

Y11 OCR Cambridge Nationals Creative iMedia Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dates	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	
Weeks	8	7	7	6	5	
Lessons	20 lessons	18 Lessons	18 Lessons	15 Lessons	13 Lessons	
Inset						
Unit Title	Unit R085 Creating a multipage website	R081 Pre Production Skills	Unit R085 Creating a multipage website / R087 Creating interactive multimedia products	R087 Creating interactive multimedia products	R087 Creating interactive multimedia products	
Sequence	<p>Learning Outcome 3: Be able to create multipage websites using multimedia components</p> <p>create suitable folder structures to organise and save web pages and asset files using appropriate naming conventions</p> <ul style="list-style-type: none"> 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 <p>R081 Pre-Production Skills (R081 delivered through R082 and R085)</p> <p>Learning Outcome 1: Understand the purpose and content of pre-production</p> <p>The purpose and uses for:</p> <ul style="list-style-type: none"> mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas) mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product) visualisation diagrams (e.g. for still images and graphics) storyboards (e.g. for use with video, animation) scripts (e.g. for a video production, voiceover, comic book or computer game) <p>The content of:</p> <ul style="list-style-type: none"> mood boards mind maps/spider diagrams visualisation diagrams, storyboards scripts <p>Learning Outcome 2: Be able to plan pre-production</p> <p>Interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)</p> <ul style="list-style-type: none"> identify timescales for production based on target audience and end user requirements how to conduct and analyse research for a creative digital media product, i.e.: <ul style="list-style-type: none"> using primary sources using secondary sources produce a work plan and production schedule the importance of identifying the target audience and how they can be categorised the hardware, techniques and software used health and safety considerations when creating digital media products how legislation applies to creative media production 	<p>R081 Pre-Production Skills (R081 delivered through R082 and R085)</p> <p>Learning Outcome 3: Be able to produce pre-production documents</p> <ul style="list-style-type: none"> mood board mind map/spider diagram visualisation diagram or sketch storyboard <ul style="list-style-type: none"> analyse a script (e.g. scenes/locations, characters, resources and equipment needed). the properties and limitations of file formats for still images the properties and limitations of file formats for audio the properties and limitations of file formats for moving images, i.e.: <ul style="list-style-type: none"> video animation suitable naming conventions (e.g. version control, organisational requirements). identify appropriate file formats needed to produce: <ul style="list-style-type: none"> pre-production documents final products in line with client requirements. <p>Learning Outcome 4: Be able to review pre-production documents</p> <p>Review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)</p> <p>Identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).</p>	<p>Learning Outcome 3: Be able to create multipage websites using multimedia components</p> <ul style="list-style-type: none"> 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. how to use version control when creating multipage websites. <p>Learning Outcome 4: Be able to review a multipage website</p> <p>review a multipage website against a specific brief</p> <ul style="list-style-type: none"> identify areas for improvement and further development of a multipage website (e.g. text, graphics, moving images, embedded content) <p>Update previous units R082 and R085.</p> <p>Learning Outcome 1: Understand the uses and properties of interactive multimedia products</p> <ul style="list-style-type: none"> where different interactive multimedia products are used and their purpose, i.e.: <ul style="list-style-type: none"> websites information kiosks mobile phone applications e-learning products key elements to consider when designing interactive multimedia products, i.e.: <ul style="list-style-type: none"> colour scheme house style layout GUI (graphical user interface) accessibility the required hardware, software and peripherals to create and view interactive multimedia products the type of limitations caused by connections, bandwidth and data transfer when accessing interactive multimedia products file formats supported by different platforms (e.g. computer, smartphone). 	<p>Learning Outcome 2: Be able to plan interactive multimedia products</p> <ul style="list-style-type: none"> interpret client requirements for interactive multimedia products (e.g. for informative, educational, testing or entertainment purposes) based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification) understand target audience requirements for interactive multimedia products produce a work plan for an original interactive multimedia product, to include: <ul style="list-style-type: none"> tasks activities workflow timescales resources milestones contingencies plan the structure and features of an interactive multimedia product (e.g. non-linear navigation, screen size, interaction, rollovers) produce a series of visualisation diagrams to include: <ul style="list-style-type: none"> screen design (e.g. colour scheme, text, layout) navigation features (e.g. GUI, menus, buttons, links) assets (e.g. images, graphics, sound, video, animation) identify the assets and resources needed to create an interactive multimedia product create and maintain a test plan to test an interactive multimedia product during production. <p>Learners must be taught:</p> <ul style="list-style-type: none"> how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to assets (e.g. sound, video) to be used when creating interactive multimedia products, whether sourced or created. 	<p>Learning Outcome 3: Be able to create interactive multimedia products</p> <ul style="list-style-type: none"> source assets to be used in an interactive multimedia product (e.g. graphics, sound, video, animation, navigation buttons/icons) create and re-purpose assets store assets to be used in an interactive multimedia product create an interactive multimedia product structure set up interaction and playback controls (e.g. navigation, rollovers, triggers, behaviours (e.g. pop-up messages)) save an interactive multimedia product in a format appropriate to the software being used export the interactive multimedia product in a file format appropriate to client requirements. <p>Learners must be taught:</p> <ul style="list-style-type: none"> How to use version control when creating interactive multimedia products. <p>Learning Outcome 4: Be able to review interactive multimedia products</p> <p>Learners must be taught how to:</p> <ul style="list-style-type: none"> review an interactive multimedia product against a specific brief identify areas for improvement and further development of an interactive multimedia product. 	

Key Building Blocks	<p>Skills to use specialist web development software</p> <p>Scripts Storyboards Visualisation Diagrams reviewing pre-production documents Mood boards Mind Maps Primary and Secondary Research Work plans Target audiences Health and safety Legislation (copyright, intellectual property) Certification, hardware software and file types File management and version control</p>	<p>Scripts Storyboards Visualisation Diagrams reviewing pre-production documents Mood boards Mind Maps Primary and Secondary Research Work plans Target audiences Health and safety Legislation (copyright, intellectual property) Certification, hardware software and file types File management and version control</p>	<p>Skills to use specialist graphics, audio and video development software Resolution File types Version control</p> <p>Review against client requirements Improvements</p> <p>Development interactive multimedia products and their purpose Hardware and Software Bandwidth - Methods of internet connection</p>	<p>Client requirements Target Audience Work Plan Visualisation diagram Assets Resources e.g. hardware and software Legislation</p>	<p>Skills to use specialist interactive multimedia development software Skills to use specialist graphics, audio and video development software Resolution File types Version control</p> <p>Review against client requirements Improvements Development areas</p>	
Retrieval Practices	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Low stakes quizzes (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Low stakes quizzes (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Low stakes quizzes (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Low stakes quizzes (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Low stakes quizzes (where appropriate) - Interleaved theme (scenario) 	
Key Skills	<p>Language & Vocabulary Written communication Analysis</p>	<p>Language & Vocabulary Written communication Planning Analysis</p>	<p>Language & Vocabulary Specialist software skills Written communication</p>	<p>Language & Vocabulary Written communication Planning Evaluation</p>	<p>Language & Vocabulary Written communication Analysis</p>	
Literacy	<p>Written & Oral communication Tier 2 & 3 vocab development</p>	<p>Written & Oral communication Tier 2 & 3 vocab development</p>	<p>Written & Oral communication Tier 2 & 3 vocab development</p>	<p>Written & Oral communication Tier 2 & 3 vocab development</p>	<p>Written & Oral communication Tier 2 & 3 vocab development</p>	
Numeracy	<p>File size Compression DPI</p>	<p>File size Compression DPI</p>	<p>Internet speeds File size Compression DPI</p>	<p>Work Plan Timescales File size Compression DPI</p>	<p>Internet speeds File size Compression DPI</p>	
Formative Assessment	<p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p>	<p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p>	<p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p>	<p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p>	<p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p>	
Summative Assessment	<p>End of unit grading (portfolio of evidence)</p>	<p>End of unit grading (portfolio of evidence)</p>	<p>End of unit grading (portfolio of evidence)</p>	<p>End of unit grading (portfolio of evidence)</p>	<p>End of unit grading (portfolio of evidence)</p>	
Spiritual	<p>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.)</p>					
Moral	<p>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.</p>					

Social	Social issues that can affect users of IT, including the use and abuse of personal and private data, cyber bullying etc.				
Cultural	<p>Helping learners to appreciate that Creative iMedia contributes to the development of our culture and to our highly technological future.</p> <p>How learners need to show cultural awareness of their audience when communicating with IT.</p>				
Ethical	<p>Learning about the ethical implications of the electronic storage and transmission of personal information.</p> <p>How Creative iMedia can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements.</p>				
Economic issues	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.				
Legislative issues	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).				
British Values	Mutual Respect, Tolerance and The Rule of Law	Mutual Respect and The Rule of Law	Mutual Respect, The Rule of Law	Mutual Respect and The Rule of Law	Mutual Respect, Tolerance and The Rule of Law
Gatsby 4	Website Tester (software testing), IT Technician, Network Manager, Digital graphics designer, web content creator	Website planner, Software testing. IT Technician, Network Manager, Digital graphics designer, digital content creator, Working in Digital Media	Interactive Multimedia Designer, Software testing. IT Technician, Network Manager, Digital graphics designer, digital content creator	Interactive Multimedia Designer, Software testing. IT Technician, Network Manager, Digital graphics designer, digital content creator	Interactive Multimedia Designer, Software testing. IT Technician, Network Manager, Digital graphics designer, digital content creator