

CREATIVE iMEDIA



ALDER
Community High School

YEAR 10

R093: Creative iMedia in the media industry		
Autumn 1	1.1 Media industry sectors and products	Students will learn about: <ul style="list-style-type: none"> • 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
	1.2 Job roles in the media industry	Students will learn about: <ul style="list-style-type: none"> • 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 pre-production, 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
	2.1 How style, content and layout are linked to the purpose	Students will learn about: <ul style="list-style-type: none"> • Know the different purposes of media products • How style, content and layout are adapted to meet each purpose
	2.2 Client requirements and how they are defined	Students will learn about: <ul style="list-style-type: none"> • 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



	2.3 Audience demographics and segmentation	Students will learn about: <ul style="list-style-type: none">• 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
	2.4 Research methods, sources and types of data	Students will learn about: <ul style="list-style-type: none">• 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
	2.5 Media codes used to convey meaning, create impact and/or engage audiences	Students will learn about: <ul style="list-style-type: none">• 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



Autumn 2	R093: Creative iMedia in the media industry	
	3.1 Work planning	Students will learn about: <ul style="list-style-type: none">• 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
	3.2 Documents used to support ideas generation	Students will learn about: <ul style="list-style-type: none">• 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
	3.3 Documents used to design and plan media products	Students will learn about: <ul style="list-style-type: none">• 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
	R094: Visual identity and digital graphics	
	1.1 Purpose, elements and decide of visual identity	Students will learn about: <ul style="list-style-type: none">• 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



		<ul style="list-style-type: none">• 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
	2.1 Graphic design and conventions	Students will learn about: <ul style="list-style-type: none">• 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<ul style="list-style-type: none">o advertisementso CD/DVD/Blu-ray coverso gameso leafletso magazine/book coverso multimedia productso packagingo posterso web images and graphics
	2.2 Properties of digital graphics and use of assets	Students will learn about: <ul style="list-style-type: none">• 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• 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



Spring 1	2.3 Techniques to plan visual identity and digital graphics	Students will learn about: <ul style="list-style-type: none">• 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
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Spring 1	R094: Visual identity and digital graphics	
	3.1 Tools and techniques of imaging editing software used to create digital graphics	Students will learn about: <ul style="list-style-type: none">• 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



	3.2 Technical skills to source, create and prepare assets for use within digital graphics	Students will learn about: <ul style="list-style-type: none">• Using internet, stock libraries or client libraries 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 <ul style="list-style-type: none">• Using file formats to retain image quality (with/ without transparency)
	3.3 Techniques to save and export visual identity and digital graphics	Students will learn about: <ul style="list-style-type: none">• 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



R094: Visual identity and digital graphics		
Spring 2 and Summer 1	R094 NEA - Practical Assessment	<p>During this time, students will be working on their first non-exam assessment (NEA). This is work 25% of the overall grade. This assessment will be submitted to exam board in May.</p> <p>The exam board will set the assignment for students to complete. The set assignment is changed annually. During the NEA, students will:</p> <ul style="list-style-type: none">• Interpret a client brief• Plan and design a visual identity• Create a range of pre-production documents to support the creation of the final product• Create a final visual identity using a range of techniques• Create a final digital graphic using a range of techniques <p>Marking is broken down into three areas:</p> <ul style="list-style-type: none">• Develop visual identity• Plan digital graphics for products• Create visual identity and digital graphics



R097: Interactive Digital Media		
Summer 2	1.1 Types of interactive digital media, content and associated hardware	<p>Students will learn about:</p> <ul style="list-style-type: none">• The different formats interactive digital media takes• How format is linked to the purpose of interactive digital media products• How format is linked to the audience of interactive digital media products• How devices used to access interactive digital media products impact on its format• How each type of content is used in interactive digital media products• What each content type is used for• How assets are used to create content• How the form and structure of interactive digital media products is affected by digital media content• How the form and structure of interactive digital media products is affected by the audience and purpose• The range of devices used to access interactive digital media• How the devices used to access interactive digital media are linked to purpose and audience of products• How to adapt content to suit different access methods• How each method of user interaction can be used to interact with interactive digital media products• Selecting appropriate applications for each method of user interaction
	1.2 Features and conventions of interactive digital media	<p>Students will learn about:</p> <ul style="list-style-type: none">• What makes an effective GUI• Differences between types of interface and interaction styles including advantages to users• Technical limitations of interface and interaction styles• Selecting appropriate interfaces and interaction styles• Non-linear navigation and its benefits• The importance of accessibility and how each accessibility feature assists users• Selecting appropriate accessibility features• Applying conventions to create effective interface designs• 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



	1.3 Resources required to create interactive digital media products	Students will learn about: <ul style="list-style-type: none">• How different hardware is used to create interactive digital media products• Why designers use particular hardware devices• The positive and negative impacts hardware choice has on final products• How different software applications and their tools are used to create interactive digital media• Why designers use particular software applications• The positive and negative impacts software and related tool choice has on final products
	1.4 Pre-production and planning documentation and techniques for interactive digital media	Students will learn about: <ul style="list-style-type: none">• Creating designs which include all aspects of interactive digital media<ul style="list-style-type: none">o screen designso colour scheme, text, layouto navigation featureso GUI (menus, buttons, links)o interaction with media elements• Planning the content of interactive digital media products• Using conventions of interactive digital media when planning user interface layouts• Planning the properties of assets needed to meet client requirements• Planning assets that are technically suitable for interactive digital media products and client requirements• Planning the navigation between pages/scenes and interactive elements• Planning user interaction• Planning responses to interaction (feedback/ closure)