

OCR Cambridge National in Creative iMedia (J817) – Year

11

	Autumn 1	Autumn 2	Spring 1	Spring 2 Summer 1 & 2
Topics	<p>Ro86: Digital animation</p> <p>Ro81: Pre-production skills</p>	<p>Ro86: Digital animation</p> <p>Ro81: Pre-production skills</p>	<p>Ro87: Creating an interactive multimedia product</p>	<p>Ro87: Creating an interactive multimedia product</p> <p>Ro87: Creating an interactive multimedia product</p>
Learning components	<p>Ro86</p> <p><u>LO1</u> Research existing animations and their purpose. Identify a wide range of animation types and techniques.</p> <p><u>LO2</u> Generating ideas for a client brief. Creating a storyboard to provide a visual timeline of the final product. Sourcing assets Legal considerations in a commercial context.</p> <p>Ro81:</p> <p>Audience and Purpose Work plans Hardware and Software Moodboard Mind maps Visualisation diagram Storyboard Script Assets Research methods Legal considerations File formats Health and safety</p>	<p>Ro86:</p> <p><u>LO3</u> Source, create and repurpose assets. Create a digital animation. Export the digital animation into a suitable file format.</p> <p><u>LO4</u> Evaluate the strengths and weaknesses of the digital animation and suggest improvements.</p> <p>Ro81:</p> <p>Audience and Purpose Work plans Hardware and Software Moodboard Mind maps Visualisation diagram Storyboard Script Assets Research methods Legal considerations File formats Health and safety</p>	<p>Ro87:</p> <p><u>LO1</u> Research existing interactive multimedia products, their purpose and component features. Identify the hardware, software and peripherals required to create and view interactive multimedia products Identify the different types of connection which can be used to access interactive multimedia products Explain the limitations of connections, bandwidth and transfer speeds required to access interactive multimedia products Identify suitable file formats for use on different platforms.</p> <p><u>LO2</u> Generating ideas for a client brief. Create pre-production material to show what the final product may look like (Visualisation diagram/Wireframe, and Site map) Sourcing assets Legal considerations in a commercial context.</p>	<p>Ro87:</p> <p><u>LO3</u> Source, create and repurpose assets. Create an interactive multimedia product. Export the interactive multimedia product into a suitable file format.</p> <p><u>LO4</u> Evaluate the strengths and weaknesses of the digital animation and suggest improvements</p>

Linked learning	<ul style="list-style-type: none"> • Students build on knowledge, skills and understanding from Digital Media based units in KS3. • The coursework units overlap with content covered in the examination (RO81: Pre-production skills)
SMSC links	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Calculate the dimensions of an image to better understand storage requirements. • Understand resolution (DPI) when repurposing assets.
Enrichment	<ul style="list-style-type: none"> • Computing Club that runs after school each week. • Educational trips (e.g. Girls in IT (Swansea), Bletchley, Cadbury World)
Impact	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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.

