Save an interactive multimedia product in a format appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the purpose and component features of multipage websites in the public domain</li> <li>• Understand the devices used to access web pages</li> <li>• Understand the methods of internet connection                             <ul style="list-style-type: none"> <li>- wired broadband</li> <li>- wi-fi</li> <li>- wireless broadband</li> </ul> </li> <li>• Interpret client requirements for a multipage website</li> </ul>	<ul style="list-style-type: none"> <li>• Create suitable folder structures to organise and save web pages and asset files using appropriate naming conventions</li> <li>• Source and import assets</li> <li>• Create a suitable master page as a template for a multipage website</li> <li>• Use a range of tools and techniques in web authoring software to create a multipage website</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the purpose and uses for:                             <ul style="list-style-type: none"> <li>- mood boards</li> <li>- mind maps</li> <li>- visualisation diagrams</li> <li>- storyboards</li> <li>- scripts</li> </ul> </li> <li>• Understand the content:                             <ul style="list-style-type: none"> <li>- mood boards</li> <li>- mind maps</li> <li>- visualisation diagrams</li> <li>- storyboards</li> <li>- scripts</li> </ul> </li> </ul>	

# Curriculum Assessment Map: Year 11 J807 Creative iMedia SOW

	<p>and peripherals to create and view interactive multimedia products</p> <ul style="list-style-type: none"> <li>• Understand the type of limitations caused by connections, bandwidth and data transfer when accessing interactive multimedia products</li> <li>• Understand the file formats supported by different platforms</li> <li>• Interpret client requirements for interactive multimedia products based on specific brief</li> <li>• Understand target audience requirements for interactive multimedia products</li> <li>• Produce a work plan for an original interactive multimedia product</li> <li>• Plan the structure and features of an interactive multimedia product</li> <li>• Produce a series of visualisation diagram</li> <li>• Identify the assets and resources needed to</li> </ul>	<p>to the software being used</p> <ul style="list-style-type: none"> <li>• Export the interactive multimedia product in a file format appropriate to client requirements</li> <li>• Use version control when creating interactive multimedia products</li> <li>• Review an interactive multimedia product against a specific brief</li> <li>• Identify areas for improvement and further development of an interactive multimedia product</li> </ul>	<p>based on a specific brief</p> <ul style="list-style-type: none"> <li>• Understand the target audience requirements for a multipage website</li> <li>• Produce a work plan for the creation of a multipage website</li> <li>• Create a site map with navigation links</li> <li>• Produce a visualisation diagram for a web page identifying the house style</li> <li>• Identify the assets needed to create a multipage website</li> <li>• Identify the resources needed to create and publish a multipage website</li> <li>• Prepare assets for use in web pages</li> <li>• Create and maintain a test plan to test a multipage website during production</li> <li>• Understand how legislation applies to assets used in multipage websites whether sourced or created</li> </ul>	<ul style="list-style-type: none"> <li>• Insert assets into web pages to create planned layouts</li> <li>• Create a navigation system</li> <li>• Save a multipage website in a format appropriate to the software being used</li> <li>• Publish a multipage website to a location appropriate to client requirements</li> <li>• Use version control when creating multipage websites</li> <li>• Review a multipage website against a specific brief</li> <li>• Identify areas for improvement and further development of a multipage website</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret client requirements for pre-production based on specific brief</li> <li>• Identify timescales for production based on target audience and end user requirements</li> <li>• Understand how to conduct and analyse research for a creative digital media product</li> <li>• Produce a work plan and production schedule</li> <li>• Understand the importance of identifying target audience</li> <li>• Explain what hardware, software and techniques are used</li> <li>• Understand the health and safety considerations</li> <li>• Understand the legislation and how it applies to creative media productions</li> <li>• Produce:             <ul style="list-style-type: none"> <li>- mood boards</li> <li>- mind maps</li> <li>- visualisation diagrams</li> <li>- storyboards</li> </ul> </li> </ul>	
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# Curriculum Assessment Map: Year 11 J807 Creative iMedia SOW

	<p>create an interactive multimedia product</p> <ul style="list-style-type: none"> <li>• Create and maintain a test plan to test an interactive multimedia product during production</li> <li>• Understand how legislation applies to assets to be used when creating interactive multimedia products, whether sourced or created</li> </ul>				<p>- scripts</p> <ul style="list-style-type: none"> <li>• Analyse a script</li> <li>• Understand the properties and limitations of file formats for still image, audio and moving images</li> <li>• Identify appropriate file formats</li> <li>• Review a pre-production document</li> <li>• Identify areas for improvement</li> </ul>	
<p><b>End points that must be in place by the exams at the end of the year</b></p>	<ul style="list-style-type: none"> <li>• Understand the properties and features of interactive multimedia products and a multipage website</li> <li>• Understand the purpose and content of pre-production</li> <li>• To be able to highlight the elements within an interactive multimedia product</li> <li>• To be able to identify and discuss the devices used to create a multipage website</li> <li>• To be able to identify and discuss the hardware, software and peripherals to create and view an interactive multimedia product</li> <li>• Compare and evaluate the internet connection methods</li> <li>• Evaluate different bandwidth and data transfer when using an interactive multimedia product</li> <li>• Interpret the client requirements for an interactive multimedia product, a multipage website and other creative media productions</li> <li>• Recognise the target audience for an interactive multimedia product/multipage website and discuss how their needs can be met</li> <li>• Produce and follow an effective work plan for a creative media project</li> <li>• Create and discuss a visualisation diagram for an interactive multimedia product/multipage website/other creative media productions</li> <li>• Collate assets and resources needed to create an interactive multimedia product/multipage website</li> <li>• Complete a test plan for an interactive multimedia product/multipage website</li> <li>• Explain how legislation applies to the creation of an interactive multimedia product/multipage website</li> <li>• Learn skills needed to create an interactive multimedia product/multipage website</li> <li>• Save and publish an interactive multimedia product/multipage website</li> <li>• Review and suggest improvements for the final creative imedia productions</li> <li>• Understand the health and safety considerations when producing a creative media piece</li> </ul>					
<p><b>Knowledge Organiser Focus</b></p>	TBA	TBA	TBA	TBA	TBA	

# Curriculum Assessment Map: Year 11 J807 Creative iMedia SOW



<b>Informal/formal assessment</b>	Non-Examination Assessment	Non-Examination Assessment	Non-Examination Assessment	Non-Examination Assessment	End of sub-topic tests Exam style questions Walking Talking Mock Mock exam	Final Exam
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# Year 10 Curriculum Journey



Pedmore  
High School

*Aspire, Persevere, Succeed*





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High School  
Aspire, Persevere, Succeed

# YEAR 10 Creative iMedia



Pedmore  
High School  
Aspire, Persevere, Succeed

**In Creative iMedia**, we want you to become competent users of multiple tools and techniques used to create media. You will also learn to analyse a user requirement, take in to account a target audience, and critically evaluate your own work.

## Summer 1

R097 – Interactive Digital Media – Theory and technique practise



## Summer 2

R097 – Interactive Digital Media – Controlled assessment



## Spring 2

R094 – Visual Identity and Digital Graphics – Controlled assessment



## Spring 1

R094 – Visual Identity and Digital Graphics – Theory and technique practise



## Autumn 1

R093 – Creative iMedia in the media industry – Theory, techniques and exam content



## Autumn 2

R093 – Creative iMedia in the media industry – Theory, techniques and exam content



# Year 11 Curriculum Journey



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# YEAR 11 Creative Imedia



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## Summer 1

Controlled assessment finalisation and revision for R081

## Summer 2

R081 Exam revision and practise.

## Spring 2

R085 Controlled assessment.

## Spring 1

R085 Assessment theory and techniques

## Autumn 1

R087 Assessment technique review and partial practise.

## Autumn 2

R081 Revision for mocks.  
R087 Controlled Assessment





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