Year 10 curriculum map - Unit R094: Visual Identity and Digital Graphics

KS4 Overview	INTENT	IMPLEMENTATION	IMPACT
	The creative iMedia qualifications aims to assess the application of creative media skills through their practical use. The course provides students with essential knowledge and transferable skills to improve their learning in other subjects with the aims of enhancing their employability when they leave education. The qualifications will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia equips students with a range of creative media skills and provide opportunities to develop desirable transferable skills such as research, planning, and review. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way people use the technology required in creative media. The qualification design, including the range of units available, will allow students 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. Typically, students will learn and produce projects in the following areas – Creating Multipage Website, Creating Digital Graphics, Creating Interactive Multimedia Product and so on.	Typical curriculum allocation: 3 hours per week. With regards to the delivery of these units, there are teaching resources and sample project work for each task. Students are able to access these resources during and outside of lesson times. Each of the resource explains each task and some of them have model examples. Apart from students being able to use these lesson resources in and outside of lessons, other teachers / supply teachers can also use them to deliver ICT lessons. Every task within the scope of the course is catered for. Due to the simplicity in the way the tasks are explained and the ease of locating them in the students shared area, these teaching resources are vital tool during intervention sessions. Students open the relevant files and can see what each task requires them to do. Alongside these resources, there is a tracking sheet which monitors all the tasks students have completed so far. This tracking sheet is shared with students every lesson so that they are fully aware of the tasks they have passed and the ones still outstanding. In addition to this, when students' work is marked, they are given feedback on the official OCR unit recording sheet. The feedback explains to them the sections of the coursework they have passed, the areas not passed and what to do to improve. For further information, they are referred back to the aforementioned lesson resources. All the lesson resources have been planned, developed and reviewed by the subject leads to ensure all students are delivered the content in the same coherent sequence across the two years of delivery. The delivery of the course content is consistent across the different groups as at the moment, they are all taught by the subject lead. However, the existence of these resources in a central location where they can be accessed by other staff and students also makes for consistency because anyone that needs to teach a lesson has the same lesson he would use and so the delivery is practically the same.	The impact of the curriculum The nature, structure and delivery style of the course has indeed made the teaching and learning environment very conducive for learning. This has had a positive effect of the attendance and punctuality of my students. This has also included intervention sessions where students bring themselves back after school to complete the work they owe. The vast majority of my students are very happy with the structure provided and therefore are very engaged in the lessons. They know that in the first instance, they are to complete the task set for that particular lesson. After that, they can either complete tasks yet to be done or work on tasks they have not passed yet. As a result of the above, lesson disruptions are almost a rare occurrence. Consequently, only a small proportion of students get sent to supervision. The quality of work produced by students are better each year. This is because students get the chance to see excellent projects from previous students and therefore get better understanding of what is expected. Consequently, the progress made by students year on year has been positive.

Year 10	Key Content: TA1: Develop visual identity	Key Content: Creating Digital Graphics *(Design stage)*	Key Content: Creating Digital Graphics *(Creation stage) (Review stage)*	Key Content: Creating Multi-Page Website *(Initiation stage)*	Key Content: Creating Multi-Page Website *(Design stage) (Creation stage)*	Key Content: Creating Multi-Page Website *(Creation stage) (Review stage)*
	Key Skills: ▪ **TA 1.1** – Design concept for the visual identity ▪ **TA 1.2** – Justification of fitness for purpose of visual identity ▪ **TA 1.3** – Produce planning documentation for the digital graphics **TA2: Create visual identity** ▪ Create visual identity ▪ Assets are prepared for use in the digital graphics.	**Key Skills:** ▪ LO2: Be able to plan the creation of a digital graphic. ▪ LO3: Be able to create and save a digital graphic.	**Key Skills:** ▪ LO3: Be able to create and save a digital graphic. ▪ LO4: Be able to review the digital graphic.	**Key Skills:** ▪ LO1: Understand the properties and features of multipage websites. ▪ LO2: Be able to plan a multipage website to client brief.	**Key Skills:** ▪ LO2: Be able to plan a multipage website to client brief ▪ LO3: Be able to create multipage website using multimedia components	**Key Skills:** ▪ LO3: Be able to create multipage website using multimedia components ▪ LO4: Be able to review the multi-page website