

OCR Level 1/Level 2 Cambridge National Certificate in Creative iMedia

Curriculum Intent 2023-2024

Core intent of subject at key stage 4

The intent of our Creative iMedia curriculum is to ensure students have the ultimate experience and understanding of the production and the design process. The process of design gives students challenging opportunities to find solutions to problems. The Creative iMedia curriculum has been written to maintain the ethos of the whole school curriculum through offering a breadth and depth of knowledge and skills, personal development, challenging opportunities, life-long learning and future preparation. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn cultivates a self-confidence and belief in their abilities to achieve. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within this spectrum of ability development, Creative iMedia's course seeks to develop these. Every product we see, purchase and use has been designed, a problem, solved and designers are at a seminal point development. Because of this a designer can have great influence on the Spiritual, Moral, Social and Cultural development of a product and in some way, help prepare for our future. Students will be developing an understanding of environmental design and sustainable issues, supporting the environment and their communities.

We also look at developing critical thinking and practical skills to resolve design situations. We take students through the process of; the design & manufacture of graphic products, photography, animation and preparing a media product. These will include the development of skills in computer aided design and manufacture (CAD/CAM), skills and techniques of taking and manipulating photography and developing simple animations. These projects will be completed by the students using industry standard software. This enables students to actively engage and take responsibility for their personal development in the process of creativity to develop as effective, motivated, independent learners.

Students will learn to make decisions, consider sustainability and combine skills with understanding in order to design and make quality products. They will explore ways in which aesthetics, technical, economic, environmental, community involvement, ethical, economic, environmental, ethical and social dimensions interact to shape designing and making. Student will develop an understanding of why analysing existing products will help produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life. By understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle.

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media

Creative iMedia places greater emphasis on understanding and applying skills to assist in developing the design processes. Students will use their creativity and imagination to design products that solve real and relevant problem, consider their own and others' needs, wants and values.

Courses based on this specification encourage students to demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice. Students continually develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. They are encouraged to use imagination, experimentation and combine ideas when designing. Students develop the skills to critique and refine their own ideas whilst designing and making and communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing. Development of decision-making skills, including the planning and organisation of time and resources when managing their own project work. Development of a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes. Students should be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.

The Creative iMedia specifications sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification should be delivered through the practical application of this knowledge and understanding.

The subject content has been split into Three sections as follows:

1. Pre-production skills
2. Creating digital graphics
3. Creating a digital animation
4. Digital Photography

These qualifications will assess the application of creative media skills through their practical use. They will provide 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.

Trips and visits

Possible visits to Sky Academy which links to R081 Pre-Production Skills
Photography Trip to improve skills and produce photographs for unit R90 (Summer 1 - Y10)

Assessment

This specification is designed to be taken over two years. And is split into 3 units of study and practical application.

External Assessment - Unit R093: Creative iMedia in the media industry (Mandatory)

48 GLH / 1 hour 30 minutes written paper / 70 marks / OCR set and marked

This question paper:

- contains a scenario on which all questions are based
- consists of two sections, comprising short answer and extended response questions assesses the quality of written communication

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

Internally Assessment - Unit R094: Visual identity and digital graphics (Mandatory)

30 GLH / Centre-assessed tasks / 50 marks / Centre-assessed and OCR-moderated

The centre-assessed tasks:

- will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments.

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

Internally Assessment - Unit R098: Visual imaging (Optional)

42 GLH / Centre-assessed tasks / 70 marks / Centre-assessed and OCR-moderated

The centre-assessed tasks:

- will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments.

In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry.

Homework

Homework is set when required due to set hours for learning approximately 20 hrs all work will need to be completed. There will be a few set tasks that will need completing due to some tasks either not completed or missed due to absence will also need to be completed. It is essential that students have access to a computer to support the homework tasks for all units. For R098 (Visual Imaging) for home use it is essential

that students have access to a camera of any description, smart phone will suffice – access to a bridge or DSLR camera where settings can be adjusted (aperture, ISO, shutter speed etc) would be desirable. Traditional film cameras are not allowed for this unit.

Clubs and/or intervention

Catch up Unit sessions will be held at lunch times and after school. Timings TBC annually and will be found on the school website

Parental/Carer support

Attendance to parents evening.

Support your son/daughter by purchasing the supporting textbook/revision guides.

Allow your child to attend catch up sessions, especially when producing the Unit Projects

Home access to a computer and digital camera (see homework above).

Helpful sources of information

The course specification and support resources can be found here: [OCR Website](#)

Recommended text book:

Cambridge National Level 1 / 2 Creative iMedia – [OCR Link](#)

Skills Development

Photoshop – [Adobe Website](#)

Illustrator – [Adobe Website](#) – no need to go above beginner

Flash – [Virtual Instructor](#) & [Incredible Tutorials](#)

Connections to future pathways

Careers: Graphic Designer, Advertising, Brand Development, Web Designer, Games Designer, Pattern Designer, Manufacturing, Craft, Engineering, CAD technician, Clothing/textile technologist, Exhibition designer, Furniture designer, Interior and Spatial Designer, Product Designer

Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies **T Level Courses in;** Digital Production, Design and Development

Year 10 Overview

<p>Autumn 1</p>	<p>Big Idea: Internally Assessed – Skills Based Project – Learning towards folder skill development.</p> <p>A skills-based project to re-introduce skills and knowledge from the Y9 Graphics & Photography project. Cultural links toward current design trends fashions and graphic styles linked to different cultures and attitudes.</p> <p>In this project you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Develop visual identity, plan digital graphics for products & Create visual identity and digital graphics.</p> <p>For this project we will cover all TA's of R094.</p> <p>Rationale: Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials.</p>		
Term	Knowledge	Assessment	Connections to Learning
	<p>Start R094 with a skills-based project to develop research, design & Photoshop skills.</p> <p>The first development area of this project for TA1 & 2 will focus on <u>designing</u> a Visual Identity and Literature for a Company.</p> <p>Topic Area 1: Develop visual identity, learners must be taught:</p> <ul style="list-style-type: none"> • Design a visual identity - show what it will look like • Justify your design choices and why the visual identity is fit for purpose & consider both the client and target audience / consumer 	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Design concept for the visual identity is adequate in its suitability for the client.</p> <p>Justification shows sound understanding of the extent to which the visual identity is fit for purpose.</p> <p>Produces adequate planning documentation for the digital graphic product.</p>	<p>Prior Learning</p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p>

	<p>Topic Area 2: Plan digital graphics for products, learners must be taught:</p> <ul style="list-style-type: none"> • Produce relevant planning documents for your digital graphic product, which is the travel guide cover - show what your intended cover for the travel guide will look like, identify the details of assets to be used including permissions. <p>Cultural Capital linked to design tasks</p>		<p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>
	<p>The second development area of this project for TA3 and will focus on <u>creating</u> a Visual Identity and Literature for a Company.</p> <p>Topic Area 3: Create visual identity and digital graphics you need to:</p> <ul style="list-style-type: none"> • Create the visual identity you designed and save the visual identity for use within your literature • Create the other assets for your digital graphic product and prepare and save the assets for use within your Literature • Create your digital graphic products, use image editing software to create your Literature including the visual identity and repurpose your cover for online use • Export your digital graphic products, choose suitable electronic formats and properties for your finished digital graphic products to meet the client requirements. <p>Cultural Capital linked to design tasks</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Student will use technical skills to create the visual identity is adequate in its effectiveness.</p> <p>Student will use properties and format(s) of the visual identity are in appropriateness.</p> <p>Student will use assets are prepared for use in the digital graphic.</p> <p>Use of technical skills to prepare assets is effective.</p> <p>Use of tools and techniques to create the digital graphic products is effective.</p> <p>Design concepts and layout conventions are applied to the digital graphic products.</p> <p>The final digital graphic products meet the client's requirements.</p>	

		Properties and format(s) of the final digital graphic products are in their appropriateness.	
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Autumn 2	<p>Big Idea: Internally Assessed – Unit R094: Visual identity and digital graphics</p> <p>In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry. Cultural links toward current design trends fashions and graphic styles linked to different cultures and attitudes.</p> <p>For this project we will focus on all TA1 & 2 of R094 - Planning a Visual identity and digital graphic product</p> <p>Projects: Lesson content will focus various projects that link to the OCR set assignments; Not yet set</p> <p>Rationale: Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>
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Term	Knowledge	Assessment	Connections to Learning
	<p>Start R094 with Task 1 – Planning the visual identity and digital graphic product</p> <p>This project for TA1 & 2 will focus on <u>designing</u> a Visual Identity and Literature for a Company.</p> <p>Topic Area 1: Develop visual identity, learners must be taught:</p> <ul style="list-style-type: none"> • Design a visual identity - show what it will look like • Justify your design choices and why the visual identity is fit for purpose & consider both the client and target audience / consumer. <p>Topic Area 2: Plan digital graphics for products, learners must be taught:</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Design concept for the visual identity is adequate in its suitability for the client.</p> <p>Justification shows sound understanding of the extent to which the visual identity is fit for purpose.</p> <p>Produces adequate planning documentation for the digital graphic product.</p>	<p>Prior Learning</p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p>

	<ul style="list-style-type: none"> Produce relevant planning documents for your digital graphic product, which is the travel guide cover - show what your intended cover for the travel guide will look like, identify the details of assets to be used including permissions. <p>Cultural Capital linked to design tasks.</p>		<p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>
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Spring 1	<p>Big Idea: Internally Assessed – Unit R094: Visual identity and digital graphics & Set Assignment.</p> <p>In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry. Cultural links toward current design trends fashions and graphic styles linked to different cultures and attitudes.</p> <p>For this project we will focus on all TA2 & 3 of R094 - Creating the visual identity and digital graphic product</p> <p>Rationale: Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>		
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Term	Knowledge	Assessment	Connections to Learning
	<p>Start R094 with Task 2 – Creating the visual identity and digital graphic product</p> <p>This project for TA2 & 3 will focus on creating a Visual Identity and Literature for a Company.</p> <p>Topic Area 2: Plan digital graphics for product you need to:</p> <ul style="list-style-type: none"> Create the visual identity 	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Student will use technical skills to create the visual identity is adequate in its effectiveness.</p> <p>Student will use properties and format(s) of the visual identity are in appropriateness.</p>	<p>Prior Learning</p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic</p>

	<p>you designed and save the visual identity for use within your literature</p> <ul style="list-style-type: none"> • Create the other assets for your digital graphic product and prepare and save the assets for use within your Literature • Create your digital graphic products, use image editing software to create your Literature including the visual identity and repurpose your cover for online use • Export your digital graphic products, choose suitable electronic formats and properties for your finished digital graphic products to meet the client requirements. <p>Cultural Capital linked to design tasks</p>	<p>Student will use assets are prepared for use in the digital graphic.</p> <p>Use of technical skills to prepare assets is effective.</p> <p>Use of tools and techniques to create the digital graphic products is effective.</p> <p>Design concepts and layout conventions are applied to the digital graphic products.</p> <p>The final digital graphic products meet the client's requirements.</p> <p>Properties and format(s) of the final digital graphic products are in their appropriateness.</p>	<p>Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>
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Spring 2	<p>Big Idea: Internally Assessed – Unit R094: Visual identity and digital graphics & Set Assignment.</p> <p>Continue with Task2 of R094 - Creating the visual identity and digital graphic product. Cultural links toward current design trends fashions and graphic styles linked to different cultures and attitudes</p> <p>Rationale: Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p> <p>Enter R094 for JUNE Series Moderation Grading</p>		
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Term	Knowledge	Assessment	Connections to Learning
	<p>Start R094 with Task 2 – Creating the visual identity and digital graphic product</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Student will use technical skills to create the visual identity is adequate in its effectiveness.</p>	<p>Prior Learning</p> <p>Y9 skills development undertaking the magazine project.</p>

	<p>The this project for TA2 & 3 will focus on creating a Visual Identity and Literature for a Company.</p> <p>Topic Area 3: Create visual identity and digital graphics you need to:</p> <ul style="list-style-type: none"> • Create the visual identity you designed and save the visual identity for use within your literature • Create the other assets for your digital graphic product and prepare and save the assets for use within your Literature • Create your digital graphic products, use image editing software to create your Literature including the visual identity and repurpose your cover for online use • Export your digital graphic products, choose suitable electronic formats and properties for your finished digital graphic products to meet the client requirements. <p>Cultural Capital linked to design tasks</p>	<p>Student will use properties and format(s) of the visual identity are in appropriateness.</p> <p>Student will use assets are prepared for use in the digital graphic.</p> <p>Use of technical skills to prepare assets is effective.</p> <p>Use of tools and techniques to create the digital graphic products is effective.</p> <p>Design concepts and layout conventions are applied to the digital graphic products.</p> <p>The final digital graphic products meet the client's requirements.</p> <p>Properties and format(s) of the final digital graphic products are in their appropriateness.</p>	<p>Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>
	<p>Set Assignment. Students have to complete a set assignment based on the Built Environment.</p> <p>This is the outcome of the taught lessons covering TA1 / TA2 / TA3 where student use their knowledge gained and apply through the above set assignment.</p> <p>Some exam restrictions may apply.</p> <p>Cultural Capital linked to design tasks.</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p>	<p>Prior Learning Current R094. Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product</p>

			Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development
R094 Unit to be handed in, assessed, and moderated by OCR – June Series 2023 – Little room for improvement			

Summer 1	Big Idea: Unit R098: Visual imaging & Set Assignment.		
	Task 1 – Planning your visual imaging portfolio		
	In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. Cultural links toward current design trends fashions and graphic styles linked to different cultures and attitudes. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry.		
	On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.		
	Projects: Lesson content will focus various projects that link to the OCR set assignments; Not yet set		
	Rationale: Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials		
Term	Knowledge	Assessment	Connections to Learning
	Task 1 – Planning your visual imaging portfolio You will need to understand how generate an original idea for your visual imaging portfolio and plan the creation of your materials:	All content will be assessed with feedback against the OCR Set Assignment criteria. Produces an interpretation of the client brief.	Prior Learning Y9 skills development undertaking the magazine project.

	<ul style="list-style-type: none"> • Produce an interpretation of the client brief. • Produce relevant pre-production documents. <p>Cultural Capital linked to design tasks</p>	<p>Explanation of how the intended product meets the client brief and why it appeals to the target audience.</p> <p>Produces pre-production and planning documentation.</p> <p>Pre-production and planning documentation support the creation of elements of the final product.</p>	<p>Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>
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<p>Summer 2</p>	<p>Big Idea: Unit R098: Visual imaging & Set Assignment.</p> <p>Continue with task 1 – Planning your visual imaging portfolio</p> <p>In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry. Cultural links toward current photographic and graphic design trends fashions and graphic styles linked to different cultures and attitudes.</p>
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	<p>On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.</p> <p>Projects: Lesson content will focus various projects that link to the OCR set assignments; Not yet set</p> <p>Rationale: Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>
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Term	Knowledge	Assessment	Connections to Learning
	<p>Task 1 – Planning your visual imaging portfolio (Cont)</p> <ul style="list-style-type: none"> • identify the assets required and explain their planned use in your video sequence <p>Cultural Capital linked to design tasks</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria</p> <p>Demonstrates an understanding of how assets will contribute to the effectiveness of the final product.</p>	<p>Prior Learning Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using</p>

			images/graphics in a real-life context.
			<p>Prior Learning Supported learning and understanding will be gained from previous or taught in tandem lessons of R093 and R094</p> <p>Knowledge developed in KS3 ICT working with graphics</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development</p>

Year 11 Overview

Autumn 1	<p>Big Idea: Unit R098: Visual imaging & Set Assignment. Task 2 – Creating your visual imaging portfolio</p> <p>In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. Cultural links toward current photographic and graphic design trends fashions and graphic styles linked to different cultures and attitudes. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry</p>
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	<p>On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.</p> <p>Projects: Lesson content will focus various projects that link to the OCR set assignments; Not yet set</p> <p>Rationale: Provides sound progression from Key Stage 3 • Offers relevant and interesting content for study • Focuses on the production of a Graphic Product • Students have the opportunity to work with a wide range of materials</p>
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Term	Knowledge	Assessment	Connections to Learning
	<p>Task 2 – Creating your visual imaging portfolio You will need to understand how to produce components for your visual imaging portfolio which must include taking the photographs and recording video footage. You will then create your final portfolio:</p> <ul style="list-style-type: none"> • create the components, which are photographs and video footage <p>Cultural Capital linked to design tasks</p> <ul style="list-style-type: none"> • Create your portfolio • Export or publish your portfolio <p>Cultural Capital linked to design tasks</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria</p> <p>Use of technical skills to create the final product is partly effective.</p> <p>Conventions and creativity are adequately applied in the final product.</p> <p>Final product is adequately fit for purpose.</p>	<p>Prior Learning Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>

Continue with 2 – Creating your visual imaging portfolio
START Task 3 – Checking and reviewing your visual imaging portfolio

In this unit, students will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication. Cultural links toward current photographic and graphic design trends fashions and graphic styles linked to different cultures and attitudes. They will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs. Completing this unit will equip students with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry

On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.

Projects: Lesson content will focus various projects that link to the OCR set assignments; Not yet set

Term	Knowledge	Assessment	Connections to Learning
	<p>Task 3 – Checking and reviewing your visual imaging portfolio.</p> <p>In this task you must check and review the final visual imaging portfolio. You must also explain any improvements and further developments which could be made you will need to:</p> <ul style="list-style-type: none"> • Check and review your visual imaging portfolio • Recommend areas for improvement and further development. <p>Cultural Capital linked to design tasks</p>	<p>All content will be assessed with feedback against the OCR Set Assignment criteria.</p> <p>Students must:</p> <p>Testing/checking is partly effective in reviewing technical properties.</p> <p>Review demonstrates sound understanding of the effectiveness of the final product for client and target audience</p> <p>Recommendations demonstrate sound understanding of areas for improvement and further development.</p> <p>Recommendations are partly explained.</p>	<p>Prior Learning</p> <p>Y9 skills development undertaking the magazine project.</p> <p>Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p>

			6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.
	<p>Set Assignment. Students have to complete a set assignment based on the Built Environment.</p> <p>This is the outcome of the taught lessons covering TA1 / TA2 / TA3 where student use their knowledge gained and apply through the above set assignment</p> <p>Some exam restrictions may apply</p> <p>Cultural Capital linked to design tasks</p>	All content will be assessed with feedback against the OCR Set Assignment criteria.	<p>Prior Learning Current R094. Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development</p>
R098 Unit to be handed in, assessed, and moderated by OCR – JUNE Series – students will have the opportunity to improve the grade for this unit – Some improvement may be done in January. Deadline April.			

Big Idea: Externally Assessed - Unit R093: Creative iMedia in the media industry – Review

Students will prepare (if needed) for final exam in early June.

1 hour 30 minute exam in early January (Y11)

Spring 1	Big Idea: Unit R093: Creative iMedia in the media industry Topic Areas 1 & 2 Links to Content Delivered in R094 & R098
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In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Cultural links toward current design trends fashions and graphic styles linked to different cultures and attitudes.

Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

This unit is supported and supports units R094 & R098.

Unit R093 is a written exam paper and will lead to a 1 hour 30 minute exam in two of the following months – June (Y11)

Term	Knowledge	Assessment	Connections to Learning
	<p>Topic Area 1: The media industry Linking to R094 & R098 students will cover the Media industry sectors and products, you need to consider:</p> <ul style="list-style-type: none"> • Traditional media • New media • Products in the media industry <p>Linking to R094 & R098 students will cover Job roles in the media industry, you need to consider:</p> <ul style="list-style-type: none"> • Creative • Technical • Senior roles <p>Cultural Capital linked to design tasks</p>	<p>Assessment will be done during lessons and practice papers/mock exams at timely intervals</p> <p>.</p>	<p>Prior Learning Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p>

			6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.
	<p>Topic Area 2: Factors influencing product design Linking to R094 & R098 students to understand how style, content and layout are linked to the purpose, you need to consider:</p> <ul style="list-style-type: none"> • Purpose • Style, content and layout <p>Linking to R094 & R098 students to understand client requirements and how they are defined, you need to consider:</p> <ul style="list-style-type: none"> • Client requirements • Client brief formats <p>Linking to R094 & R098 students to understand audience demographics and segmentation, you need to consider:</p> <ul style="list-style-type: none"> • Categories of audience segmentation <p>Linking to R094 & R098 students to understand research methods, sources and types of data, you need to consider:</p> <ul style="list-style-type: none"> • Primary research methods • Secondary research sources • Research data <p>Linking to R094 & R098 students to understand media codes used to convey meaning, create impact and/or engage audiences, you need to consider:</p> <ul style="list-style-type: none"> • Media codes, Technical, Symbolic & Written 	<p>Focused Mock exam base on prior units and R094 and this unit R093-TA1 & 2 will be set. This will be demonstrated by showing an understanding of the content of the opposite tasks.</p> <p>Assessment will be done during lessons and practice papers/mock exams at timely intervals</p>	<p>Prior Learning Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development</p>

	<ul style="list-style-type: none"> • Ways that meaning, impact and/or engagement are created using • Animations • Audio • Camera techniques • Colour • Graphics • Interactivity • Lighting • Mise-en-scene • Movement • Transitions • Typography <p>Cultural Capital linked to design tasks</p>		
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Spring 2	<p align="center">Big Idea: Unit R093: Creative iMedia in the media industry Topic Areas 3 & 4 Links to Content Delivered in R094 & R098</p> <p>In this unit, students will learn about the sectors, products and job roles that form the media industry. Cultural links toward current design trends fashions and graphic styles linked to different cultures and attitudes. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.</p> <p>Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.</p> <p align="center">This unit is supported and supports units R0494 & R098. Unit R093 is a written exam paper and will lead to a 1 hour 30 minute exam in two of the following months – November/January/June (Y11)</p>		
Term	Knowledge	Assessment	Connections to Learning

	<p>Topic Area 3: Pre-production planning Linking to R094 & R098 students will cover Work planning, you need to consider:</p> <ul style="list-style-type: none"> • Components of workplans. <p>Linking to R094 & R098 students will cover documents used to support ideas generation, you need to consider:</p> <ul style="list-style-type: none"> • Mind map • Mood board <p>Linking to R094 & R098 students will cover documents used to design and plan media products, you need to consider:</p> <ul style="list-style-type: none"> • Asset log • Flow chart • Script • Storyboard • Visualisation diagram • Wireframe layout <p>Linking to R094 & R098 students will cover the legal issues that affect media and considerations to protect individuals, you need to consider:</p> <ul style="list-style-type: none"> • Privacy and permissions • photographs on private property • Defamation • Data protection <p>Linking to R094 & R098 students will cover the intellectual property rights, you need to consider:</p> <ul style="list-style-type: none"> • Protecting intellectual property • Using copyrighted materials 	<p>Assessment will be done during lessons and practice papers/mock exams at timely intervals.</p> <p>.</p>	<p>Prior Learning Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>
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	<p>Linking to R094 & R098 students will cover the regulation, certification, and classification, you need to consider:</p> <ul style="list-style-type: none"> • Organisations responsible for regulation • Classification systems and certifications <p>Linking to R094 & R098 students will cover health and safety regulations, you need to consider:</p> <ul style="list-style-type: none"> • Health and safety risks and hazards in all phases of • production • Actions to mitigate health and safety risks and • hazards • Risks assessments <p>Cultural Capital linked to design tasks.</p>		
	<p>Topic Area 4: Distribution considerations</p> <p>Linking to R094 & R098 students will understand distribution platforms and media to reach audiences Online, you need to consider:</p> <ul style="list-style-type: none"> • Online • Physical platforms • Physical media. <p>Linking to R094 & R098 students will cover properties and formats of media files, you need to consider:</p> <ul style="list-style-type: none"> • Image Files - The properties of digital static image files and static image file formats • Audio Files - The properties of digital audio files and audio file formats 	<p>Assessment will be done during lessons and practice papers/mock exams at timely intervals.</p> <p>.</p>	

	<p>Linking to R094 & R098 students will cover moving image files, you need to consider:</p> <ul style="list-style-type: none"> • The properties of digital moving image files • Moving image files formats <p>Linking to R094 & R098 students will cover moving image files, you need to consider:</p> <ul style="list-style-type: none"> • The properties of digital moving image files • Moving image files formats <p>Linking to R094 & R098 students will cover file compression, you need to consider:</p> <ul style="list-style-type: none"> • Lossy compression • Lossless compression <p>Cultural Capital linked to design tasks</p>		
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Summer 1/2	<p>Big Idea: Re-sit Externally Assessed - Unit R093: Creative iMedia in the media industry – Review</p> <p>Students will prepare (if needed) for final exam in early June.</p> <p>1 hour 30 minute exam in early June (Y11)</p>		
Term	Knowledge	Assessment	Connections to Learning

	<p>Topic Area 1: The media industry</p> <p>Topic Area 2: Factors influencing product design</p> <p>Topic Area 3: Pre-production planning</p> <p>Topic Area 4: Distribution considerations</p>	<p>Focused Mock exams base on prior units and R093 TA1 / TA2 / TA3 / TA4 will be set. This will be demonstrated by showing an understanding of the of Tasks and be able to discuss the production of the opposite.</p> <ul style="list-style-type: none"> • Assessment will be done during lessons and practice papers/mock exams 	<p>Prior Learning Y9 skills development undertaking the magazine project. Skills developed in KS3 ICT working with graphics.</p> <p>Future Learning - A Level and Degree Courses in; Graphic</p>
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			<p>Communications, Graphic Design, Photography, Product Design, Art, Textiles, Media Studies T Level Courses in; Digital Production, Design and Development.</p> <p>1 Personal development - use of software, hardware and equipment, organisation, interpersonal skills.</p> <p>6 Cultural development – awareness of legal requirements and using images/graphics in a real-life context.</p>
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