

**Year 10**

Subject: Computing – Creative iMedia

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning – Year 10**  **Autumn Term** | **Scheme of Learning – Year 10**  **Spring Term** | **Scheme of Learning – Year 10**  **Summer Term** |
| Understanding the Media industry  In preparing students about the sectors, products and job roles that form the media industry will enable them to contextualise the depth and breadth of opportunities that can and do exist.  In part this will involve learning legal and ethical issues considered and the processes used to plan and create digital media products and how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.  This also allows students to understand the appropriate format and properties for different media products. | **Part 1**  **R093:** Media industry sectors and products (TA1)  **R093:** How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2)  **R094:** Graphic design concepts and conventions  **R094:** Properties of digital graphics and use of assets  **Part 2**  **R094:** Techniques to plan visual identity and digital graphics  **R094:** Tools and techniques to create visual identity and digital graphics  **R094:** Purpose, features, elements and design of visual identity  **R094:** Technical skills to source, create and prepare assets for use within digital graphics | **Part 3**  **R093:** Audience demographics and segmentation (TA2)  **R093**: Media codes used to convey meaning, create impact and/or engage audiences (TA2)  **R094**: Techniques to save and export visual identity and digital graphics (with integrated R093 TA4 distribution considerations and file formats)  **R094:** NEA Assessment (working on)  **Part 4**  **R093:** Work planning and documents used to support ideas generation (TA3)  **R093:** Documents used to design/plan media products (TA3) | **Part 5**  **R097**: Types of interactive digital media, content and associated hardware  **R097:** Features and conventions of interactive digital media  **R097:** Resources required to create interactive digital media products  **Part 6**  **R097:** Pre-production and planning documentation and techniques for interactive digital media |
| **Hinterland Knowledge** | As of the 2021 Magazine Media Factbook release, “Ninety percent of under 25s read print and digital versions of magazines – and 63 percent of millennials (Americans aged 25 to 40) say that, even in the digital age, they love the touch and feel of a printed magazine.” Magazine reach has even exceeded that of television, particularly with women in the tech industry. | Data Reportal reports that, as of 2021, 4.72 billion people boast access to the Internet. Sixty percent of the world’s population has access to a vast array of information daily, and it seems that said number is still rising. With more effective connectivity comes more opportunities for your digital magazine to reach unfound audiences—and potential subscribers. | The COVID-19 pandemic has radically transformed the way people interact with the Internet. While readers began to spend more time online, a significant percentage of the population had already spent upwards of five hours a day consuming digital content. As of 2020, that number had risen to nearly eight hours of screen time per day, according to an eMarketer release. |
| **Assessment: Formative Techniques**  **Summative Pieces** | 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. 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. | | |
| **Key Vocabulary** | Theme - Genre - Target Audience - Visualisation  - Concept - Layout - Design - Script - Storyboard | Demographics - Marketing - Advertising - Survey -Questionnaire - Resources - Work Plan - Recce | Software - Application - Hardware - File Format  -Documentation - Risk Assessment - Legislation |
| **Key Skills** | Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.  Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. | | |
| **Opportunities outside the taught**  **Curriculum.** | The curriculum is enriched predominantly through the application of real-life links to Media. Students are encouraged to keep up with the news to bring real life media examples into their lesson delivery. | | Pupils can use the IT facilities in the department when attending after school club. |