



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

CREATIVE I-MEDIA CURRICULUM

CREATIVE iMEDIA CURRICULUM PHILOSOPHY

The Creative iMedia curriculum at St. George's is committed to embedding and highlighting the central Christian values of dignity, hope, community, wisdom, humility and kindness. We recognise the inherent value and worth of each pupil by providing a high-quality creative education which allows them to communicate ideas, solve problems and create purposeful digital media products.

To instil hope in our pupils, we explore the many ways that digital media can inform, educate, entertain, promote and influence. Pupils learn about the wide range of roles within the media industry and begin to see how creative and technical skills can lead to further study, employment and personal opportunity.

We encourage pupils to develop their own ideas while recognising that successful media products must meet the needs of a client and target audience. Through discussion, peer feedback and practical work, pupils learn to explain their choices clearly, listen to different views and improve their work in response to feedback.

Pupils reflect upon the values of wisdom and humility when considering the effect that digital media can have on audiences and society. They learn to question whether a product is appropriate, accessible and fit for purpose. They also consider legal and ethical issues, including copyright, intellectual property, permissions and the responsible use of images, text and other media assets.

As a discipline, Creative iMedia develops curiosity about how media products are planned, designed, created and distributed. Our curriculum is based around the OCR Cambridge National specification. Pupils study the media industry, media codes and conventions, client requirements, pre-production planning, visual identity, digital graphics and interactive digital media. We aim to develop pupils' confidence, technical vocabulary and ability to make informed creative decisions. It is our intention that pupils are not constrained by social, cultural or technological barriers when accessing creative opportunities.

In order to achieve an increasingly sophisticated understanding of Creative iMedia, topics have been intelligently sequenced based on the following rationale:

- Industry knowledge before practical production: Pupils begin with Unit R093: Creative iMedia in the Media Industry. They learn about media sectors, products and job roles, alongside the factors which influence product design. This gives pupils the knowledge needed to understand why media products are made in particular ways.
- Client and audience before design decisions: Pupils are taught to identify the purpose of a product, the needs of the client and the expectations of

the target audience before they begin planning or creating. They learn that design choices must be justified rather than based only on personal preference.

- Planning before creating: Pupils develop an understanding of pre-production documentation before they create assessed work. They learn to use planning tools such as mood boards, visual identity ideas, sketches, visualisation diagrams, asset tables and navigation structures to communicate their intentions.
- Visual identity before interactive media: Unit R094 develops pupils' understanding of colour, typography, layout, composition, logos and branding. Pupils apply this knowledge when creating digital graphics for a defined client and target audience. This creates a foundation for Unit R097, where visual identity and graphic design are applied within interactive digital media products.
- From individual assets to complete products: Pupils first learn to create and edit digital graphics before combining text, images, buttons, navigation, multimedia and interactive features in a complete product. This helps pupils understand how individual design choices contribute to a coherent user experience.
- Review and refinement: Across all units, pupils are taught to review their work against the client brief. They learn that effective creative work involves testing, evaluating and making justified improvements.

To maximise the impact of our curriculum, the following elements have been selected as 'building blocks':

- Media Industry Knowledge: Pupils learn about traditional and new media sectors, media products and the job roles involved in planning, creating and distributing media products.
- Audience, Purpose and Client Requirements: Pupils learn to identify who a product is for, what it is intended to achieve and how client requirements influence the final outcome.
- Media Codes and Conventions: Pupils develop an understanding of how colour, typography, imagery, layout, language, genre and sound can be used to communicate meaning and create impact.
- Pre-Production Planning: Pupils learn to use appropriate planning methods to organise ideas, communicate design intentions and prepare for practical production work.
- Visual Identity and Digital Graphics: Pupils develop an understanding of branding, logos, colour palettes, typography and composition. They use these elements to create original graphics which are appropriate for a client and audience.
- Interactive Digital Media: Pupils learn how structure, navigation, buttons, layout, multimedia content and user interaction contribute to an effective interactive product.

- **Technical Skills and Processes:** Pupils develop confidence in using appropriate software and tools to create, edit and prepare digital media assets.
- **Legal and Ethical Practice:** Pupils learn about copyright, intellectual property, permissions and the responsible use of digital content.
- **Review and Evaluation:** Pupils learn to judge whether their work is fit for purpose and identify realistic improvements based on technical quality, client requirements and audience needs.

The Creative iMedia curriculum addresses social disadvantage by bridging gaps in pupils' knowledge and skills:

- **Equitable Access to Creative Knowledge:** Through direct teaching and modelling, all pupils gain access to the media knowledge, design principles and technical vocabulary needed to succeed.
- **Explicit Teaching of Technical Skills:** We do not assume pupils have prior experience of creative software, media production or graphic design. Practical skills are taught in manageable steps before pupils are expected to apply them independently.
- **Building Cultural Capital:** Pupils learn about media products, creative industries and professional job roles which they may not otherwise encounter. This helps make future opportunities within digital and creative industries visible.
- **Support with Creative Decision-Making:** Pupils are supported to interpret briefs, generate ideas and make justified design choices. Complex practical tasks are broken into smaller stages so that pupils can build confidence and independence.
- **Inclusive Representation:** Pupils are taught to consider how different people and communities are represented in media products. They learn to create work which is respectful, appropriate and suitable for a range of audiences.

We believe that Creative iMedia contributes to the personal development of pupils at St. George's:

- **Building Confidence Through Mastery:** Pupils develop confidence and hope as they learn new creative and technical skills, apply them successfully and see their ideas become finished products. They learn that they are capable of producing purposeful work for real clients and audiences.
- **Developing Resilience and Humility:** Pupils learn that creative work often requires revision, testing and refinement. They develop resilience by responding to problems, improving weak ideas and making changes when a product does not initially meet the brief. They also learn humility by accepting constructive feedback and recognising that their first idea may not always be the most effective solution.

- **Developing Critical Thinking and Decision-Making:** Pupils make informed decisions about colour, typography, imagery, layout, navigation and media assets. They learn to justify these choices using the client brief, target audience, purpose and media conventions, rather than relying solely on personal preference.
- **Promoting Ethical Understanding and Dignity:** Pupils consider the legal and ethical responsibilities of media producers. They learn the importance of copyright, permissions, accurate representation and responsible use of digital content. They consider how media products can affect individuals and communities, ensuring that their work treats others with dignity and respect.
- **Encouraging Collaboration, Community and Kindness:** Through discussion and peer feedback, pupils learn to share ideas respectfully, listen to others and give useful feedback. They develop an understanding that creative industries often rely on teams with different roles and expertise, and that kindness and respect are important when working with others.
- **Developing Organisation, Independence and Wisdom:** Pupils learn to manage files, organise assets, work to deadlines and follow a structured production process. They develop wisdom by selecting appropriate tools, techniques and media assets to meet the needs of the client and audience. These habits are valuable in further study, employment and wider life.
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At Key Stage 4, our belief is that homework should reinforce learning and promote independent study skills:

- **Reinforcement of Taught Concepts:** Homework focuses on key knowledge from Unit R093, including media sectors, job roles, client requirements, media codes and conventions, legal issues and pre-production planning.
- **Application to Existing Media Products:** Pupils analyse familiar media examples and explain how particular design choices meet the needs of audiences and purposes.
- **Interleaved Practice:** Homework revisits prior learning so that key concepts are retained and can be applied in the examined unit and NEA coursework.
- **Preparation for Practical Work:** Pupils may complete short research, planning or design tasks which support later practical lessons without replacing teacher modelling or guided practice.
- **Progressive Independence:** As pupils become more confident, homework tasks increasingly require them to make justified design decisions and use subject-specific terminology accurately.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

- **Employability Skills:** Pupils develop creativity, planning, organisation, problem-solving, communication, technical confidence and the ability to respond constructively to feedback. They learn to interpret client briefs, meet deadlines, manage assets and review work against requirements.
- **Professional Practice:** Pupils learn how media professionals plan, create and refine products for clients. They consider how designers and media practitioners make decisions about audience, purpose, branding, legal requirements and suitability.
- **Future Careers:** Pupils learn about creative, technical and senior roles within the media industry, including graphic designers, web designers, illustrators, photographers, content creators, video editors, sound editors, web developers, campaign managers and creative directors.
- **Education and Progression Routes:** Pupils are introduced to relevant post-16 routes, including A Level Media Studies, Level 3 Digital Media or Information Technology courses, T Levels in Digital Production, Design and Development or Media, Broadcast and Production, and apprenticeships such as the Media and Broadcast Assistant pathway.
- **Industry Contexts:** Pupils study media products from sectors including advertising, branding, websites, social media, games, publishing and interactive media. This helps them understand how the knowledge and skills developed in Creative iMedia are used in real workplaces.

We ensure pupils are well prepared to be successful in Cambridge National assessments and beyond:

- **Depth of Knowledge:** Unit R093 gives pupils a secure understanding of the media industry, factors influencing product design, pre-production planning and distribution considerations. This knowledge supports the external assessment and the practical NEA units.
- **Practical Application:** Unit R094 develops pupils' ability to create visual identities and digital graphics which are appropriate for a client and target audience.
- **Independent Production:** Unit R097 develops pupils' ability to plan, create and review interactive digital media products. Pupils apply their understanding of audience, purpose, structure, navigation and user experience when creating complete digital products.
- **Synoptic Understanding:** Pupils apply learning from R093 when completing R094 and R097. They use their understanding of client requirements, audience, planning, legal considerations and distribution when making creative and technical decisions.

- Preparation for Further Study: The qualification supports progression to further study in digital media, information technology, art and design, media studies, digital production, T Levels and apprenticeships.

In addition to the references already made to the spiritual, moral, social and cultural development of the pupils, the Creative iMedia curriculum embeds the following links:

- Spiritual Development: Pupils reflect on how media products communicate ideas, shape identities and influence the way people understand the world. They consider how media can be used to inform, inspire and improve lives.
- Moral Development: Pupils consider legal and ethical issues within the media industry, including copyright, intellectual property, representation, permissions and responsible use of digital content.
- Social Development: Through discussion, peer review and practical tasks, pupils develop communication skills, teamwork and respect for the views of others.
- Cultural Development: Pupils explore how media products reflect and influence culture. They consider how different audiences may interpret media products differently and why representation matters.

Christian and British Values

- Democracy: Pupils learn to listen to different viewpoints, consider audience needs and respect the opinions of others when discussing, planning and reviewing media products.
- Rule of Law: Pupils learn about the legal responsibilities of media producers, including copyright, intellectual property, permissions and the appropriate use of digital content.
- Individual Liberty: Pupils are encouraged to express ideas creatively and make independent design decisions, while understanding that creative freedom brings responsibility.
- Mutual Respect and Tolerance: Pupils create media products which respect different backgrounds, beliefs and identities. They learn to avoid stereotypes and consider the possible impact of media choices on different audiences.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 10 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Unit Sequencing		
Year 10	Term 1	Unit R094: Visual Identity and Digital Graphics, delivery and centre-assessed NEA • Develop an understanding of the purpose and importance of visual identity. • Explore how logos, typography, colour, imagery, layout and slogans communicate brand values. • Plan and create original digital graphics which meet the requirements of a client and target audience. • Apply foundational R093 knowledge, including client requirements, audience, purpose, media codes and conventions, planning and distribution considerations. • Complete the live OCR set assignment for centre assessment.
	Term 2	Unit R093: Creative iMedia in the Media Industry, core knowledge delivery, three lessons per week • The media industry, including traditional and new media sectors, products and job roles. • Factors influencing product design, including purpose, client requirements, target audience, style, content, layout and media codes. • Pre-production planning, including the purpose and use of planning documentation. • Distribution considerations, including suitable file formats, properties, platforms and methods of distribution. • Apply knowledge to realistic media scenarios and develop confidence with examination-style questions.

		Unit R093: Creative iMedia in the Media Industry, consolidation and retrieval, one lesson per week • Revisit key knowledge from all R093 topic areas through interleaved retrieval and short examination questions. • Apply knowledge of audience, purpose, client requirements and media codes to practical Creative iMedia contexts. • Strengthen the knowledge needed to support successful work in R097.
	Term 3	Unit R097: Interactive Digital Media, delivery and NEA preparation, two lessons per week • Plan interactive digital media products for a defined client, audience and purpose. • Explore different forms of interactive media, including websites, information points, mobile applications, e-learning products and digital maps. • Consider suitable devices, multimedia content, user interface design, user experience and navigation. • Produce appropriate planning documents, including visualisation diagrams, asset lists and navigation structures. • Develop the technical skills needed to create interactive products using text, images, audio, video, animation and interactive elements. -

Year 11	Term 1	Unit R093: Creative iMedia in the Media Industry, examination practice and retrieval, one lesson per week • Maintain and strengthen R093 knowledge through spaced retrieval and examination-style questions. • Apply knowledge to unfamiliar scenarios, with a focus on explaining suitability, making comparisons and justifying recommendations. • Revisit content which directly supports R097, particularly client requirements, planning and distribution. Unit R097: Interactive Digital Media, completion and centre-assessed NEA, two lessons per week • Create an interactive digital media product using appropriate assets, structure, navigation and interactive elements. • Select, edit and repurpose multimedia content to meet client and target audience requirements. • Test the functionality, navigation and suitability of the product. • Review the finished product against the client brief and identify realistic improvements. • Complete the live OCR set assignment and prepare evidence for centre assessment.
	Term 2	Unit R093: Creative iMedia in the Media Industry, reteaching, consolidation and examination preparation, three lessons per week • Revisit all R093 topic areas through targeted reteaching based on identified gaps in knowledge. • Develop secure understanding of the media industry, factors influencing product design, pre-production planning and distribution considerations. • Practise responding to short-answer, applied and extended-response examination questions. • Use mock examinations and question-level analysis to improve examination technique and address misconceptions. • Develop the ability to apply knowledge accurately to a single scenario, as required in the external assessment.

