

## Key Stage 4 Subject Timeline

Subject: Creative iMedia

Exam Board: Pearson

Year 9							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>		CiM Skills: Shot composition and video editing	CiM Skills: VFX	CiM Skills: Film making	CiM Skills: Tourism project	CiM Skills: Photography and image editing	CiM Skills: Extended project
<b>Key skills and Concepts</b>		<p>Shot types including:</p> <ul style="list-style-type: none"> <li>- Establishing shots</li> <li>- Master Shots</li> <li>- Medium Shots (MS)</li> <li>- Full Shots (FS)</li> <li>- Medium Full Shots /Cowboy (MFS)</li> <li>- Close Up (CU)</li> <li>- Extreme Close Up</li> </ul> <p>Camera movements including:</p> <ul style="list-style-type: none"> <li>- Static</li> <li>- Pan</li> <li>- Tile</li> <li>- Push in/out</li> <li>- Zoon in/out</li> <li>- Dolly zoom</li> <li>- Tracking shot</li> <li>- Boom shot</li> </ul> <p>Students need to be able to take images and videos of each of the above, make them accessible to others and combine them in software.</p> <p>Students also need to begin developing skills in storyboarding.</p>	<p>Development of video editing skills to include:</p> <ul style="list-style-type: none"> <li>- White balance</li> <li>- Adjustment layers</li> <li>- Masking and layering</li> <li>- Text effects</li> <li>- Motion tracking</li> <li>- Green screening</li> <li>- 3D cameras to combine components</li> </ul> <p>For each of the above, students need to develop:</p> <ul style="list-style-type: none"> <li>- An awareness of where these techniques are used in TV and movies</li> <li>- The pre-production and post-production techniques involved in each</li> <li>- An awareness of why each technique might be used</li> </ul> <p>Students also need to develop planning skills including:</p> <ul style="list-style-type: none"> <li>- Interpretation of client requirements</li> <li>- Creating work plans</li> <li>- Scripting &amp; storyboards</li> </ul>	<p>Develop an understanding of:</p> <ul style="list-style-type: none"> <li>- Design briefs</li> <li>- Identifying client requirements</li> <li>- Carrying out primary and secondary research</li> <li>- The importance of pre-production planning techniques</li> </ul> <p>Developing skills including:</p> <ul style="list-style-type: none"> <li>- Applying video editing skills independently</li> <li>- Creating video sequences to produce a video commercial which meets a design brief and client requirements</li> <li>- Evaluating final products against initial requirements and success criteria.</li> </ul>	<p>Students develop, reinforce and demonstrate technical skills covered in the year. To include:</p> <ul style="list-style-type: none"> <li>- Planning / storyboarding</li> <li>- Video editing</li> <li>- Sourcing and creating assets</li> <li>- Showing consideration of legal aspects, particularly copyright laws</li> <li>- Special effects</li> <li>- Masking</li> <li>- Colour balance</li> <li>- Adjustment layers</li> <li>- Camera shots and movements</li> <li>- Asset preparation</li> <li>- File types and rendering for accessibility</li> </ul>	<ul style="list-style-type: none"> <li>- Photography techniques and shot types</li> <li>- Photography equipment and common settings (aperture, shutter speed, etc)</li> <li>- Image composition (including rule of thirds and leading lines)</li> <li>- Multiple exposure images</li> <li>- Pre-production photography techniques</li> <li>- Software-based photo editing techniques to include:                             <ul style="list-style-type: none"> <li>- Working with layers</li> <li>- Setting transparencies</li> <li>- Selection tools</li> <li>- Cloning tools</li> <li>- Adjustments to brightness / contrast</li> <li>- Multiple exposures</li> <li>- Typography</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bitmap vs vector graphics</li> <li>- Use of graphics tablets (with Inkscape) to create hand-drawn digital assets</li> <li>- Application of skills from previous module</li> <li>- Understanding of the need to work with a client's brief</li> <li>- Development and refinement of work</li> <li>- Creation of a visual identity through consistent use of styles and assets</li> </ul>

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<b>Threshold Concepts</b>	This unit draws upon experience students have of watching TV and movies, and an understanding that different shots and camera movements are used to convey meaning and emotion.	Students must be competent in the fundamental skills of video editing (importing components into libraries, working with timelines and rendering videos).	This unit draws upon experience of seeing images used in areas such as advertising. Students need to be competent at generating components and making them available through Google Drive (covered in Autumn term).	Students need to have had the opportunity to use all of the technical skills listed above. These will have been covered throughout Y9 to this point.	This unit draws on knowledge students built in the first module, with the focus now being on still images rather than video content.	This unit draws upon the previous unit and requires students to independently select and apply skills in digital imagery.
<b>Endpoints</b>	<p>Students need to be able to identify each of the above shots and camera movements, justifying their use within context.</p> <p>Creation of video clips which combine component parts (provided and self-generated) effectively.</p> <p>Students need to be able to be competent at generating resources on smartphones and making them available to themselves and others through Google Drive.</p>	<p>Students to have demonstrated successful application of the video editing techniques listed in the key skills section.</p> <p>Planning and creation of video clips which show these techniques being used and which meet a client's requirements.</p>	<p>Students are able to explain different ways in which digital images can be used, and how different purposes and audiences influence design and layout. They will be able to explain the difference between vector and bitmap graphics and be able to make judgements about when each should be used.</p> <p>Students to have developed a portfolio of images they have created in the form of a virtual gallery.</p>	<p>Students will have demonstrated skills in all of the elements listed above.</p> <p>Creation of a short video based on a local tourist attraction or site of interest.</p>	Students will have created a wide range of graphic products to demonstrate the development of skills within the creation and editing of bitmap graphics.	Students will have completed the Extended Project in which they will create three graphical solutions to meet user requirements, along with evidence of initial planning and the development of work towards the final products.
<b>Assessment</b>	<p>Practical task to create a short video clip demonstrating and justifying the use of a range of camera shots and movements.</p> <p>End of unit test assessing knowledge of the key camera shots and movements.</p>	<p>Students provided with a design brief for a video to be produced. They are assessed:</p> <ul style="list-style-type: none"> <li>- for their documentation planning the solution to the brief;</li> <li>- for the quality of the video created and the range of techniques used.</li> </ul>	<p>Students provided with a design brief for a graphical advert to be produced. They are assessed:</p> <ul style="list-style-type: none"> <li>- for their documentation planning the solution to the brief;</li> <li>- for the quality of the video created and the range of techniques used.</li> </ul>	<p>Students will be assessed for the quality of their final video sequence and the range of techniques used.</p> <p>They will also undertake a written assessment covering theory elements of the course from R093 which have been delivered throughout the year.</p>	Students will undertake a written test covering the theory elements from this unit. It will also draw on some of the theory elements covered in modules 1-4.	Extended project forms the key assessment for this module.

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Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Media industry	Planning digital assets	Visual identity	Imaging portfolios	WhereAbouts Publishing (practice NEA)	NEA 1: R094
Key skills and Concepts	<ul style="list-style-type: none"> <li>- Media industry sectors and products</li> <li>- Job roles in the media industry</li> <li>- How style, content and layout are linked to purpose</li> <li>- Client requirements and how they are identified</li> <li>- Audience demographics and segmentation</li> <li>- Research methods, sources &amp; data types</li> <li>- Media codes</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying client requirements</li> <li>- Research (primary and secondary)</li> <li>- Mood boards</li> <li>- Mind maps</li> <li>- Concept sketch</li> <li>- Visualisation diagrams</li> <li>- Work planning</li> <li>- Asset preparation</li> <li>- Asset logs</li> <li>- Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>- What is meant by visual identity?</li> <li>- How visual identity is influenced by business type, brand values and brand positioning.</li> <li>- Using appropriate elements to create visual identity</li> <li>- Purpose, elements and design of visual identity</li> <li>- Graphic design conventions</li> <li>- Properties of digital graphics and use of assets</li> <li>- Techniques to plan visual identity and digital graphics</li> </ul>	<ul style="list-style-type: none"> <li>- Features and conventions of photographic images and videos</li> <li>- Content used in visual imaging portfolios</li> <li>- Techniques to save and publish/export portfolios of photographs and video sequences</li> <li>- Techniques used to check and review visual imaging portfolios</li> <li>- Identifying improvements and further developments</li> </ul>	<ul style="list-style-type: none"> <li>- Development of knowledge covered through the course so far.</li> <li>- Development of understanding of the content, activities and methods of assessment in a R094 NEA by completion of the sample assessment material.</li> </ul>	<p>Application of skills and concepts to completion of first NEA (30% of final grade).</p> <p>Task set by exam board. Released 1st June.</p>
Threshold Concepts	Year 9 will have prepared students for this as they will have created some pieces to meet client needs.	This unit builds on the previous unit in which a client's needs were researched and identified. This unit requires students to plan assets based on this earlier work.	This unit builds on the extended project at the end of Year 9 where a visual identity is created for a music band. It will also draw on unit 1 from Y10 as they will need an understanding of audience and purpose.	Students should by this time have a firm understanding of the creation of a range of visual content. This unit investigates most appropriate ways to combine and present these in portfolios.	Students should have developed the skills and knowledge for this activity throughout the course to date.	To excel in this task, students need to have undertaken the practice NEA completed in the previous module. They also need to have developed their skills in digital imaging and visual identity.

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<b>Endpoints</b>	Students will have a clear understanding of the wide range of sectors within the media industry and the jobs within each. They will know how to clarify client requirements through effective research.	Students will have created a detailed plan for the collection and creation of digital assets to meet the client requirements identified last half term. They will present	Students will have investigated visual identities used by a range of organisations. They will also have planned visual identities for two very different requirements.	Students will have a firm understanding of different methods and creating visual portfolios, be able to explain the pros and cons of each and be able to identify the scenarios in which each should be used.	Students will develop an understanding of how to succeed in NEA to be completed in the final module of the year.	Students to have fully completed the NEA, ready for moderation and submission.
<b>Assessment</b>	Two elements – one a theory test at the end of the module, the other an extended project in which a potential client’s requirements for a CiM solution are investigated.	Two elements – one a theory test at the end of the module, the other an extended project in which students must present all of their planning documentation, along with the final assets created.	Two elements – one a theory test at the end of the module, the other based on the two visual identities they have created to meet the stated requirements.	Two elements – one a theory test at the end of the module, the other based on the practical creation of a visual imaging portfolio.	Assessment will be based on the completed sample assessment material undertaken in this module. This uses the ‘WhereAbouts’ scenario provided as sample assessment material. Note: NEA tasks from previous series are not allowed to be used as practice materials with classes.	Externally assessed NEA. Note: Assessment goes live on MyCambridge site on 1 <sup>st</sup> June. Must use version released then for assessment in following January series.

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Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Practice NEA: Power Zone (sports / fitness scenario)	NEA 2: R098	Distribution platforms	Exam prep	Final Exam Prep	
Key skills and Concepts	<ul style="list-style-type: none"> <li>- Development of knowledge covered through the course so far.</li> <li>- Development of understanding of the content, activities and methods of assessment in a R098 NEA by completion of the sample assessment material.</li> </ul>	<p>Application of skills and concepts detailed in R098 to completion of second NEA (30% of final grade).</p> <p>Task set by exam board. Released 1st June.</p>	<ul style="list-style-type: none"> <li>- Distribution platforms and media to reach audiences</li> <li>- Regulation, certification and classification</li> </ul> <p>Start of revision process, revisiting key concepts from R093.</p>	Focus to be determined by analysis of individual and whole-group performance in PPEs.	Focus to be determined by analysis of individual and whole-group performance in PPEs.	
Threshold Concepts	Students should have developed the skills and knowledge for this activity throughout the course to date.	To excel in this task, students need to have undertaken the practice NEA completed in the previous module. They also need to have developed their skills in digital imaging and visual identity.	Students need to have an understanding of the different media industry sectors and products (covered in Y10).	Students should be familiar with all elements of the R093 unit: Creative iMedia in the media industry	Students should be familiar with all elements of the R093 unit: Creative iMedia in the media industry	
Endpoints	Students will develop an understanding of how to succeed in NEA to be completed in the final module of the year.	Students to have fully completed the NEA, ready for moderation and submission.	Students to have investigated a range of distribution platforms. They must be able to describe the features, pros and cons of each, along with consideration for how each is regulated.	Students fully prepared to meet / exceed challenging targets.	Students fully prepared to meet / exceed challenging targets.	

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<b>Assessment</b>	<p>Assessment will be based on the completed sample assessment material undertaken in this module. This uses the sports/fitness scenario provided as sample assessment material. Note: NEA tasks from previous series are not allowed to be used as practice materials with classes.</p>	<p>- Externally assessed NEA. Note: Assessment goes live on MyCambridge site on 1<sup>st</sup> June Must use version released then for assessment in following January series.</p>	<p>In-class exam-style assessment on distribution systems. Assessment will also touch on other elements across R093.</p>	<p>Pre-public examination for R093, alongside regular in-class assessments.</p>	<p>Externally assessed unit, R093.</p>	
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