

Year 10 Creative iMedia Curriculum Sequence

Subject Intent: Our aim is to inspire and develop students with digital, entrepreneurial and creative skills that will give them the opportunities to succeed with confidence and find fulfilment in the fast-paced world within which they live.

|                               | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Term 2   | Summer Term 1  | Summer Term 2  |
|-------------------------------|---|--|--|---|--|--|
| Big idea/Theme                | The purpose and component features of multipage websites  | Creating a work plan   | Website implementation   | Understand the history of comic book development.   | Identifying client and the target audience   | Resourcing assets  |
| Big Idea/Theme                | The technologies used to access web pages   | Pre-production documents   | Website testing  | Understand the development of different genres of comic for different target audience's   | Pre-production documents   | Create the multipage comic strip   |
| Big idea/Theme                | Identifying client and the target audience  | Understanding legal restriction  | Website Evaluation   | Understand the types of software that can be used to create comics  | Understanding legal restrictions   | Reviewing the comic strip  |
| Knowledge that needs to stick | the purpose and component features of multipage websites in the public domain, the devices used to access web pages, the methods of internet connection | How to interpret client requirements for a multipage website, understand target audience requirements for a multipage website, how to produce a work plan for the creation of a multipage website, how to create a site map with navigation links, | How to source and import assets, How to use a range of tools and techniques in web authoring software, how to insert assets into web pages to create planned layouts, how to create a navigation system. | Understand multipage comic strips by genre, target audience, country of origin, history; Understand a range of multipage comic strip characters, including their physical and non-physical characteristics; the software and tools that can be used to create | How to interpret client requirements for a comic strip; understand target audience requirements for multipage comic strips; how to construct an original script and storyline; how to construct a storyboard; how to identify assets/ resources needed to create a | How to lay out panels; how to insert assets into panels; how to establish focal points in panels; how to integrate a script into a visual storyline; how to save and export; how to review a multipage comic strip against a specific brief; how to identify areas for improvement and |

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|  |   | how to produce a visualisation diagram, how to identify and prepare assets and resources, how legislation effects the use of assets.                    |  | multipage comic strips; Understand how panel placement and layout creates the flow of a story | multipage comic strip; understand how legislation applies to assets.   | further development  |
| Demonstration of Knowledge (Assessment)      | Task 1- understanding properties and features of multi-page websites  | Task 2 – Planning the multi-page website  | Task 3 – Creating your multi-page website<br>Task 4 – Checking and reviewing your multi-page website.                        | Task 1 – understanding comic strips and their creation.                                       | Task 2 – Planning the multi-page comic strip.  | Task 3 – Creating the multi-page comic strip.<br>Task 4 – Checking and reviewing the multi-page comic strip. |
| Links to key stage 3/ prior knowledge needed | Year 9 Website project (Hamerton Zoo)   | Year 9 Website project (Hamerton Zoo)   | Year 9 Website project (Hamerton Zoo)  | Assume no prior knowledge   | Assume no prior knowledge  | Assume no prior knowledge  |
| Skill set development                        |   |   |  |   |  |  |
| Key Vocabulary (Tier 2/ Tier 3)              | component features, laptops, personal computer, mobile devices, smartphones, tablets, games consoles, digital television, wired broadband, wi-fi, wireless broadband. | client requirements, target audience, work plan, workflow, timescales, resources, milestones, contingencies, site map, navigation links, visualisation, | folder structures, source, import, master page, web authoring software, navigation system, publish, version control, review. | Genres, target audience, country of origin, characteristics, DTP software                     | client requirements, brief, target audience, script, storyline, panel layout, focal points, assets, copyright, trademarks, intellectual property | visual storyline, properties, export, version control, review  |



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|---|-----------------|-----------------|-----------------|--|--|--|
| Culture and Diversity                               | Choose an item. | Choose an item. | Choose an item. | Choose an item.  | Choose an item.  | Choose an item.  |
| Relationship and Sex Education and Health Education |                 |                 |                 | The current scenario for the comic book is related to online bullying. | The current scenario for the comic book is related to online bullying. | The current scenario for the comic book is related to online bullying. |

Key Documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>