

# Y10 OCR Cambridge Nationals Creative iMedia Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	Wednesday, 1 September – Friday, 22 October 2021	Monday, 1 November – Wednesday, 22 December	Wednesday, 5 January – Friday, 18 February 2022	Monday, 28 February – Friday, 8 April 2022	Monday, 25 April – Friday, 27 May	Monday, 6 June – Friday, 15 July 2022
<b>Weeks</b>	8	7	7	6	5	6
<b>Lessons</b>	20 lessons	18 Lessons	18 Lessons	15 Lessons	13 Lessons	15 Lessons
<b>Inset</b>						
<b>Unit Title</b>	Unit R082 Creating Digital Graphics	Unit R082 Creating Digital Graphics	Unit R082 Creating Digital Graphics	Unit R082 Creating Digital Graphics	Unit R085 Creating a multipage website	Unit R085 Creating a multipage website
<b>Sequence</b>	<p>Introduction to course Learning Outcome 1: Understand the purpose and properties of digital graphics</p> <p>Why digital graphics are used (e.g. To entertain, to inform, to advertise, to promote, to educate)</p> <p>How digital graphics are used (e.g. Magazine covers, cd/dvd covers, adverts, web images and graphics, multimedia products, games)</p> <p>Types of digital graphics, i.e.: bitmap/raster and vector</p> <p>File formats, i.e.: .tiff .jpg .png .bmp .gif .pdf</p> <p>The properties of digital graphics and their suitability for use in creating images, i.e. Pixel dimensions, dpi resolution, quality, compression settings</p> <p>How different purposes and audiences influence the design and layout of digital graphics (e.g. The use of colour, composition, white space and styles).</p>	<p>Learning Outcome 2: Be able to plan the creation of a digital graphic</p> <p>Interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)</p> <p>Understand target audience requirements for a digital graphic</p> <p>Produce a work plan for an original graphics creation; to include: tasks, activities workflow, timescale, resources, milestones and contingencies</p> <p>Produce a visualisation diagram for a digital graphic</p> <p>Identify the assets needed to create a digital graphic (e.g. photographs, scanned images, library images, graphics, logos)</p> <p>Identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner, computer system and software).</p> <p>How legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created.</p>	<p>Learning Outcome 3: Be able to create a digital graphic</p> <p>Source assets identified for use in a digital graphic, i.e.: images, graphics</p> <p>Create assets identified for use in a digital graphic, i.e.: images, graphics</p> <p>Ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution)</p> <p>Create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment)</p> <p>Save a digital graphic in a format appropriate to the software being used</p> <p>Export the digital graphic using appropriate formats and properties for print use, web use And multimedia use.</p> <p>How to use version control when creating a digital graphic.</p>	<p>Learning Outcome 4: Be able to review a digital graphic</p> <p>Review a digital graphic against a specific brief</p> <p>Identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, and colour adjustment).</p>	<p>Learning Outcome 1: Understand the properties and features of multipage websites</p> <p>the purpose and component features of multipage websites in the public domain</p> <p>the devices used to access web pages i.e.:</p> <ul style="list-style-type: none"> <li>o laptops and personal computers</li> <li>o mobile devices and smartphones</li> <li>o tablets</li> <li>o games consoles</li> <li>o digital television</li> <li>• the methods of internet connection i.e.:</li> <li>o wired broadband</li> <li>o wi-fi (e.g. private local area networks, public hotspots)</li> <li>o wireless broadband (e.g. 3G, HSDPA, 3GPP, LTE).</li> </ul>	<p>Learning Outcome 2: Be able to plan a multipage website</p> <p>interpret client requirements for a multipage website (e.g. to inform, entertain, promote or sell products and/or services), based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)</p> <p>understand target audience requirements for a multipage website</p> <p>produce a work plan for the creation of a multipage website, to include: tasks, activities, workflow, timescales, resources, milestones and contingencies</p> <p>create a site map with navigation links</p> <p>produce a visualisation diagram for a web page identifying the house style</p> <p>identify the assets needed to create a multipage website (e.g. backgrounds, banners, buttons, shapes, text, fonts)</p> <p>identify the resources needed to create and publish a multipage website (e.g. internet access, web server, domain name, computer system and software)</p> <p>Prepare assets for use in web pages.</p> <p>Create and maintain a test plan to test a multipage website during production.</p> <ul style="list-style-type: none"> <li>• How legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to assets used in multipage websites (e.g. images, graphics, corporate logos, music and video clips), whether sourced or created.</li> </ul>
<b>Key Building Blocks</b>	<p>Bitmap and Vector graphics</p> <p>Compression</p> <p>File Types</p> <p>Advertise, Promote, Entertain, Inform</p>	<p>Client requirements</p> <p>Target Audience</p> <p>Work Plan</p> <p>Visualisation diagram</p> <p>Assets</p> <p>Resources e.g. hardware and software</p> <p>Legislation</p>	<p>Skills to use specialist bitmap and vector software</p> <p>Resolution</p> <p>Dpi</p> <p>pixels</p> <p>File type</p> <p>Version control</p>	<p>Review against client requirements</p> <p>Improvements</p> <p>Development</p>	<p>Website purpose</p> <p>Hardware and Software</p> <p>Methods of internet connection</p>	<p>Client requirements</p> <p>Target Audience</p> <p>Work Plan</p> <p>Visualisation diagram</p> <p>Assets</p> <p>Resources e.g. hardware and software</p> <p>Legislation</p>

<b>Retrieval Practices</b>	<ul style="list-style-type: none"> <li>- Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task</li> <li>- Verbal feedback throughout</li> <li>- Refer to assignment and portfolio of evidence throughout the term</li> <li>- Computing clubs after school to support with understanding and recap of skills</li> <li>- Do Now activities (where appropriate)</li> <li>-- Interleaved theme (scenario)</li> </ul>	<ul style="list-style-type: none"> <li>- Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task</li> <li>- Verbal feedback throughout</li> <li>- Refer to assignment and portfolio of evidence throughout the term</li> <li>- Computing clubs after school to support with understanding and recap of skills</li> <li>- Do Now activities (where appropriate)</li> <li>- Interleaved theme (scenario)</li> </ul>	<ul style="list-style-type: none"> <li>- Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task</li> <li>- Verbal feedback throughout</li> <li>- Refer to assignment and portfolio of evidence throughout the term</li> <li>- Computing clubs after school to support with understanding and recap of skills</li> <li>- Do Now activities (where appropriate)</li> <li>- Interleaved theme (scenario)</li> </ul>	<ul style="list-style-type: none"> <li>- Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task</li> <li>- Verbal feedback throughout</li> <li>- Refer to assignment and portfolio of evidence throughout the term</li> <li>- Computing clubs after school to support with understanding and recap of skills</li> <li>- Do Now activities (where appropriate)</li> <li>- Interleaved theme (scenario)</li> </ul>	<ul style="list-style-type: none"> <li>- Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task</li> <li>- Verbal feedback throughout</li> <li>- Refer to assignment and portfolio of evidence throughout the term</li> <li>- Computing clubs after school to support with understanding and recap of skills</li> <li>- Do Now activities (where appropriate)</li> <li>- Interleaved theme (scenario)</li> </ul>	<ul style="list-style-type: none"> <li>- Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task</li> <li>- Verbal feedback throughout</li> <li>- Refer to assignment and portfolio of evidence throughout the term</li> <li>- Computing clubs after school to support with understanding and recap of skills</li> <li>- Do Now activities (where appropriate)</li> <li>- Interleaved theme (scenario)</li> </ul>
<b>Key Skills</b>	Language & Vocabulary Written communication Analysis	Language & Vocabulary Written communication Planning Analysis	Language & Vocabulary Specialist software skills Written communication	Language & Vocabulary Written communication Evaluation	Language & Vocabulary Written communication Analysis	Language & Vocabulary Written communication Planning Analysis
<b>Literacy</b>	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development
<b>Numeracy</b>	File size Compression DPI	Work Plan Timescales File size Compression DPI	File size Compression DPI	File size Compression DPI	Internet speeds	Audio and video file size / length
<b>Formative Assessment</b>	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software
<b>Summative Assessment</b>	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)
<b>Spiritual</b>	Developing knowledge and understanding of how Creative iMedia has changed the way people interact with technology in their daily lives (including communication, shopping, gaming, entertainment, education and training, social networking etc.)					
<b>Moral</b>	Learning about appropriate uses of software, malicious use of software and the damage it can cause, and the safe and responsible use of IT used within Creative iMedia.					
<b>Social</b>	Social issues that can affect users of IT, including the use and abuse of personal and private data, cyber bullying etc.					
<b>Cultural</b>	Helping learners to appreciate that Creative iMedia contributes to the development of our culture and to our highly technological future. How learners need to show cultural awareness of their audience when communicating with IT.					
<b>Ethical</b>	Learning about the ethical implications of the electronic storage and transmission of personal information. How Creative iMedia can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements.					
<b>Economic issues</b>	Learning about making informed decisions about the choice, implementation, and use of Creative iMedia depending upon cost and the efficient management of money and resources.					
<b>Legislative issues</b>	The main aspects of legislation relating to Creative iMedia: copyright design and patents act and other legislation as it applies to the use of IT in Creative iMedia, e.g. the computer misuse act and data protection act (GDPR).					

<b>British Values</b>	Mutual Respect and The Rule of Law	Mutual Respect and The Rule of Law	Mutual Respect and The Rule of Law	Mutual Respect, Tolerance and The Rule of Law	Mutual Respect and The Rule of Law	Mutual Respect and The Rule of Law
<b>Gatsby 4</b>	Digital graphics designer, web content creator, animation	Digital graphics designer, web content creator, animation	Digital graphics designer, web content creator, animation	Digital graphics designer, web content creator, animation	Website developer, IT Technician, Network Manager, Digital graphics designer, web content creator	Website developer, IT Technician, Network Manager, Digital graphics designer, web content creator