



Curriculum Map

Subject: Creative iMedia

Year group: Year 10/11

Time period (Y10)	Half-term 1 (Sep-Oct)	Half-term 2 (Nov-Dec)	Half-term 3 (Jan-Feb)	Half-term 4 (Feb-March)	Half-term 5 (April-May)	Half-term 6 (June-July)
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Introduction to R081 - Pre-production Skills</p>	<p>Development of R081 skills in practice</p> <p>Introduction to R082 - Creating Digital Graphics</p> <p>R082 introducing practice brief</p>	<p>Finish practice brief for R082</p> <p>R082 Controlled assessment (exam conditions)</p>	<p>Final amendments to R082</p> <p>Start skills for R089</p>	<p>Revision for R081 Exam</p> <p>Developing skills for R089</p>	<p>R081 Exam</p> <p>Preparation for R089 - Creating a digital video production</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Student learn the basic skills of pre-production including:</p> <ul style="list-style-type: none"> -creating a moodboard -creating a mind-map -creating a visualisation diagram -creating a storyboard -creating a script <p>This is underpinned with understanding why each product is used in industry, and for which products they are suitable for.</p> <p>Student develop practical skills in:</p> <ul style="list-style-type: none"> -Storyboard that -Google suite -Adobe Photoshop -Adobe Premiere Pro 	<p>Students learn how to start to plan real projects through LO1 & LO2</p> <p>Student develop practical skills in:</p> <ul style="list-style-type: none"> -Adobe Photoshop -Adobe Premiere Pro <p>Student learn how to research digital graphics as part of LO1</p> <p>Students learn how to correctly reference work, and avoid plagiarism</p> <p>Students learn about legislation in terms of Copyright, Trademark, and Data Protection (LO2)</p> <p>Students learn how to manage their time (LO2)</p> <p>Students learn how to review a digital graphic (LO4)</p>	<p>Student develop practical skills in:</p> <ul style="list-style-type: none"> -Adobe Photoshop -Adobe Premiere Pro 	<p>Students learn the basics of the key elements of media studies for AV media production (LO1/2/3)</p> <p>Students focus directly on Adobe Premiere Pro skills</p> <p>Students develop planning skills to consider:</p> <ul style="list-style-type: none"> -scripts -storyboards -animated storyboards -production logs (LO2) <p>Student learn how to research digital video productions as part of LO1</p>	<p>Students develop their editing skills in terms of the key elements (LO3)</p> <p>Students consider audio editing (LO3)</p> <p>Students focus directly on Adobe Premiere Pro skills</p>	<p>Students develop their editing skills in terms of the key elements (LO3)</p> <p>Students consider audio editing (LO3)</p> <p>Students focus directly on Adobe Premiere Pro skills</p> <p>Students focus on revision skills, and drawing together materials from their whole course of study</p>



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<p>Key Questions</p>	<p>What is the purpose of a moodboard?</p> <p>What is the purpose of a mind-map?</p> <p>What is the purpose of a visualisation diagram?</p> <p>What is suitable software for creating a moodboard?</p> <p>What is suitable software for creating a mind-map?</p> <p>What is suitable software for creating a visualisation diagram?</p>	<p>What is the purpose of a script?</p> <p>What is the purpose of a storyboard?</p> <p>What is suitable software for creating a script?</p> <p>What is suitable software for creating a storyboard?</p>	<p>How do I review my digital graphic, and be reflective of my work?</p>	<p>What are the differences between print and AV media?</p> <p>What software is suitable for creating a video project?</p> <p>How do I manage and organise my time for a long-term video project?</p>	<p>What resources can I use to develop my skills on Adobe Premiere Pro?</p> <p>What revision skills should I apply to my R081 work?</p> <p>Considering metacognition, which techniques work best for me?</p>	<p>What revision skills should I apply to my R081 work?</p> <p>Considering metacognition, which techniques work best for me?</p>
<p>Assessment</p>	<p>Storyboard test</p> <p>Baseline assessment for pre-production skills</p>	<p>R081 Pre-production skills mock exam 1</p> <p>Practice brief for R082</p>	<p>R082 Controlled assessment (exam conditions) (10 hours)</p>	<p>R081 Pre-production skills mock exam 2</p>	<p>R081 Pre-production skills mock exam 3</p>	<p>R081 Exam - 1 hour 15 minutes</p>
<p>Literacy/Numeracy/SMSC/Character</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning CAMNAT study.</p> <p>Aspirations set out and considered.</p> <p>SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning CAMNAT study.</p> <p>Aspirations set out and considered.</p> <p>SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning CAMNAT study.</p> <p>Aspirations set out and considered.</p> <p>SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning CAMNAT study.</p> <p>Aspirations set out and considered.</p> <p>SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning CAMNAT study.</p> <p>Aspirations set out and considered.</p> <p>SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts</p>	<p>High levels of literacy in assessment style response.</p> <p>Integrity in beginning CAMNAT study.</p> <p>Aspirations set out and considered.</p> <p>SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts</p>



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<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>R089 - Creating a digital video production (controlled assessment)</p>	<p>Intro to R091 - Designing a game concept</p>	<p>R091 - Designing a game concept controlled assessment</p>	<p>Final amendments to R089</p> <p>Final amendments to R091</p>	<p>Revision for retake of R081 (if needed)</p>	
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Students develop their editing skills in terms of the key elements (LO3)</p> <p>Students consider audio editing (LO3)</p> <p>Students review their video production project (LO4)</p>	<p>Student learn how to research digital video productions as part of LO1</p> <p>Students develop planning skills to consider: videogames and time management (LO2)</p> <p>Students learn how to create a pitch for an idea, using oracy skills and presentations (LO3)</p> <p>Students learn how to review their digital graphic</p>	<p>Students apply all of the skills they learnt as part of R091</p>	<p>Student reflect and react upon feedback</p>	<p>Students focus on revision skills, and drawing together materials from their whole course of study</p>	
<p>Key Questions</p>	<p>How do I review my digital video product, and be reflective of my work?</p>	<p>How do I create a unique video game concept?</p> <p>What pre-production skills will help me with this unit?</p> <p>How to I create a product with a USP?</p> <p>How to I target a specific target audience?</p>	<p>How do I embed various multimedia in my presentation?</p> <p>How do I appeal to my audience?</p> <p>How do I review my presentation, and be reflective of my work?</p>	<p>How can I reflect upon feedback in order to improve?</p> <p>How do I contemplate the mark scheme in terms of targeting my improvements?</p>	<p>How do I contemplate the mark scheme in terms of targeting my revision?</p>	



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Assessment	R089 - Creating a digital video production (controlled assessment) - 10 hours		R091 - Designing a game concept controlled assessment (10 hours)	R081 Pre-production skills mock exam 4	R081 Pre-production skills mock exam 5	
Literacy/Numeracy/SMSC/Character	High levels of literacy in assessment style response. Integrity in beginning CAMNAT study. Aspirations set out and considered. SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts	High levels of literacy in assessment style response. Integrity in beginning CAMNAT study. Aspirations set out and considered. SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts	High levels of literacy in assessment style response. Integrity in beginning CAMNAT study. Aspirations set out and considered. SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts	High levels of literacy in assessment style response. Integrity in beginning CAMNAT study. Aspirations set out and considered. SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts	High levels of literacy in assessment style response. Integrity in beginning CAMNAT study. Aspirations set out and considered. SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts	High levels of literacy in assessment style response. Integrity in beginning CAMNAT study. Aspirations set out and considered. SMRC - Students learn about careers and industry, and representational issues through studying a variety of media texts