



**Intent for the Year Year 11 Creative Imedia Curriculum 2021-2022**

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, interpersonal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

Years 10 and 11 follow the OCR Cambridge Nationals Creative iMedia

In Creative iMedia this year we continue to provide an inspirational experience for every student that is relevant, exciting and reflective in order for every student to be confident in their use of technology and equip them for future learning in a career using web and game design software.

This curriculum will encourage independence, creativity and awareness of the digital media sector by looking at industry standard software such as Adobe, and creating products reflecting working in different job roles for example designing a book cover as if you were a graphic designer and creating a multipage website. Students also reflect on the different documents needed to plan and create an effective product and select the relevant documents for each coursework module.

**Implementation:**

Students are encouraged to use their own research methods to improve understanding of the client brief as well as independent thinking as to how to complete their final product. Students will work towards completing the two optional coursework modules of the qualification.

Students will learn about Graphic and Game design and available industry standard software used to create these.

The game design unit will enable learners to understand the basics of creating digital games and different platforms they can be accessed on. 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 as well as ways of testing a game.

The web design unit will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

**Curriculum adaptations as a result of the pandemic:**

Students will have the opportunity to re-enter for the R081 pre-production skills exam unit and R082 Designing a Digital Graphic if students feel that they were negatively affected by the pandemic last year.

If needed students may only need to complete one of the two optional units (Creating a Multipage website and Developing a Digital Game) if continued disruption to learning due to the pandemic as the software needed to create the products are not available to many students at home.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:?
1a	Developing Digital Games (R092)	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)	Resilience in using learning from the last module and applying it to new module.	Formative – homework tasks to create images and supporting documents	Development Hardware Peripheral Simulator Diagram Pathways Component Legislation Trademark Assets Properties Parameters Target audience	Create supporting documents and reflect on digital games produced in class – at regular intervals throughout the work.
1b	Understand game creation hardware, software and peripherals (R092) for LO1	The range of hardware and peripherals required to create and test digital games (e.g. computer systems, speakers, interface controls, simulator, target platform test bed).	Respectful to peers in classroom and everyone's right to work and learn in a safe and purposeful environment Responsibility to work independently to produce required documents	Summative – end of module coursework		Quizzes to test understanding



	<p>Be able to plan the creation of a digital game (R092) for LO2</p>	<ul style="list-style-type: none"> <li>• interpret client requirements for a digital game (e.g. platform, genre, visual style, intended age rating) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification)</li> <li>• understand target audience requirements for digital games</li> <li>• identify key aspects of game creation, i.e.: game objectives             <ul style="list-style-type: none"> <li>o original concept and narrative</li> <li>o audio and visual style for the genre assets required</li> <li>o hardware including peripherals</li> <li>o software</li> </ul> </li> <li>• create and maintain a test plan to debug and test a digital game during production</li> <li>• plan the structure of a game (e.g. game flow diagram, pathways, character creation, game play and scoring systems)</li> <li>• source and store assets for inclusion in the game (e.g. component images, textures, video, sound, animation, scripting, sprites). Learners must be taught:             <ul style="list-style-type: none"> <li>• how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to the use of assets (e.g. images, graphics, sounds) ideas and © concepts (e.g. storylines, narrative, PEGI certification) in a digital game whether sourced or created.</li> </ul> </li> </ul>	<p>Curious in approach to learning new skills and theory for the course.</p> <p>Creative when making own pre-production documents</p>		<p>Client brief</p>	
	<p>Be able to create a digital game (R092) for LO3</p>	<ul style="list-style-type: none"> <li>• identify software features needed for the creation of a game (e.g. use of libraries, drag and drop, object properties, event and actions, triggers, collisions)</li> <li>• use geometric parameters to manipulate objects and environments (e.g. conversion, scale, creation, grid settings, spatial relationships)</li> <li>• edit properties to set parameters of objects and environments (e.g. names,</li> </ul>	<p>Confident in own ability to work independently</p> <p>Creative when making assets for the game.</p>			



	<p>transparency, visibility, effects, colour, textures)</p> <ul style="list-style-type: none"> <li>• import assets (e.g. graphics, image, texture, sound, video, animation, text)</li> <li>• set up interaction (e.g. collision, triggers, activating an object, behaviours, pop-up messages, shake, fades and sounds)</li> <li>• create game-play controls (e.g. mouse/keyboard, dialogue activation, start/pause/exit facilities)</li> <li>• use algorithms in relevant areas (e.g. scoring systems, timing systems, game triggers, speed)</li> <li>• save a digital game in a format appropriate to the game development software being used</li> <li>• export and publish a digital game in a format that is playable on a different computer system.</li> </ul>					
	<p>Be able to review the creation of a digital game (R092) for LO4</p> <ul style="list-style-type: none"> <li>• how to use version control when creating digital games</li> <li>• review a digital game against a specific brief</li> <li>• test a digital game with a client or focus group</li> <li>• identify areas for improvement and further development of a digital game.</li> </ul>	<p>Reflection on their own work produced and how well it fits a client brief – would you be paid for the product you’ve created?</p>				
<p><b>2a</b> <b>2b</b></p>	<p>Creating a multipage website Understand the properties and features of multi page websites (R085) for LO1</p> <p>Be able to plan a multi page website (R085) for LO2</p>	<p>Investigate the purpose and component features of a multipage website Investigate devices to access webpages Investigate methods of internet connection</p> <p>Interpret a client brief and target audience requirements Use previous learnt skills from the pre-production module to assist in planning. Create a work plan for the website creation Plan using a site map and visualisation diagram for your website Plan and prepare the assets required</p>	<p>Resilience in using learning from the last module and applying it to new module.</p> <p>Respectful to peers in classroom and everyone's right to work and learn in a safe and purposeful environment Responsibility - to work independently to produce required documents</p>	<p>Formative – homework tasks to create images and supporting documents</p> <p>Summative – end of module coursework entry</p>	<p>Educational Online retail Entertainment Commercial Promotional Purpose Visitor needs Information flow Features Benefits Content Wi-Fi LAN / WAN / 3G / 4G / 5G</p>	<p>Create supporting documents and reflect on web pages produced in class – at regular intervals throughout the work.</p> <p>Quizzes to test understanding</p>



	<p>Be able to create multi page websites using multimedia components (R085) for LO3</p> <p>Be able to review a multipage website (R085) for LO4</p>	<p>Plan resources needed Make a test plan to use when creating website</p> <p>Create folder structures to allow effective organization of webpage and assets Find and import assets that are required Make a master page Use tools and techniques within web authoring software to create website Create a functional navigation system for website Save and publish website in an appropriate location and format using version control</p> <p>Review completed multipage website Consider areas of further improvement for your website Discuss areas for development for your website</p>	<p>Confident in applying knowledge from previous modules to create a good plan for their website.</p> <p>Confident in own ability to work independently</p> <p>Creative when making assets for the website.</p> <p>Reflection on their own work produced and how well it fits a client brief – would you be paid for the product you’ve created?</p>		<p>Template / Master Page House Style Footer Hyperlink Navigation Bar Rich media Rollover image Embed Test Plan Functionality Legislation Copyright Creative Commons</p>	
<p><b>3a</b></p> <p><b>3b</b></p>	<p>Complete above units Revision of other subjects</p>					

**Impact:**

Part of the Creative imedia curriculum is learning about different professional standard types of software as well as documents used in the media industry therefore providing learners with knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, and contributing to their personal development.

Learners will understand the purpose and uses of a range of pre production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. This supports students' ability to understand how this production cycle works within real businesses.

The web design unit will enable learners to explore and understand the different properties, purposes and features of multi page websites, plan and create a multipage website and review the final website against a specific brief.

The aim of the game design unit is for learners to understand the basics of game design. They will learn about techniques involved in the design of digital games as well as develop learners’ understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. This will enhance students' ability to understand how this would be in operation in a real business context.

Careers are discussed as part of each module, so this year is about being working with Web Design and Game design