OCR Nationals in Creative iMedia

KS4 Curriculum Intent & Implementation
Our Lady's Catholic College Lancaster

Review July 2021

Subject: OCR Nationals in Creative iMedia

Curriculum Intent (Covering Year 10 to 11)

The aim of the Creative iMedia curriculum is for all students to feel empowered by what they study, developing both written and research skills as well as the use of digital software such as PowerPoint (to create an Interactive Media Product), Fireworks (to create digital graphics), Windows Movie Maker (to create movies) and Audacity (to edit sound). It will develop young people who are digitally literate, resilient and have problem solving skills. Students will be also develop transferable skills to use across the curriculum and in the wider world context.

A successful student will develop research skills and also be able to create a media product based on the demands of a client's brief. At Our Lady's an iMedia student will develop skills that will be relevant in the media industry and will also be useful in other fields of employment. Students will be able to manipulate complex computer software and work independently to complete a media task to a set brief.

Students Vision

- ❖ to develop your media skills and knowledge as potential future media developers
- ❖ to provide you with a key understanding of media terminology, concepts, objectives
- ❖ to allow you to explore real life media projects and scenarios (through assignments from the exam boards)
- ❖ to provide you with an insight future career paths.
- ❖ to compliment your employability skills
- ❖ to prepare you for the everyday life of working with or developing your own media products.

How is the curriculum delivered?

The iMedia qualification is divided into four units, two of which are compulsory and two are selected for range of optional units. All students will start with compulsory units before they move on to optional further units. Students will take their exam for R081 in the January series and re-sit the exam in June series in Year 10 as well as completing the second compulsory unit R082. In Year 11 students will complete the two optional units R087 and R088.

This is explained in greater depth in our scheme of work. The curriculum has been developed so that skills and knowledge are revisited continuously throughout Key Stage 4 until external examinations are completed and the students are fully prepared for their next steps in their education.

How is the curriculum assessed?

Assessments are completed at the end of the delivery of each theory section where students key knowledge and skills that have been developed through the topics area are assessed through the completion of an end of section assessment. All of the assessment data is collected on a departmental mark book and individualised teachers' data tracking system and will inform future teaching and learning. As well as these end of topic assessments, we also have feedback and mini assessments where students are given feedback on how to develop specific knowledge or skills and required to then respond by working on the question again or an extended stretch and challenge question. At key points throughout the academic year (determined by the school) mock examinations will take place. These examinations will test knowledge and skills across modules and assessed using examination mark schemes and grade boundaries (KS4). This data is recorded on the central school system (SIMS) at various monitoring collection points.

How is the curriculum **enriched** (through speakers/visits/clubs) to generate a love of learning?

The curriculum is enriched predominately through the application of real life links to Media. Students are encouraged to keep up with the news and teachers are expected to bring real life media examples into their lesson delivery. External speakers or visits are being currently planned to provide students with an insight into how media projects are handled in the real life scenarios. External visits to theme parks takes place, so that student can attend lectures and experience on how theme parks create their graphics and website for marketing purpose. As a department we focus on running carers talks for students who are interested in the Media industry.

What skills and knowledge do students bring with them from Key Stage 3 to Year 10?

Student's first exposure to the media skills in year 8, where they complete a range of units that prepares them for iMedia qualification such as the: **8.2: I'm a Business Entrepreneur** (term 2), **8.3: I'm a Website Developer** (term 3), and into year 9 where they complete **9.1: I'm a Graphic Designer** and **9.3: I'm a App Developer**, therefore they have some basic skills and knowledge that they can bring with them into year 10. Key concepts and terminology are introduced to the students in KS3 where possible and relevant regarding the media related software. The **skills** brought into Year 10 are:

- Name the major Acts concerning computer use – Computer Misuse Act, Data Protection Act and GDPR, Copyright Law, Health and Safety
- Skills in design, photo-editing and image manipulation to create graphics for a given audience and purpose
- Binary – data representation of sound
- Skills in sound editing, mixing and sound manipulation to create a radio advert / podcast for a given audience and purpose
- How sound effects are created
- Describe the Internet and the World Wide Web and the difference between them
- Communication over networks and security of communications – encryption
- Investigating business opportunities, location, markets, competitors using the World Wide Web
- Design and create a questionnaire to collect information and process / analyse results
- Design and create marketing materials for a given purpose and audience
- Skills in HTML and CSS to create a basic but responsive website in a text editor, designing the website
- Design and create a website for a given audience and purpose
- How websites use forms to collect data and the privacy issues relating to data collection and use

What skills and knowledge do students develop in Year 10 & 11?

Subject Specific Skills:	Wider Key Skills:
1. Recall specialist and technical information 2. Understand terminology 3. Demonstrate research, analytical and evaluative skills 4. Communicate effectively 5. Work independently and manage time efficiently 6. Source, select and store appropriate assets. 7. Identify a target audience 8. Use and apply a wide range of technical skills 9. Problem solving	1. Microsoft Office – Creating documents, creating tables and importing images 2. Adobe Fireworks and Adobe Photoshop – creating images and animations 3. Audacity – editing digital sounds 4. Sketching and annotating ideas 5. Internet research 6. Writing to analyse 7. Writing to evaluate 8. Writing to explain a process

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Year Group: 10	Term 1	Term 2	Term 3
Topic	**RO81** **Pre-Production Skills**	**RO82** **Digital Graphic**	**RO82** **Digital Graphic**
Key Content/ Knowledge	This Unit will enable learners to understand **pre-production** skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.	This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa. Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. Know why digital graphics are used how digital graphics are used types of digital graphics, i.e.: o bitmap/raster o vector file formats, i.e. • .tiff • .jpg • .png • .bmp • .gif • .pdf the properties of digital graphics and their suitability for use in creating images how different purposes and audiences influence the design and layout of digital graphics.	Interpret client requirements for a digital graphic based on a specific brief • understand target audience requirements for a digital graphic • produce a work plan for an original graphics creation; • produce a visualisation diagram for a digital graphic • identify the assets needed to create a digital • identify the resources needed to create a digital graphic. Learners must be taught: • how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created. • Source assets identified for use in a digital graphic, • create assets identified for use in a digital graphic, • ensure the technical compatibility of assets with the final graphic • create a digital graphic using a range of tools and techniques within the image editing software application • save a digital graphic in a format appropriate to the software being used • export the digital graphic using appropriate formats and properties for either print use,

			web use or multimedia use. Know how to use version control when creating a digital graphic.
			• review a digital graphic against a specific brief
			• identify areas in a digital graphic for improvement and further development
			• source assets identified for use in a digital graphic,
			• create assets identified for use in a digital graphic,
			• ensure the technical compatibility of assets with the final graphic
			• create a digital graphic using a range of tools and techniques within the image editing software application
			• save a digital graphic in a format appropriate to the software being used
			• export the digital graphic using appropriate formats and properties for either print use, web use or multimedia use.
			• Know how to use version control when creating a digital graphic.
			• review a digital graphic against a specific brief
			• identify areas in a digital graphic for improvement and further

Skills Covered	On completion of this unit, learners will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.	On completion of this unit, learners 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.	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.
Assessment	Written paper OCR set and marked 1 hour 15 mins – 60 marks (60 UMS) Learners answer all questions – **January entry**	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)

Year Group: 11	Term 1	Term 2
Topic	**RO87** **Interactive Media Products**	**RO88** **Digital Sounds Creation**
Key Content/ Knowledge	This Unit will enable learners to understand **pre-production** skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. • investigate how and where different interactive multimedia products are used and their purposes across different industry sectors • understand the elements you need to consider when designing an interactive multimedia product • investigate the hardware, software and peripherals you will need to create an interactive multimedia product • understand the limitations you may have when accessing and viewing interactive multimedia products caused by connections, broadband bandwidth and data transfer • plan an interactive multimedia product to meet a client brief • produce an identification of the target audience for an interactive multimedia product • produce a work plan for the production of an interactive multimedia product • produce a series of visualisation diagrams for an interactive multimedia product • identify the assets and resources needed to create an interactive multimedia product • create and update a test plan to test an interactive multimedia product throughout production • discuss the legislation in relation to the use of assels, such as video and sound content, when creating an interactive multimedia product	This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa. Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. Know why digital graphics are used how digital graphics are used types of digital graphics, i.e.: o bitmap/raster o vector file formats, i.e. • .tiff • .jpg • .png • .bmp • .gif • .pdf the properties of digital graphics and their suitability for use in creating images how different purposes and audiences influence the design and layout of digital graphics.

Skills Covered	On completion of this unit, learners will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.	On completion of this unit, learners 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.
Assessment	Written paper OCR set and marked 1 hour 15 mins – 60 marks (60 UMS) Learners answer all questions – **January entry**	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)

Future progression from this course

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including OCR Nationals in Creative iMedia and BTEC Nationals in IT. The knowledge and skills gained from OCR Creative iMedia support students' entry into employment or other training in specific aspects of media, such as Web Design, Digital Media Development, Video Games Design and many other fields such as apprenticeships and vocational qualifications which focus on more specialised media areas.

What cross-curricular themes have been identified?

The main cross curricular links that are present throughout this course are English, Mathematics and IT. A number of written skills are required throughout the course when answering exam questions and quantitative skills are included through calculations and interpretations of data. There are topic areas throughout the qualification that have heavy focus on IT skills such as using Microsoft office packages, Internet, etc.

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What will students be expected to know and remember?

For an in depth view on what the students will be expected to know and remember in regards to knowledge and skills please see the iMedia scheme of work.

Units	Skills expected to develop and remembered
R081: Pre-Production Skills	– Understanding the purpose and content of pre-production – Being able to plan pre-production – Being able to produce and review pre-production documents. – Be able to review pre-production documents
R082: Creating a Graphic	– Understanding the purpose and properties of digital graphics and knowing where and how they are used – Being able to plan the creation of a digital graphic – Having the knowledge to create new digital graphics, using a range of editing techniques – Being able to review a digital graphic against a specific brief
R087: Interactive Media Products	– Understand the properties and features of IMPs – Be able to plan an IMP – Be able to create IMPs using multimedia components – Be able to review an IMP and discuss its fitness for purpose
R088: Digital Sounds Creation	– Understand digital game types and platforms – Be able to plan a digital sound sequence – Be able to design a digital sound sequence – Be able to review a digital sound sequence

What skills and knowledge do students bring with them from Key Stage 4 to Year 12?

1. Understanding of the purpose and content of pre-production
2. Being able to plan pre-production
3. Being able to produce and review pre-production documents.
4. Being able to review pre-production documents
5. Understanding of the purpose and properties of digital graphics and knowing where and how they are used
6. Being able to plan the creation of a digital graphic
7. Having the knowledge to create new digital graphics, using a range of editing techniques
8. Being able to review a digital graphic against a specific brief
9. Understand the properties and features of interactive media products
10. Being able to plan an interactive media product
11. Being able to create interactive media products using multimedia components
12. Being able to review an interactive media product
13. Understand digital sound types and platforms used
14. Being able to plan a digital sound sequence
15. Being able to design a digital sound sequence
16. Being able to review a digital sound sequence