Curriculum Intent
Subject iMedia

SUBJECT CURRICULUM INTENT

With Media City on our doorstep, their isn't a better time for these students to be studying media. This course has been chosen to give the students the best opportunity to have the design skills and knowledge to be able to make the next step in their future careers. The course will look in depth to design, and how products are created with the purpose and audience at the forefront. The course itself is 75% controlled assessment(old Spec) and 60% controlled assessment (new spec), giving the students a really good opportunity for students who struggle in exams to get a high level of grade. In Media, we continue to gain some of the best results nationally. Local colleges have often commented on the standard of students that they receive from Bedford into their media courses.

Our vision: To see the value in learning the key concepts of media; to develop an understanding of good design, to enjoy being creative; to work independently to be able to complete a project brief to the best of their ability.
The following principles underpin this vision:
- **Develop understanding of a range of different software packages to allow the students to be able to create their visions.**
- **To gain experience of the media industry, how to create products for clients and audiences alike**
- **To experience and learn, and mostly enjoy the process and creativity that they should experience in this subject**

The skills have been developed as a start in KS3 as part of the digital literacy course will be developed throughout the KS4 course. We have been running the course successful for a number of years, not only students leaving with excellent results, but very highly skilled due to the teaching and depth we get them to work at as it is never teaching the students about assessments but can we develop the students into well rounded media students who have a good eye for design and be able to apply those skills to given briefs.

There is 27000 more jobs in the media and creative sector expected in the next 5 years. The media industry is one of the fastest growing markets in the world and this will continue to grow.

YEAR 10				
	KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**PERSONAL DEVELOPMENT**
Term 1	R082 why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate) They should be taught about different file formats, and image types. Understanding of design and layout and how it is influences by e.g. the use of colour, composition, white space and styles).	On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.	The students will be using their Photoshop skills from year 9 to develop a product that the assign brief asks for. The assignment brief will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.	This unit is compulsory unit. We have decided that this unit will be the first unit that the students tackle as they enter the course. The learning on L01 and L02 will give them an excellent foundation of design and pre production that they can apply to the other 3 units. Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.	N/A

Note: The header cell spanning the leftmost column of the data row contains "R082" highlighted.

YEAR 10				
KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**PERSONAL DEVELOPMENT**
This builds on from the magazine unit in year 9. why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate) They should be taught about different file formats, and image types. Understanding of design and layout and how it is influences by e.g. the use of colour, composition, white space and styles). February onwards _____ R081 – This unit is in preparation for completing the exam in January.	On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief. _____ Learners will understand the purpose and uses of a range of pre-production techniques. They will be able to tackle the exam questions in the January sitting, and be able to approach the controlled assessments	The students will be using their Photoshop skills from year 9 to develop a product that the assign brief asks for. The assignment brief will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. _____ Understanding the key preproduction documents. Understanding how to apply the gained knowledge on preproduction, to exam based questions	_____ Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.	

Term 2

YEAR 11				
	KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**PERSONAL DEVELOPMENT**
Term 1	R090 exposure settings, i.e.: • – shutter speed • – aperture • ○○ exposure compensation • ○○ depth of field • ○○ ISO • ○○ white balance • ○○ flash mode • ○○ shooting speed (e.g. continuous, single) • ○○ macro mode Composition settings – how to take a good photograph	On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.	The students will be using the features and settings on a camera to Create a portfolio that fits the client brief.	This is one of the students favourite units to study, with many having a keen interest in photography. The first of the unit really delves into the workings of a camera, looking at the features and settings. These will give the students a very clear understanding that they can apply in future courses or careers. This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. This is one of 2 optional units that must be completed by the learner.	.

	YEAR 11				
	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT
Term 1	Completion of R090:	On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.	• The students will be using the features and settings on a camera to Create a portfolio that fits the client brief. exposure settings, i.e.: • – shutter speed • – aperture • ○○ exposure compensation • ○○ depth of field • ○○ ISO • ○○ white balance • ○○ flash mode • ○○ shooting speed (e.g. continuous, single) • ○○ macro mode	• This is one of 2 optional units that must be completed by the learner. • Digital photography is used in a variety of different situations and circumstances. These range from professional photographers taking wedding and special event photographs to informal holiday and social networking photographs.	

YEAR 11 ENRICHED LEARNING EXPERIENCES
Students will take a trip out for a day as part of the photography unit. This trip will depend on the photography brief that is set by the exam board. The first 3 years we took a trip to pennington flash but the new brief is all about architecture so we will be looking at a trip to Manchester

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT
Term 2	R085 the purpose and component features of multipage websites in the public domain the devices used to access web pages i.e.: ○○ laptops and personal computers ○○ mobile devices and smartphones ○○ tablets ○○ games consoles ○○ digital television the methods of internet connection i.e.: ○○ wired broadband ○○ wi-fi (e.g. private local area networks, public hotspots) ○○ wireless broadband (e.g. 3G, HSDPA, 3GPP, LTE).	This unit will enable learners to understand the basics of creating multipage websites. It 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.	• source and import assets (e.g. graphics, image, texture, sound, video, animation, text) • create a suitable master page as a template for a multipage website • use a range of tools and techniques in web authoring software to create a multipage website • insert assets into web pages to create planned layouts (e.g. text, lists, tables, graphics, moving images, embedded content) • create a navigation system (e.g. using a navigation bar, buttons, hyperlinks) • save a multipage website in a format appropriate to the software being used • publish a multipage website to a location appropriate to client requirements.	This is the final unit of controlled assessment, which ties together the other units really nicely. The students can bring the design skills from R082, and even their own photography from R090. There are multiple different units to choose from but we think that this unit links well with future technology and careers. Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms.	

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT
	YEAR 10				
Term 1	R094 To understand that visual identity is used to communicate the nature of brands and business' services or products Understand how visual identity elements are combined to shape perception and create emotional response Using appropriate elements to create visual identity suitable for different target audiences/ Consumers Understanding the use of colour, typography, white space and how it can impact on design Be able to understand how to apply the knowledge and understanding to a brief to meet the clients needs and wishes Understand the technical elements in design	Visual identity, Typography White space Use of colour Logo design Branding	In this unit students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate a visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry	This unit is worth 25% of the overall final grade at GCSE. This is an excellent starting point for the course to be able to gives the students some solid skills and understanding of design. We intend on completing this unit and submitting by the end of year 10 so during this year they will learn all the areas listed, followed by completing a practice assessment to test their skills and make sure they have a full understanding of how to approach the independent assessment work Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.	

YEAR 10				
KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**PERSONAL DEVELOPMENT**
Term 2 R093 Know the different sectors that form the media industry and how these are evolving and that the same product can be used by different sectors Know the different purposes of media products and how style, content and layout are adapted to meet each purpose Why requirements in client briefs can constrain planning and production and How to interpret requirements in client briefs to generate ideas and plan How audience characteristics influence the design and production of media products Understand how pre production documentation and why it is produced. The documentation that the students will be taught is: • Mind Map • Moodboard • Script • Storyboard • Visualisation diagram • Wireframe layout	Client brief interpretation Understanding how products are designed for different people in society How media products are created and how the purpose is met. About the different documentation needed	Understanding the key preproduction documents. Understanding how to apply the gained knowledge on preproduction, to exam based questions	The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences. The exam element of media wont be sat until the end of year 11 which is a change from the previous specification. The elements that we have decided to cover will be really useful when tackling final coursework unit in year 11.	

YEAR 11				
	KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**PERSONAL DEVELOPMENT**
Term 3	Unit R098 To understand: Features and conventions of photographic images □ Composition □ Use and placement of props □ Visual style □ Lighting effects To understand features and conventions of video sequences □ Camera work □ Camera orientation □ Lighting □ Platform and medium related conventions □ Post-production techniques □ Use of in-camera audio To understand how to produce preproduction documentation for photography and video sequences including risk assessments, recces and storyboards	Understanding composition How to use lighting well How to place objects and people to have the best impact on your audience.	How to use video and still cameras correctly To be able to combine technical understanding to capture well formed images	As part of the course the students will need to sit one optional unit. We have made a decision for that unit to be visual imaging which combines video and photography. These 2 skills are vital within the media industry and while there might be easier units to run, we think this will be the most enjoyable and important units available. Static and moving images are widely used in the media industry for products as diverse as news/journalism, print publishing, advertisements, movies and interactive media. Visual images can be used to capture a moment in time, create memories, promote a product or idea, evoke an emotional response or influence opinions.	

YEAR 11				
KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**PERSONAL DEVELOPMENT**
Term 1 Be able to understand how to combine technical aspects of the static and video cameras, and the understanding of compositions to be able to capture images and footage that meets the client and target audiences needs. Understand how to edit photographs and videos well to create products that meet a clients wishes. Understand how to export and publish footage and images Understand how to review the final products that have been created showing an understanding of Suitability for client requirements □ Suitability for target audience □ suitability of content □ accessibility □ Review of visual quality, aesthetics, appeal and engagement	How to take good photographs How to edit video and images well using software	Using cameras correctly using and showing technical skills Use composition and placement of cameras well to show understanding.	This unit continues on from the end of year 10. Please see side above for rationale.	

YEAR 11				
	KNOWLEDGE	**CONCEPTS**	**SKILLS**	**RATIONALE**	**PERSONAL DEVELOPMENT**

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	PERSONAL DEVELOPMENT
Term 2	To understand what is required of media producers to comply with each legal consideration To be aware of the health and safety regulations that need to be abided by to complete a project with out putting themselves or colleagues at risk Know the characteristics of the types of platform and media used to deliver products to audiences and how the use of different file formats can impact on how the products are seen or used. Be able to understand about different job roles that they could potentially move into in the future.	Legislation Health and Safety File formats	In this unit they will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.	The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Products also make use of similar media codes to convey meaning, create impact and engage audiences. This is the final part of R093 that we started learning in Year 10. This leads us on to the final exam of the course which is 40% of the overall grade	