Year 11 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 of	Identify the client	Obtaining assets	The purpose of pre-	Target audience	
	digital graphics	and the target		production	and legislation	
		audience		documents		
Big Idea/Theme	The properties of	Producing ideas	Creating the	Interpreting client	Creating pre-	
	digital graphics	(mood board, mind	graphic	requirements	production	
		map, visualisation)			documents	Evam proparation
Big idea/Theme	The design and	Legal restrictions	Reviewing the	Identifying	Reviewing pre-	Exam preparation
	layout of digital	that need to be	digital graphic	timescales and	production	
	graphics	taken into		creating a work	documents	
		consideration when		plan		
		creating the				
		graphic				
Knowledge that	Purpose of	Interpret client	Sources tables,	The purpose and	Interpret client	
needs to stick	graphics:	requirements,	using a range of	content of:	requirements,	
	Entertain, inform,	target audience	tools in Photoshop,	mood boards,	identify timescales	
	advertise, promote,	requirements, work	compatibility of	mind maps/spider	for production,	
	educate.	plans, visualisation	assets, saving in the	diagrams,	produce a work	
	Uses of graphics:	diagrams,	correct format,	visualisation	plan and	
	Magazine covers,	identifying assets/	exporting in the	diagrams,	production	
	CD/DVD covers,	resources,	correct format(s),	storyboards,	schedule, target	
	adverts, web	copyright,	version control,	scripts	audience, health	
	images, games.	trademarks, logos,	reviewing the		and safety,	
	Bitmap/raster, file	intellectual	graphic and		copyright,	
	formats, properties	property.	identifying areas		trademarks,	
	of graphics, target		for improvement.		intellectual	
	audience.				property, data	
					protection, privacy,	
					defamation,	

					certification and classification. Create: mood boards,
					mind maps/spider diagrams, visualisation diagrams, storyboards, scripts.
					File formats, naming conventions.
Demonstration of Knowledge (Assessment)	R082 coursework: Task 1 – Investigating Digital Graphics	R082 coursework: Task 2 – Planning your digital graphic	R082 coursework: Task 3 – Creating your digital graphic Task 4 – Checking and reviewing the digital graphic	Regular low stakes testing and topic test using Past Paper questions.	Regular low stakes testing and topic test using Past Paper questions.
Links to key stage 2/ prior knowledge needed	R084 and R084 interpretation of client requirements, Pre- production documents, sourcing assets and legislation. Use of software to edit images for use. Reviewing the final products against client requirements.				
Skill set development					
Key Vocabulary (Tier 2/ Tier 3)	bitmap/raster, vector, .tiff, .jpg, .png, .bmp, .gif, pdf, pixel dimensions, dpi resolution, compression	client requirements, target audience, work plan, workflow, timescales, milestones,	Assets, compatibility, cropping, rotating, brightness, contrast, colour adjustment, export, version control	mood boards, mind maps/spider diagrams, visualisation diagrams, storyboards, scripts	primary sources, secondary sources, work plans, target audience, digitising, recces, copyright, trademarks, intellectual

Reading and Oracy Numeracy	Students to review the content of a range of different graphics and discuss who the target audiences is and justify the graphics suitability for purpose. N/A	contingencies, visualisation, assets, copyright, trademarks, intellectual property, permissions Students to review the scenario for the set assignment and review similar graphical products that have been created for a comparable target audience. Students to consider the use of white space in positions within a set area. Students to consider the	Students to review each other's graphics against the set assignment scenario to provide feedback for improvements. Students to consider the positioning of assets on the page x and y coordinates.	Students to read and review the effectiveness of different preproduction documents.	property, data protection, privacy, defamation, certification and classification. Students to review different media product to consider the appropriate classification category. N/A	
		appropriate resolution for graphics.	coordinates.			
Opportunities						
Careers	Graphics designer Marketing/ Advertising	Graphics designer Marketing/ Advertising	Graphics designer Marketing/ Advertising			
	Publishing	Publishing	Publishing			
SMSC including	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
British Values,	Choose an item. Choose an item.	Choose an item. Choose an item.	Choose an item. Choose an item.	Choose an item.	Choose an item. Choose an item.	Choose an item. Choose an item.

Culture and	Choose an item.					
Diversity						
Relationship and						
Sex Education and						
Health Education						

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