SUBJECT: Creative iMedia (Gaming and Sound)

Year Group:	Year 11				
Rationale:	In the final year of study, year 11 will develop strong explicit links between the various topics studied. They will develop a deep understanding of the topic of pre-production theory through the revision of key components. The year 11 curriculum should develop pupil confidence to enable them to independently use a range of pre-production skills to create media products independently with a focus on game development. This final year should give pupils the knowledge and skills required to be successful in any area of the media industry and carry out further advanced study				
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**
	Topic/Unit: **R081 Pre-production and Game Development Theory and Skills**		Topic/Unit: **Developing a Digital Game Theory and Centre Assessed task(Developing a Digital Game)**		Topic/Unit: Coursework tidy up
Knowledge	Throughout this term two units will be delivered simultaneously across the two week time table. Flipping between 3 lessons of Game Development theory then 2 lessons of R081 Pre-Production to 3 lessons of R081 Pre-production and 2 lessons of game theory. Over the course of the term pupils will enhance prior develop knowledge of a range of pre-production documents including: Mood boards, Mind maps, visualisation diagrams, storyboards and scripts including the purpose, uses and content of them in order to be able to create effective pre-production documents. Additionally, pupils will develop knowledge of what makes a successful pre-production document and how to evaluate the strengths and weakness of the different pre-production documents. Additionally, pupils will cement their knowledge of concepts such as client briefs, work plans, target audience, hardware & software, health &safety, safe working practice, legislation, classification, file formats, compression and version control in order to enable them to effectively plan for pre-production. Whilst simultaneously exploring the different theories of game design. Developing knowledge of the capabilities and limitations of a range of software used for 2D and 3D game creation (e.g. game engines, game editors, app development, software development kits (SDK)). Understanding of a range of hardware and peripherals required to create and test digital games (e.g. computer systems, speakers, interface controls, simulator, target platform test bed). Pupils will gain knowledge of the construct 3 environment and begin to understand some key components of a game and the different interfaces, controls and event handlers. Exam technique best practice will be covered throughout the R081 revision sessions in preparation for the penultimate January Exam.		Develop knowledge further of the construct 3 environment for game development. Gaining understanding of how to program a game using construct 3 that can respond to a range of different game controls. Develop knowledge of the key software features needed for the creation of a game (e.g. use of libraries, drag and drop, object properties, event and actions, triggers, collisions) and key algorithms that allow for scoring/timing systems to be created. Furthermore, developing knowledge of how to use geometric parameters to manipulate objects and environments, how to edit properties to set parameters of objects and environments, importing assets and setting up interactions. Ultimately this unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Whilst developing knowledge of additional planning tools that are specific to game development such as character creation, flow diagrams, writing algorithms and test plans. This unit will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game.		Time allocated to pupils to tidy up coursework units and submit for final deadline.

Skills	This unit will equip learners with a range of **creative** media skills and provide opportunities to develop, in context, desirable, transferable skills such as **research, planning, evaluation, working with others and communicating**. This unit will additionally develop pupil competence in a range of different software applications giving them sound **IT** skills. They will also develop their **creative thinking** and **design** skills through the creative of different planning documents. Additionally, pupils will develop specific skills in Game development software that will enable them to develop a digital game. Whilst doing so pupils will develop a range of computer science based skills including; **computational thinking, abstraction, decomposition** and **programming**.	This unit will equip learners with a range of **creative media** skills and provide opportunities to develop, in context, desirable, transferable skills such **as research, planning, evaluation, working with others and communicating**. As pupils undertake their centre-assessed assessment they will need to be fully independent, this will therefore enhance their **time management** skills as they organise their own projects. In addition to this as pupils are expected to analyse a client brief and develop a game for a given scenario this will develop their **critical thinking** and **analytical** skills. Additionally, pupils will develop specific skills in Game development software that will enable them to develop a digital	
Assessments	**Formative:** R081 Full Mock Exam **Formative:** Exam questions on pre-production documents – homework. **Summative:** Unit R081: Pre-Production examination -10th January 2022 (1 Hour 15 Mins/60 Marks)	**Formative:** Practice Game Development project assessed using marking criteria throughout the unit. **Summative: R092:** Developing a Game Centre-assessed piece (10 hours/ 60 marks).	
Homework	**Practice and preparation** – Pupils given a 12 Mark question to answer **Practice and preparation** – Pupils given a mood board pre-production question to answer. Where they will be expected to pick out specific images to include on a mood board **Practice and preparation** – Pupils given 3 different models of a storyboard and asked to score it and justify the mark given **Practice and preparation** – Pupils given a scenario which they are asked to produce a storyboard for **Practice and preparation** – Pupils given the task to produce a knowledge organiser on health and safety and legislation **Preparation and Practice** – Pupils given the task to revise for their mock exam. Pupils provided with a revision list **Preparation and Practice** – Pupils given the task to revise for their official January R081 Exam	**Practice and Preparation** – Pupils working on practice game development project, developing theoretical understanding of game design and development. Pupils required to update their portfolio regularly throughout. **Research and extension –**Play on three different games and write a review of each. Pupils will be required to describe the genre of the game and identify common features of each. **Practice –** Pupils asked to work through game tutorials on construct building a series of practice games. This task is on going. A large proportion of this unit is working on a controlled assessment which pupils are not allowed to do from home, therefore pupils will be required, when requested by the teacher to attend some extra sessions after school/lunchtime.	