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**Year 9 to 11 Creative imedia Curriculum Explained**

Our vocational GCSE (Cambridge National Certificate in Creative iMedia) curriculum intends to train excellent creative media students. This means that they will be able to:

* Develop excellent digital literacy skills through the use of a range of hardware and software
* Apply creative media skills through their practical use
* Gain essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.
* Develop independence, creativity and awareness of the digital media sector.
* Be equipped learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.
* Work confidently with challenge, by introducing learners to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.
* Develop a ‘hands on’ approach that has strong relevance to the way young people use the technology required in creative media. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

List of Topics

**R081 – Pre – Production Skills**

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[Q:\ICT\Creative imedia\R081\R081 revision Guide.docx](file:///Q:\ICT\Creative%20imedia\R081\R081%20revision%20Guide.docx)

[Q:\ICT\Creative imedia\R081\Exam Question Grid.docx](file:///Q:\ICT\Creative%20imedia\R081\Exam%20Question%20Grid.docx)

[Past Papers and mark schemes](file:///Q:\ICT\Creative%20imedia\R081)

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**R082 – Creating Digital Graphics**

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**R089 – Creating a Digital Video Sequence**

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**R091 – Designing a Game Concept**

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**R081 – Pre-Production Skills**

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| **Topic** | **Key ideas** | **Why they are learning it and in what order.** | **What students often get wrong** |
| Naming conventions and File Formats | Students learn about  Naming conventions and File Formats | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R082 - Creating Digital Graphic unit | Ensuring sensible names are used for files  And version control is used as V1 etc |
| Client Requirements & Target Audience | Students learn about  Client Requirements & Target Audience | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R082 - Creating Digital Graphic unit | Students need to be clear on the client requirements  And ensure they break target audience down into the possible categories given in class |
| Properties and Limitations File Formats - Still Images | Students learn about  Properties and Limitations File Formats - Still Images | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R082 - Creating Digital Graphic unit | Students need to learn that the properties of digital graphics do influence their application and use |
| Mood Boards / Mind Maps / Visualisation Diagrams | Students learn about  Mood Boards / Mind Maps / Visualisation Diagrams | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R082 - Creating Digital Graphic unit | Students need to be aware of the main components that make these up and how to draw them professionally, they also need to be clear on how to annotate them properly |
| Work Plan and Production Schedule | Students learn about  Work Plan and Production Schedule | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R082 - Creating Digital Graphic unit | Students need to be clear on what milestones and contingency time is |
| Review | Students learn about  Review | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R082 - Creating Digital Graphic unit | Students need to focus on reviewing the product and not the process  Students need to ensure that they do comment on improvements |
| Conduct and Analyse Research | Students learn  Conduct and Analyse Research | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R091 - Designing a Game Concept unit | Students need to be aware of the difference between Primary and Secondary research |
| Timescales for Production | Students learn  Timescales for Production | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R091 - Designing a Game Concept unit | Students need to think of sensible timings for sections of work |
| Mood Boards / Mind Maps / Visualisation Diagrams  (2nd coverage) | Students learn  Mood Boards / Mind Maps / Visualisation Diagrams  (2nd coverage) | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R091 - Designing a Game Concept unit | Students need to be aware of the main components that make these up and how to draw them professionally, they also need to be clear on how to annotate them properly |
| Legislation | Students learn  Legislation | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R091 - Designing a Game Concept unit | Students need to be aware of the differences between the different laws |
| Review  (2nd coverage) | Students learn  Review | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R091 - Designing a Game Concept unit | Students need to focus on reviewing the product and not the process  Students need to ensure that they do comment on improvements |
| Storyboards & Scripts | Students learn  Storyboards & Scripts | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R089 - Creating a Digital Video Sequence | Students need to be aware that storyboards are used for moving images (animation/video) and script is for sound or direction |
| Properties and Limitations File Formats - Audio and Moving Images | Students learn  Properties and Limitations File Formats - Audio and Moving Images | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R089 - Creating a Digital Video Sequence | Students need to be aware of the file formats for video and sound |
| Hardware, Techniques and Software used for | Students learn  Hardware, Techniques and Software used for | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R089 - Creating a Digital Video Sequence | Students need to be clear on the definition on software and hardware  Students need to be able to decide on suitable hardware for given situations  Students need to know the difference of terms paper based and digital |
| Health and Safety | Students learn  Health and Safety | Positioning of this topic in the R081 theory element is to support what is currently being assessed in the R089 - Creating a Digital Video Sequence | Students need to understand where different health and safety laws apply to different situations |

**R082 – Creating Digital Graphics**

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| **Topic** | **Fundamental ideas** | **Intent and Sequencing** | **Common Misconceptions** |
| Task 1 - Understand the purpose and properties of digital graphics | Students research existing digital graphics and file types. Students discover the connected properties which make them suitable for specific purposes | First section of controlled assessment. This allows students to research existing areas of Digital Graphics to develop a knowledge base in this area | Students need to remember that audience and purpose does influence design and layout  Students need to appreciate that specific properties of file types and formats change the purpose they can be used for |
| Task 2 -: Be able to plan the creation of a digital graphic | Students start to plan their digital graphic for their specific target audience and client brief | With the knowledge of task 1, students can now plan their digital graphic for a specific audience and purpose | Students design outside the given target audience and client brief. This is very specific and needs to be kept to |
| Task 3 - Be able to create and save a digital graphic | Students source their assets and repurpose. Students also create assets from the beginning. Students then create the different versions of their digital graphic, showing evidence and showing how and where files are saved | This is the next sequence. Students create this once it has been fully planned | Students need to remember that skills need to be evidence. They can not just show the final product. But need all parts of the creation shown |
| Task 4 -: Be able to review the digital graphic | Students review and the final product of the digital graphic and compare this to the client brief and the target audience. Improvements are laid out for this | The review is the last sequence in this unit and is carried out once the final product has been created | Students must focus on the product and not the process  Improvements must be shown |

**R090 – Designing a Game Concept**

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| **Topic** | **Fundamental ideas** | **Intent and Sequencing** | **Common Misconceptions** |
| Task 1 -: Understand digital game types and platforms | Students study the history of digital game types and platforms, identifying genres and how games have evolved supported by the development of technology | This is the first part of the Game Concept where students learn about games types, platforms and genres | Students do not link the development of game devices and platforms in terms of technical capabilities and the progress of game quality |
| Task 2 -: Be able to plan a digital game concept | Students interpret the given client brief and target audience and plan their own digital game concept | Students do this with the knowledge of genres and the objectives of games from the previous sections | Students need to focus really carefully on the client requirements, brief and target audience |
| Task 3 - Be able to design a digital game proposal | Students design their digital game proposal based on the plan they have decided on | Students can only design their digital game proposal once they have planned this section | Students need to make sure they detail every section of the game through the written report and visualisations. Students need to be sure to include design constraints |
| Task 4 - : Be able to review a digital game proposal | Students review and the final digital game proposal and compare this to the client brief and the target audience. Improvements are laid out for this | The review is the last sequence in this unit and is carried out once the final product has been created | Students must focus on the product and not the process  Improvements must be shown |

**R089 – Creating a Video Graphic**

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| **Topic** | **Fundamental ideas** | **Intent and Sequencing** | **Common Misconceptions** |
| Task 1 - Understand the uses and properties of digital video | Students research existing digital video sequences and file types. Students discover the connected properties which make them suitable for specific purposes | First section of controlled assessment. This allows students to research existing areas of Digital Video Sequence to develop a knowledge base in this area | Students need to remember that audience and purpose does influence design and layout  Students need to appreciate that specific properties of file types and formats change the purpose they can be used for |
| Task 2 -: Be able to plan a digital video sequence | Students start to plan their digital video sequence for their specific target audience and client brief | With the knowledge of task 1, students can now plan their digital video sequence for a specific audience and purpose | Students design outside the given target audience and client brief. This is very specific and needs to be kept to |
| Task 3 - Be able to create a digital video sequence | Students source their assets and repurpose. Students also create assets from the beginning. Students then create the different versions of their digital video sequence, showing evidence and showing how and where files are saved | This is the next sequence. Students create this once it has been fully planned | Students need to remember that skills need to be evidence. They can not just show the final product. But need all parts of the creation shown |
| Task 4 -: Be able to review a digital video sequence | Students review and the final product of the digital video sequence and compare this to the client brief and the target audience. Improvements are laid out for this | The review is the last sequence in this unit and is carried out once the final product has been created | Students must focus on the product and not the process  Improvements must be shown |