SUBJECT: CREATIVE IMEDIA (GAMING AND SOUND)

Year Group	YEAR 10					
Rationale	The year 10 curriculum aims to give our pupils the foundations to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. It aims to give pupils a sound understanding of what goes into digital media before the actual creation to enable them to plan for successful digital media assets. Additionally, it aims to give pupils the skills required to create digital graphics so that they can utilise these skills to source and create their own digital graphics in other media fields.					
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Topic/Unit	**Pre-production**	**Digital Graphics Theory and Centre Assessed task(Digital Graphics)**		**Creating a Digital Sound Sequence Theory and Centre Assessed task(Digital Sound Sequence)**		**Centre Assessed Task and Pre-Production**
Knowledge	Pupils will develop knowledge of a range of pre-production docu-ments 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 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.	Pupils will develop knowledge of what digital graphics are, why and how they are used, bitmap vs vector, digital graphics file formats, the properties of digital graphics, identifying assets for digital and identifying resources required for digital graphics. Pupils will develop knowledge of the different common tools that can be used within digital graphics software such as: adjusting brightness & contrast, adjusting the colour, cropping, drawing and painting tools, applying filters, adding text, using layers, layer styles, selection tool, feathering, cloning, gradient, sharpen and blur to name a few. Additionally pupils will develop knowledge how to save and export the image in the appropriate formats for different uses and how to utilise version control. During this term pupils will carry out their centre assessed task project (10 hours) where they will use all the knowledge built to create a portfolio for a digital graphic and produce the digital graphic for a client brief. This will enhance their knowledge further and develop their confidence to independently use image editing software. In addition to this pupils will develop knowledge of what make makes a good digital graphic and a bad digital graphic during this project and will gain knowledge on how to review digital graphics against a client brief.		Pupils will develop knowledge of what a digital sound sequence and how they are used in different sectors (com-mercial, entertain-ment, business and education). They will also develop technical knowledge of sound including the different sound formats, the properties of sound (bit depth, sample rate, tonal range, clarity, pitch, timbre) and the environmental considera-tions when recording sound. Pupils will develop knowledge of the hardware and software required to produce a digital sound sequence and the legislation that needs to be considered when producing a digital sound sequence. Pupils will also develop knowledge of the different tools, techniques and features that can be used in sound editing software including(recording, importing, trimming, copying, pasting, envelope tool, fade, gain, filter, noise removal, pitch, invert, equalisation, audio compression, looping and generating silence). Finally pupils will develop knowledge of how to save and export the sound in an appropriate file format. During this term pupils will carry out their centre assessed task project (10 hours) where they will use all the knowledge built to create a portfolio for a digital sound sequence and produce the sound sequence for a client brief. This will enhance their knowledge further		Centre-assessed project completion tidy up LO4 This unit is designed to enhance the knowledge of the first unit by building up pupils know-ledge of what to including in pre-production documents when working against a specific brief, this will particularly focus on pre-production documents used in animation, video, game design, sound and comic etc as the know-ledge for these units will not be gained through any of the practical units.

			and develop their confidence to independently use sound editing software. In addition to this pupils will develop knowledge of what make makes a good sound sequence and a bad sound sequence during this project and will gain knowledge on how to review sound sequences against a client brief.	
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.	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 produce a digital graphic for a given scenario this will develop their **critical thinking** and **analytical** skills. Additionally, pupils will develop specific skills in image editing software that will enable them to produce and edit digital graphics. **IT** skills will be enhanced as pupils use their chose piece of software to document their learning and as they use a range software for research and creation of digital graphics Finally **literacy** skills will be developed as pupils document their research in an informative way.	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 produce a digital graphic for a given scenario this will develop their **critical thinking** and **analytica**l skills. Additionally, pupils will develop specific skills in sound editing software that will enable them to produce and edit digital sound sequences. **IT** skills will be enhanced as pupils use their chosen piece of software to document their learning and as they use a range software for research and creation of a digital sound sequence Finally **literacy** skills will be developed as pupils document their research in an informative way.	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.
Assess-ments	▪ **Formative:** Production of pre-production documents against a given brief. ▪ **Formative:** Exam questions on pre-production documents – homework. ▪ **Summative:** On screen test a range of multiple choice questions	▪ **Formative:** Practice Digital graphics project assessed using marking criteria throughout the unit. ▪ **Formative:** Pre-production exam questions homework. ▪ **Summative:** Pre-production topic test. ▪ **Summative:** Unit R082: Creating a digital graphic Centre-assessed piece (10 hours/ 60 marks).	▪ **Formative:** Practice Sound product project assessed using marking criteria throughout the unit. ▪ **Formative:** Pre-production exam questions homework. ▪ **Summative:** Pre-production topic test. ▪ **R087:** Creating a Digital Sound Sequence Centre-assessed piece (10 hours/ 60 marks).	▪ **Formative:** Pre-production exam questions homework. ▪ **R087:** Creating a Digital Sound Sequence Centre-assessed piece (10 hours/ 60 marks). ▪ **Formative:** Creative piece producing pre-production documents for a give brief. ▪ **Pre-production:** Full Written examination Mock

Homework				
	Practice – Pupils asked to produce a hand drawn mind map for a given purpose. **Practice –** Pupils asked to produce a hand drawn visualisation diagram for a given purpose. **Extension –** Pupils asked to gather pictures or take their own photographs to represent a series of different shot types. **Preparation and Practice –** Pupils given the task to revise for formative assessment covering pre-production documents. Suggested revision strategies provided to pupils and a knowledge organiser to aid revision. **Preparation and Practice –** Pupils given the task to revise for their end of topic summative assessment. Suggested revision strategies provided to pupils and a knowledge organiser to aid revision.	**Practice and Preparation –** Pupils working on practice digital graphics project developing theoretical understanding of the purpose of graphics. Pupils required to update their portfolio regularly throughout. **Research and extension –** Find examples of digital graphics in the real world. Take pictures of these and write a brief summary to explain the purpose of each. **Extension –** Pupils required to develop advanced skills in graphic design through watching tutorials and working on a practice project. 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.	**Practice and Preparation –** Pupils working on practice sound project, developing theoretical understanding of sound products. Pupils required to update their portfolio regularly throughout. **Research and extension –** Listen to a series of different sound sequences for different purposes including podcast, radio advert, jingle, audio book. List similar and specific features of each. **Practice –** Pupils asked to write a script for a podcast on an approved topic of their choice. **Application –** Pupils asked to record the script being performed. 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.	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. **Extension –** Pupils given various model answers to a series of 12 mark extended answer questions and asked to use a mark scheme to score them and then write a justification for the mark. **Practice -** Pupils given a 12 mark extended answer question to complete with a structure strip given to help **Extension –** Pupils asked to produce a knowledge organiser or other document outlining advice on how to complete a 12 mark question.