Term Autumn 1 7 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R093: Creative iMedia in the media industry** 1.1 Media industry sectors and products
Homework **Ms Teams/outlook** **https://quizizz.com/**	1.2 Job roles in the media industry **Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Data **Pupil progress tracker** **Sims**	**Endpoint:** Students understand what the different sectors of the media industry are and recognise the types of jobs within the industry

CURRICULUM MAP: Year 10, Autumn Term 1

Learners are taught:

• Know the different sectors that form the media industry and how these are evolving
• Know the types of products produced by, and used in, different sectors
• Know that the same product can be used by different sectors

To Include:
Sectors of the media industry
□ Traditional media
▢ film ▢ television ▢ radio ▢ print publishing
□ New media
▢ computer games ▢ interactive media ▢ internet ▢ digital publishing Products in the media industry
□ Video
□ Audio
□ Music
□ Animation
□ Special effects (SFX, VFX)
□ Digital imaging and graphics □ Social media platforms/apps
□ Digital games
□ Comics and graphic novels
□ Websites □ Multimedia
□ eBooks
□ AR/VR

Learners are taught:
• How each role contributes to the creation of media products
• Know the main responsibilities of each role in the creation of media products
• Know that some job roles are specific to preproduction, production or post-production phases
• Know that some job roles span multiple production phases
• Why the size and scale of projects/productions means that individuals may perform more than one role

To Include:

□ Creative
▢ animator ▢ content creator ▢ copy writer ▢ graphic designer ▢ illustrator/graphic artist ▢ photographer ▢ script writer ▢ web designer

□ Technical
▢ camera operator ▢ games programmer/developer ▢ sound editor ▢ audio technician ▢ video editor ▢ web developer

□ Senior roles
▢ campaign manager ▢ creative director ▢ director ▢ editor ▢ production manager

Term Autumn 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R094: Visual identity and digital graphics** 1.1 Purpose, elements and design of visual identity
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students understand what is meant by Visual Identity
Data **Pupil progress tracker** **Sims**	

Learners are taught:

• What is meant by visual identity
• That visual identity is used to communicate the nature of brands and business' services or products
• The component features of visual identity
• The elements of visual identity
• How visual identity relates to brand identity
• How visual identity elements are influenced by business type, brand values and brand positioning
• How visual identity elements are combined to shape perception and create emotional response
• That visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market
• 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
• Using appropriate elements to create visual identity suitable for different target audiences/ consumers

To Include:
Purpose of visual identity
□ Recognition/familiarity
□ Establish a brand
□ Develop brand loyalty
□ Visual communication with audiences/consumers

Component features of visual identity
□ Name
□ Logo
□ Slogan/strap line

Elements of visual identity
□ Graphics ⬚ shape/symbol
□ Typography
□ Colour palette and meaning
□ Layout/complexity Visual identity design style
□ Business type
□ Brand values
□ Brand positioning
⬚ economy
⬚ mid-range
⬚ high-end

Term Autumn 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R094: Visual identity and digital graphics** 2.1 Graphic design and conventions 2.2 Properties of digital graphics and use of assets
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Starter activities **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students understand the term Graphic design and have a grasp of graphic conventions. They understand the properties of digital graphics and the use of assets
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 10, Autumn Term 1

Learners are taught:
• The importance of graphic designs that incorporate visual identity and house style
• Why typography is important to convey clear messages using suitable text fonts and sizes
• Colour systems and colour trends e.g. Pantone, NCS
• Using colour to convey the intended meaning
• Typical layouts for
 advertisements, CD/DVD/Blu-ray covers, games, leaflets, magazine/book covers, multimedia products, packaging, posters, web images and graphics

To include:
Concepts of graphic design
□ Application of visual identity
□ Alignment
□ Typography
□ Use of colour and colour systems
□ Use of white space Layout conventions for different graphic products and purposes
□ Additional information
□ Headlines and copy
□ Image content
□ Titles and mastheads

Learners are taught:
• Limitations of bitmap/raster file formats in terms how many colours are supported, scalability (enlarging) and whether transparent backgrounds can be included
• Benefits of vector file formats, scalability for large print use Does not include:
• Exclusive use of vector files to create digital graphics
• Using search engine filters (image size, type, licence)
• Using image stock libraries terms and conditions
• Limitations of re-using social media content
• Rights and permissions for the use of client owned and third-party assets (logos and images)
• Permitting use of own photographs and graphics in a client product
• Using asset tables to record licence/copyright information

To include:
Technical properties of images and graphics
□ Bitmap/raster properties
⬚ colour depth
⬚ colour mode
⬚ compression settings
 ⬚ overall quality
⬚ transparency
□ Vector graphic properties
⬚ compatibility ⬚ file size
 ⬚ scalability
⬚ software support Licences and permissions to use assets sourced from
□ Client images
□ Internet
□ Logos
□ Photographs
□ Stock library

Term Autumn 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R093: Creative iMedia in the media industry** 2.2 Client requirements and how they are defined 2.1 How style, content and layout are linked to the purpose 2.3 Audience demographics and segmentation
Homework **Ms Teams/outlook** https://quizizz.com/	
	Enrichment/life and work skills: **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources**	
	Assessments: Exam Questions Quizizz online quiz Cambridge Go resources
Starter activities https://quizizz.com/ **Cambridge Go**	
	Endpoint: Students understand what client requirements are and how they can be defined, how style content and layout relate to purpose and the segmentation of a demographic audience
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 10, Autumn Term 2

Learners are taught:

• How to recognise keywords and information in client briefs
• Know the requirements in client briefs that inform planning
• Why requirements in client briefs can constrain planning and production
• How to interpret requirements in client briefs to generate ideas and plan
• Know the different ways that client briefs are communicated

To include:
□ Client requirements ▢ type of product ▢ purpose ▢ audience ▢ client ethos ▢ content ▢ genre ▢ style ▢ theme ▢ timescales
□ Client brief formats ▢ commission ▢ formal ▢ informal ▢ meeting/discussion ▢ negotiated ▢ written

Learners are taught:

• Know the different purposes of media products
• How style, content and layout are adapted to meet each purpose

To include:
□ Purpose
▢ advertise/promote
▢ educate
▢ entertain
▢ inform
▢ influence
□ Style, content and layout
▢ colour
▢ conventions of genre
▢ formal/informal language
▢ positioning of elements
▢ style of audio representation
▢ style of visual representation
▢ tone of language

Learners are taught to:

• Know the different categories of audience segmentation
• Know examples of the way audiences are grouped for each segmentation type
• The reasons for, and benefits of, audience segmentation
• How audience characteristics influence the design and production of media products

To include:

Categories of audience segmentation
□ Age
□ Gender
□ Occupation
□ Income
□ Education
□ Location
□ Interests
□ Lifestyle

Term Autumn 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R094: Visual identity and digital graphics** 2.3 Techniques to plan visual identity and digital graphics 3.1 Tools and techniques of imaging editing software used to create digital graphics
Homework **Ms Teams/outlook** **https://quizizz.com/**	
	Enrichment/life and work skills: **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Data **Pupil progress tracker** **Sims**	**Endpoint:** Students can use a variety of techniques to plan a visual identity and graphics, they can use tools and techniques to create graphics. Students are able to use their skills to source, create and prepare assets

CURRICULUM MAP: Year 10, Autumn Term 2

Learners are taught:
• Creating mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board
• Creating digital mood boards using digital images collected from web and other sources, placed on documents/slides in software applications
• Using mind maps drawn out on paper or using software applications to expand ideas and identify details
• Using concept sketches to develop ideas
• Using visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications

To include:
Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics
□ Mood board
□ Mind map
□ Concept sketch
□ Visualisation diagram

Learners are taught:
Examples of tools and techniques used to create digital graphics may include:
• Setting the canvas size - expanding or modifying
• Using layout tools to help the placement of assets e.g. grids, guides and rulers
• Using drawing tools e.g. shapes, colour fill, gradients
• Using brightness and contrast, levels, colour balance, hue, saturation
• Using selections based on shape, colour or edge contrast
• Using layers to structure a graphic, create, merge, rename, change opacity
• Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures
• Using retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush • Using typography to add information e.g. text, font styles, sizes and effects
• Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen

To include:
Software tools and techniques used to create digital graphics □ Image/canvas size □ Layout tools □ Drawing tools □ Adjustments to brightness/contrast and colour □ Use of selections □ Use of layers and layer styles □ Retouching □ Typography □ Filters and effects

Term Autumn 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R094: Visual identity and digital graphics** 3.2 Technical skills to source, create and prepare assets for use within digital graphics
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students are able to use their skills to source, create and prepare assets
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 10, Spring Term 1

Learners are taught:
• Using internet, stock libraries or client library to search for suitable image assets
• Downloading/obtaining images and graphics, copying from download folder to working asset folder
• Creating original or new image assets by editing existing assets or drawing completely new images as bitmap or vector files
• Resampling of images and assets for use in a print product - checking pixel dimensions and dpi resolution for the intended size of reproduction
• Rasterising vector based graphics for use in bitmap graphics
• Using different storage locations to clearly differentiate original and edited assets in separate folders
• Using file formats to retain image quality (with/ without transparency)

To include:
Source assets for use in digital graphics
□ Images
□ Graphics
Create assets for use in digital graphics
□ Editing sourced assets to create a derivative asset
□ Creating assets using drawing tools
Modify images and other assets to make sure the technical compatibility for use within print graphics
□ Resize and resample
□ Modifying image properties
Store assets for use
□ Storage location
□ Changing the file format

Term Spring 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **Ms Teams/outlook** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go** **Data** **Pupil progress tracker** **Sims**	**Unit R093: Creative iMedia in the media industry** 3.3 Documents used to design and plan media products R094 NEA Assessment **Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students understand the types of documents used in the planning of a digital media product

CURRICULUM MAP: Year 10, Spring Term 1

Learners are taught:
• Know the purpose of each document
• Know the components and conventions of each document
• Know the hardware and software used to create each document
• Know the users of each document
• When each document is appropriate for use
• What makes each document effective
• How to improve the effectiveness of documents for users in given contexts
• Know the purpose of each document
• Know the components and conventions of each document
• Know the hardware and software used to create each document
• Know the users of each document
• When each document is appropriate for use
• What makes each document effective
• How to improve the effectiveness of documents for users in given contexts

To include:
□ Mind map
⯀ digital
⯀ hand drawn
□ Mood board
⯀ digital
⯀ physical
□ Asset log
□ Flow chart
□ Script
□ Storyboard
□ Visualisation diagram
□ Wireframe layout

Working on R094 NEA Assessment

Term Spring 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **Ms Teams/outlook** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go** **Data** **Pupil progress tracker** **Sims**	**Unit R094: Visual identity and digital graphics** 3.3 Techniques to save and export visual identity and digital graphics R094 NEA Assessment **Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students can show that they understand the purpose and properties of digital graphics.

CURRICULUM MAP: Year 10, Spring Term 2

Learners are taught:
• Saving of files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits
• Repurposing and exporting of visual identity and digital graphics in file formats and image properties which meet client requirements

To include:
Save and export
☐ Proprietary format master files
☐ Repurpose and export in appropriate file formats

Working on R094 NEA Assessment

Term Spring 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R093: Creative iMedia in the media industry** 2.5 Media codes used to convey meaning, create impact and/or engage audiences
Homework **Ms Teams/outlook** **https://quizizz.com/**	
	Enrichment/life and work skills: **Computer Science Club** **Digital Media Club**
Revisiting, revising, remembering opportunities **Teams resources**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Starter activities **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students can show that they understand different media codes and explain their impact.
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 10, Spring Term 2

Learners are taught:
• Know the different technical, symbolic and written codes used to convey meaning, create impact and/ or engage audiences
• How codes are used to convey meaning, create impact and/or engage audiences
• How the codes used relate to audience, purpose and context
• How the combination of content and codes work together to convey meaning, create impact and engagement

To include:

Media codes
□ Technical
□ Symbolic
□ Written Ways that meaning, impact and/or engagement are created using
□ Animations
□ Audio
☐ dialogue
☐ music genre
 ☐ silence
☐ sound effects
☐ vocal intonation
□ Camera techniques
☐ angles
☐ shots
☐ movement
□ Colour
□ Graphics
□ Interactivity
□ Lighting
☐ intensity/levels
☐ position
□ Mise-en-scene
□ Movement
□ Transitions
□ Typography
☐ emphasis
☐ font size
☐ font types

Term Spring 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **Ms Teams/outlook** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go** **Data** **Pupil progress tracker** **Sims**	**Unit R093: Creative iMedia in the media industry** 2.4 Research methods, sources and types of data 3.1 Work planning **Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students have the skill to plan for the creation of a digital Graphic.

CURRICULUM MAP: Year 10, Summer Term 1

Learners are taught:
• The reasons for, and benefits of, conducting research
• The advantages and disadvantages of primary and secondary research and data
• How research is carried out using different methods and/or sources
• The advantages and disadvantages of each primary research method and secondary research source
• The differences between qualitative and quantitative data/information

To include:
□ Primary research methods
▢ focus groups
▢ interviews
▢ online surveys
▢ questionnaires
□ Secondary research sources
▢ books and journals
▢ internet sites/research
▢ magazines and newspapers
▢ television □ Research data
▢ qualitative information
▢ quantitative information

Learners are taught:
• The purpose of work planning
• Know the components of workplans
• The role of workplan components in work planning
• The advantages of using workplans
• How workplans are used to manage time, tasks, activities and resources for individuals and large teams

To include:
□ Components of workplans
▢ phases, pre-production, production, post-production
▢ tasks
▢ activities
▢ workflow
▢ timescales
▢ milestones
▢ contingencies
▢ resources, hardware, people, software

Working on R094 NEA Assessment

Term Spring 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **Ms Teams/outlook** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go** **Data** **Pupil progress tracker** **Sims**	**Unit R094: Visual identity and digital graphics** 3.3 Techniques to save and export visual identity and digital graphics R094 NEA Assessment **Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students can show that they understand the purpose and properties of digital graphics. They understand what they need to do for the NEA.

Learners are taught:
• Saving of files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits
• Repurposing and exporting of visual identity and digital graphics in file formats and image properties which meet client requirements

To include:
Save and export
□ Proprietary format master files
□ Repurpose and export in appropriate file formats

Working on R094 NEA Assessment

Term Spring 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R094: Visual identity and digital graphics** R094 NEA Assessment
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Starter activities **https://quizizz.com/** **Cambridge Go**	**Endpoint:** They understand what they need to do for the NEA.
Data **Pupil progress tracker** **Sims**	

Working on R094 NEA Assessment

Term Summer 12 weeks	Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** 1.1 Features and conventions of animation and audio
Homework **Ms Teams/outlook** https://quizizz.com/	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** https://quizizz.com/ **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Student have an understanding of the features and conventions of Animation and audio
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 10, Summer Term 2

Learners are taught:
• Differences between types of animation and the methods used to create them
• When and where different types of animation are used
• The definitions of, and differences between, audio types
• Which types of sounds are used when and for what purpose(s)
• How background sounds, sound effects and music are used to enhance the main audio content of sequences
• The importance of technical properties in ensuring clarity/audibility and separation between sounds
• How narratives are structured using the three-part story structure
• Application of conventions of advertisements e.g. 'hook', 'sting', slogan
• Using information, product branding or brand/ product recognition
• Using shot types and camera angles to convey meaning e.g. power structures, passage of time, movement, change of focus or emphasis
• Using humour, breaking with expectations/the norm or shock tactics to help make an animation's key message memorable and effective
• Using foley and sound effects to enhance movement and support visuals
• Using dialogue for animated characters and voiceover/narration
• Using voice pace/timbre/pitch/accent to convey character types and tropes
• Using diegetic and non-diegetic sound
• Using tempo, style of music and choice of instrumentation to enhance mood/emotive content
• Using stings and jingles to create impact and engagement
• How original work differs from adaptations to existing designs
• How imaginative work can be derivative
• How to balance following conventions with originality/imagination to produce creative products

To include:
Types and methods of animation and their distinguishing features
□ Stop motion/claymation
□ Time-lapse □ Motion capture
□ Computer generated (CGI)
□ Cel animation □ Cut out
□ Flipbook animation
he properties and features of audio
□ Types of audio
▪ music
▪ narration/voiceover
▪ diegetic and non-diegetic sounds
▪ foley/SFX ▪ dialogue
□ The properties of digital audio
▪ bit depth ▪ sample rate
▪ gain (volume)
▪ mono/stereo
The purpose and conventions of animations
□ Advertising/promotion
□ Storytelling/narrative
□ Information
Conventions used in audio to meet a purpose
□ Mood/emotion
□ Scene setting
□ Structure of audio products
□ Timing and synchronisation with visuals
Creativity in animation with audio
□ Originality
□ Imaginative design
□ Derivative design

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** 1.2 Resources required to create animation with audio
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students understand the types of hardware and software used and their benefits or/and weaknesses. .
Data **Pupil progress tracker** **Sims**	

Learners are taught:

• The purpose and uses of a range of hardware used to create animation
• Why designers use specific hardware
• The positive and negative impacts hardware choice has on final products
• The range of potential software available for creating 2D/3D animation and tools within the software
• The positive and negative impacts software and related tool choice has on final products
• The purpose and uses of software, hardware and tools available for capturing and recording mono, stereo and binaural audio
• The suitability and key features of different microphone types and software applications, USB 'lag' and delay
• Why designers use specific resources
• The positive and negative impacts resource choice has on final products

To include:

Resources used in animation
□ Hardware and peripherals
▪ cameras
▪ tripods
▪ rigging
▪ sets and materials for stop motion animation
▪ cameras and scanners for digitising animation assets
□ Animation software
Resources used to capture audio
□ Hardware and peripherals
▪ microphone
▪ recording devices
□ Audio capture software

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** 1.3 Pre-production and planning documentation and techniques for animation with audio
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students are able to use the correct documentation in the planning of an Animation piece
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 11, Autumn Term 2

Learners are taught:

• How to use documentation for planning animations and audio sequences to show how the visuals and audio are integrated and synchronised in animations.
Planning to show how movement is to be achieved, as well as which audio elements are dominant (louder than others) at a particular time
• Using animation and audio style to maximise engagement for target audiences
• Using techniques for creating sounds e.g. recording using appropriate equipment
• Minimising extraneous/unwanted noise when recording live sound
• Locating and using libraries and stock sounds, music and sound effects when identifying and selecting pre-made audio content
• Saving audio assets using suitable file formats which are compatible with audio editing software
• Editing sounds in audio editing software using fade, gain, filter, noise removal, pitch, equalisation, inversion and effects tools
• Exporting audio assets using suitable file formats which are suitable for use within animation software

To include:

Pre-production documentation for content
▢ storyboards
▢ scripts
▢ timelines
▢ graphic scores
□ Planning for style
▢ style of animation and audio appropriate for clients and audiences
Techniques used to record and source audio assets
▢ recording techniques
▢ libraries
▢ saving and asset management
□ Techniques used to import/digitise and edit audio assets
▢ importing, trimming, editing, mixing and enhancing sounds in audio editing software
▢ exporting and asset management

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** 2.1 Techniques to obtain, create and manage assets
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club** **Digital Media Club**
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Data **Pupil progress tracker** **Sims**	**Endpoint:** .Students are able to make their own suitable assets as well as use pre made materials

CURRICULUM MAP: Year 11, Autumn Term 2

Learners are taught:

Students are taught by,
• Using drawing and editing tools to create objects, characters and backgrounds, using image editing and/or animation software and saving them ready for use
• Using group elements together or breaking elements apart before creating movement
• Naming, saving and organising assets within libraries in animation software and/or in folders outside the animation software
• Organising and preparing pre-made assets from libraries within animation software
• Creating models or sets ready to animate, using lighting (inbuilt flash or external light sources) to make sure subjects and objects are effectively lit
• Setting up fixed camera viewpoints using camera, tripod and marks to ensure continuity
• Using techniques for digitising hand drawn/cel drawn and stop-motion footage using scanners, cameras and video cameras, selecting appropriate settings to digitise images at the required resolution and colour depth, which cameras support time-lapse frame capture
• Saving digitised visual content in a format which is compatible with animation software

To include:

☐ Techniques and tools used to create digital visual animation assets
▪ image editing software tools
▪ animation software tools
▪ exporting, saving and asset management
☐ Techniques used to create, import/digitise and edit non-digital or physical visual animation assets
☐ Creating physical sets, objects and characters and lighting them effectively
▪ scanning
▪ photography
▪ video
▪ export, save and asset management

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** 2.2 Techniques used to create animation with audio
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club** **Digital Media Club**
Revisiting, revising, remembering opportunities **Teams resources**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Starter activities **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students understand the tools and techniques used to create animation with audio. .
Data **Pupil progress tracker** **Sims**	

Learners are taught:
Practically by
• Using tools and techniques of animation creation software to generate and enhance movement e.g. timelines, time shift, tweening, keyframes, shape and motion tweening, animation by ones or twos, onion skinning, layering, rigging (bones/ armatures), libraries, layer
• Using features of audio editing software to o combine audio using multiple tracks o mix audio using time shift, equalisation, audio compression, looping, ducking, generating silence o enhance audio by applying effects and altering parameters including fade, balance, gain, compression and equalisation
• Saving and exporting audio considering file format, compression, optimisation, codecs and bit rate
• Saving and exporting audio for use as components in animation with audio
• Inserting audio into animation software as layers
• Using key frames, splitting and time shift to synchronise movement/visual action with sounds
• Editing volume and balance to make sure sounds are audible at appropriate levels
• Saving files in native software for further editing
• Synchronising visuals with finished audio 'soundtracks' by splitting and time shifting animated visuals
• Synchronising audio with visuals by inserting separate sounds as assets into the animation software to synchronise with completed visual content

To include:

Techniques used to create and edit animation
□ Tools and techniques of animation creation software to generate and enhance movement
 timelines
 keyframes
 tweening
 layering
 saving in native file format to help version control and editing
Techniques used to combine and edit digital audio to create soundtracks
□ Tools and techniques of audio editing software to edit and combine sounds
 cut, split, trim and extend soundtracks use of multiple audio tracks within files
 mixing sounds
 enhancing sounds using effects
 techniques to save and export audio files in formats which are compatible with animation software
Techniques used to integrate animation and audio components within animation software
□ Tools and techniques of software to combine and synchronise animation with audio
 layers
 synchronisation
 volume control
 native file formats

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **Ms Teams/outlook** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go** **Data** **Pupil progress tracker** **Sims**	**Unit R096: Animation with audio** 2.3 Techniques to save and export animation with audio **Enrichment/life and work skills:** **Computer Science Club** **Digital Media Club** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources **Endpoint:** Students understand how to correctly save and export their products into appropriate formats .

CURRICULUM MAP: Year 11, Autumn Term 2

Learners are taught:

• Using native, software specific formats to maintain editable versions of audio
• Exporting audio for use within animation using suitable file formats and properties
• Saving animation in native software using propriety formats to maintain editable versions during creation
• Using settings/process to export animation for digital distribution including
  o compatibility with smartphones and tablets
  o compatibility with streaming/apps/download sites/platforms such as Vimeo, YouTube

To include:

Techniques used to save and export audio
☐ Native file formats in audio software
☐ Techniques for exporting

Technical skills to save and export animation with audio
☐ Animation native file formats
☐ Export formats suitable for digital distribution

Term Spring 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** R096 NEA Assessment
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Starter activities **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students are able to show their progress towards the finished brief
Data **Pupil progress tracker** **Sims**	

Working on R096 NEA Assessment

| **CURRICULUM MAP: Year 11, Spring Term 1** |

Term Summer 12 weeks	Year 11 Creative iMedia	
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** 3.1 Techniques to test/check and review animation with audio	**Learners are taught:** • The structure, content and use of test plans, checklists and success criteria • How to record test/check results and how and when to retest • How and why to test iteratively during both during production and post-production • Checking the quality of visual elements e.g. frame rate, smoothness, lag • Checking the quality of audio elements e.g. volume, mixing, distortion, clarity • Checking synchronisation of visual and audio elements at key points in animations to make sure sounds match the visual content • Checking the suitability of file formats used for animations with audio product against lists of compatible formats with the intended platforms, devices or distribution channels • Strengths and weaknesses of created amination with audio • Comparing created animation with audio against client briefs, client requirement lists or success criteria • Assessing the appropriateness of chosen styles and approaches/conventions for clients and target audiences • How to assess fitness for purpose e.g. adverts should advertise; promotions should promot
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club** **Digital Media Club** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources	
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students understand and are able to use techniques to test/check and review their animation .	**To include:** Techniques to test/check the technical properties of animation with audio □ Methods of testing and checking ▢ test plan ▢ checklist ▢ success criteria □ Elements of animation and audio to test/check ▢ length ▢ animated movement ▢ audio ▢ synchronisation of visual and audio elements ▢ format of the product Techniques to review the fitness for purpose of completed animation with audio □ Suitability for client requirements □ Suitability for target audience ▢ suitability of content ▢ accessibility □ Review of audio-visual quality, aesthetics, appeal and engagement
Data **Pupil progress tracker** **Sims**		

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** 3.2 Improvements and further developments
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club** **Digital Media Club** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students understand how their work could be improved and/or further developed .
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 11, Spring Term 1

Learners are taught:

• How the quality of created animation with audio is constrained by time, resources, hardware, software, budget, legislation, skills
• The feasible improvements to created animations with audio in terms of client requirements and target audience engagement
• How successful animations with audio can lead to repeat business/further commissions from a client
• How different resources, software, budget and skills could help animation with audio to be developed further
• How to devise further developments in terms of client requirements and target audience

To include:

Constraints which limit the effectiveness of animation with audio
□ Animation with audio constraints
⬚ time
⬚ resources
⬚ hardware
⬚ software
⬚ skills
□ Animation with audio improvements
⬚ overall style and design
⬚ quality
⬚ content and concept
⬚ animation/visuals
⬚ audio
Further development opportunities for animation with audio
□ Further developments
⬚ length
⬚ product type and placement
⬚ story/narrative content ⬚ reusing components
⬚ cross platform media

Term Spring 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R096: Animation with audio** R096 NEA Assessment
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club mentor** **Digital Media Club (future plan)**
Revisiting, revising, remembering opportunities **Teams resources**	**Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Starter activities **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students are able to show their progress towards the finished brief
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 11, Spring Term 2

Working on R096 NEA Assessment

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R093: Creative iMedia in the media industry** Revision
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club** **Digital Media Club** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students are able to display and practice this knowledge successfully through exam questions, quizzes and in lesson questioning
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 11, Spring 2

Learners Revise:

R093: Media industry sectors and products

R093: Job roles in the media industry

R093: How style, content and layout are linked to the purpose

R093: Audience demographics and segmentation

R093: Media codes used to convey meaning, create impact and/or engage audiences

R093: Sources of research and types of research data

Term Summer 12 weeks	Year 11 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**Unit R093: Creative iMedia in the media industry** Revision
Homework **Ms Teams/outlook** **https://quizizz.com/**	**Enrichment/life and work skills:** **Computer Science Club** **Digital Media Club** **Assessments:** Exam Questions Quizizz online quiz Cambridge Go resources
Revisiting, revising, remembering opportunities **Teams resources** **Starter activities** **https://quizizz.com/** **Cambridge Go**	**Endpoint:** Students are able to display and practice this knowledge successfully through exam questions, quizzes and in lesson questioning
Data **Pupil progress tracker** **Sims**	

CURRICULUM MAP: Year 11, Spring 2

Learners Revise:

R093: Work planning (TA3)
R093: Documents used to support ideas generation (TA3)
R093: Documents used to support ideas generation (TA3)
R093: Distribution platforms and media to reach audiences (TA4)
R093: Properties and formats of media files (TA4)
R093: The legal issues that affect media (TA3)