OCR Cambridge National in Creative iMedia (J834) – Year 10

	Autumn 1 & Autumn 2	Spring 1 – Summer 2
Topics	R094: Visual identity and digital graphics	R095: Characters and omics
Learning components	**Topic Area 1: Develop visual identity** • Purpose of visual identity • Component features of visual identity • Elements of visual identity • Visual identity design style **Topic Area 2: Plan digital graphics for products** • Concepts of graphics design • Layout conventions for different products and purposes. • Technical properties of images and graphics. • Licenses and permissions to use sourced assets from. • Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics. **Topic Area 3: Create visual identity and digital graphics** • Software tools and techniques used to create digital graphics • Source assets for use in digital graphics. • Create assets for use in digital graphics. • Modify images and other assets to make sure the technical compatibility for use within print graphics. • Store assets for use • Save and export digital graphics.	**Topic Area 1: Plan characters and comics** • Types of character • Features of characters • Characteristics and Conventions • Conventions of comic design and layout. • Conventions for story telling within comics. • Creativity in characters and comics • Resources used to create characters and comics. • Software used to create characters • Software used to create comics • Pre-production and planning for characters. • Pre-production and planning for comics. **Topic Area 2: Create characters and comics** • Technical skills to create characters for use as components within comics. • Techniques for creating assets for use as components within comics. • Techniques for combining assets into comic panels. • Techniques and skills to transfer a script, storyline or storyboard into a comic strip. • Techniques used to save and publish characters in suitable formats. • Technical skills to save and export/ publish comics. **Topic Area 3: Review characters and comics** • Techniques to check the technical properties of characters and comics. • Techniques to review characters and comics. • Constraints which limit the effectiveness of characters and comics. • Further development opportunities for characters and comics. •

Linked learning	• Students build on knowledge, skills and understanding from Digital Media based units in KS3. • The coursework units overlap with content covered in the final examination (R093: Creative iMedia in the media industry)
SMSC links	• 293. Develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. • 293. Ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils. • 293. Develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. • 293. Enables pupils to recognise the dangers of inappropriate use of mobile technology and social media
Literacy	• Subject specific terminology • Decoding command words used in the exam (e.g. explain, describe…) • Vocabulary by writing answers that require a more extended response such as the LO4 evaluation phase of the coursework and answering 12-mark questions in the exam.
Numeracy	• Calculate the dimensions of an image to better understand storage requirements. • Understand resolution (DPI) when repurposing assets.
Enrichment	• Computing Club that runs after school each week. • Educational trips (e.g. Girls in IT (Swansea), Bletchley, Cadbury World)
Impact	• Students are required to develop a range of techniques using a wide range of software packages and apply them effectively when developing their own digital artefacts or to solve complex problems. • Using real-life problems that will help students become more logical in their thinking and have the confidence to break down complex problems into smaller and more manageable tasks that make it easier to solve, a skill that is transferable and can be applied to all subjects and beyond education.

Ways to support student learning in this subject
• Encourage the use of technology at home, provide an opportunity for students to use our facilities that they may not be provided with at home. • Homework completed on time and to the expected standard. • Help students understand the 'bigger picture' – technology is becoming more prominent in our everyday lives and because they can use a smartphone they assume they know everything they ever need to about the subject. • CLIMB sessions put in place for underachieving students. • Action plans that can be used as in-class intervention. • Access to online platforms that allow them to develop their coding skills. • Encourage discussion of Digital Media issues that arise in the news. • Encourage self-assessment and reflection using personalised learning checklists (PLCs) • Encourage students to use GCSEPod to consolidate knowledge and build on recall skills. • Purchase CGP revision guides and workbooks for independent revision and practice.