

## **OCR Level 1/Level 2 Cambridge National in Creative iMedia (New Specification - J834)**

As part of the Computing department, we offer OCR Level 1/Level 2 Cambridge National in Creative iMedia. Over the past year this qualification has been redeveloped to encourage students to:

- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the media industry and more widely
- Design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

In Year 10, students will begin both learning the knowledge required for their exam unit R093: Creative iMedia in the media Industry and one of their coursework units R094: Visual identity and digital graphics or R097: Interactive digital media. By interleaving the course content students will have the opportunity to integrate their knowledge and understanding from their exam unit into their practical coursework.

### **Unit R093: Creative iMedia in the media industry**

**This is assessed by taking an exam.**

In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics areas include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

### **Unit R094: Visual identity and digital graphics**

**This is assessed by completing a set assignment.**

In this unit students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topic areas include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### **Unit R097: Interactive Digital Media**

**This is assessed by completing a set assignment.**

In this unit students will learn how to design and create interactive digital media products for chosen platforms. Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

Please see the Curriculum Overview below for a term-by-term breakdown of the skills taught for each unit and topic area.

# Year 10 Creative iMedia Curriculum Overview

## Year 10 Pathways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway (Cohort 2027)	<p>R097: Types of interactive digital media, content and associated hardware (TA 1.1)</p> <p>R097: Features and conventions of interactive digital media (TA 1.2)</p> <p>R097: Resources required to create interactive digital media products (TA 1.3)</p> <p>R097: Pre-production and planning documentation and techniques for interactive digital media (TA 1.4)</p>	<p>R097: Technical skills to create and/or edit and manage assets for use within interactive digital media products (TA 2.1)</p> <p>R097: Technical skills to create interactive digital media (TA 2.2)</p> <p>R097: Techniques to save and export/publish interactive digital media (TA 2.3)</p>	<p>R097: Techniques to test/check and review interactive digital media (TA 3.1)</p> <p>R097: Improvements and further developments (TA 3.2)</p>	<p>R093: Media industry sectors and products (TA 1.1)</p> <p>R093: Job roles in the media industry (TA 1.2)</p> <p>R093: How style, content and layout are linked to the purpose. (TA 2.1)</p> <p>R093: Client requirements and how they are defined (TA 2.2)</p> <p>R093: Audience demographics and segmentation (TA 2.3)</p> <p>R093: Research methods, sources and types of data (TA 2.4)</p> <p>R093: Media codes used to convey meaning, create impact and/or engage audiences (TA 2.5)</p>	<p>R097 Submission</p> <p>R094: Visual Identity (TA1.1)</p> <p>R094: Graphic Design (TA2.1)</p> <p>R094: Properties of Graphics and Assets (TA2.2)</p> <p>R094: Planning Techniques (TA2.3)</p> <p>R094: NEA Controlled Assessment</p>	<p>Yr.10 Work Experience</p> <p>R094: NEA Controlled Assessment</p> <p>R094: Adjustments (TA3.1 Part 1)</p> <p>R094: Image Editing (TA3.1 part 2)</p>

Unit R093: Creative iMedia in the Media Industry

Unit R094: Visual Identity and Digital Graphics

Unit R097: Interactive Digital Media

# Year 10 Creative iMedia Curriculum Overview

## Year 10 (Cohort 2027)

Year 10	Themes/ Topics	Key Knowledge & Skills	Key Assessments/Deadlines														
Autumn 1 (Cohort 2027)	<p><b>R097: Types of interactive digital media (TA 1.1 Part 1)</b></p> <ul style="list-style-type: none"> <li>Lesson 1: Types of interactive digital media</li> <li>Lesson 2: Platforms and devices used to access IDM</li> </ul>	<p><b>Overview</b></p> <p>During this term students will begin learning the key knowledge required for their R097 Interactive Digital Media controlled assessment. They will explore different types of interactive digital media, platforms and devices, content types, purpose and audience considerations, features and conventions of interface design, interaction methods and accessibility. Students will also gain an understanding of the resources needed to create interactive media products and begin producing planning documents such as wireframes, storyboards, navigation maps and asset lists. The knowledge covered this term will prepare them to complete Task 1 of their controlled assessment.</p> <p><b>Learning Outcomes</b></p> <p>By the end of each topic area students will be able to</p> <table border="1"> <tr> <td>TA 1.1 Part 1</td> <td>→ Understand types and formats of interactive digital media. → Understand platforms and devices used to access interactive media.</td> </tr> <tr> <td>TA 1.1 Part 2</td> <td>→ Understand different types of multimedia content. → Understand how purpose and audience influence content choices.</td> </tr> <tr> <td>TA 1.2 Part 1</td> <td>→ Understand layout, composition and navigation structures. → Understand interaction styles and methods.</td> </tr> <tr> <td>TA 1.2 Part 2</td> <td>→ Understand accessibility features for interactive media. → Understand creativity, conventions and interface styles.</td> </tr> <tr> <td>TA 1.3</td> <td>→ Understand the resources required to create interactive digital media products.</td> </tr> <tr> <td>TA 1.4 Part 1</td> <td>→ Understand planning documentation including wireframes and storyboards.</td> </tr> <tr> <td>TA 1.4 Part 2</td> <td>→ Understand navigation maps, asset lists and properties.</td> </tr> </table>	TA 1.1 Part 1	→ Understand types and formats of interactive digital media. → Understand platforms and devices used to access interactive media.	TA 1.1 Part 2	→ Understand different types of multimedia content. → Understand how purpose and audience influence content choices.	TA 1.2 Part 1	→ Understand layout, composition and navigation structures. → Understand interaction styles and methods.	TA 1.2 Part 2	→ Understand accessibility features for interactive media. → Understand creativity, conventions and interface styles.	TA 1.3	→ Understand the resources required to create interactive digital media products.	TA 1.4 Part 1	→ Understand planning documentation including wireframes and storyboards.	TA 1.4 Part 2	→ Understand navigation maps, asset lists and properties.	<p>Boost Topic Area Knowledge Tests</p> <p>Low Stakes Quizzing</p> <p><b>Rolling progress on R097 controlled assessment</b></p>
	TA 1.1 Part 1		→ Understand types and formats of interactive digital media. → Understand platforms and devices used to access interactive media.														
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	TA 1.4 Part 2		→ Understand navigation maps, asset lists and properties.														
	<p><b>R097: Types of interactive digital media (TA 1.1 Part 2)</b></p> <ul style="list-style-type: none"> <li>Lesson 3: Content types (images, audio, video, text)</li> <li>Lesson 4: Purpose, audience and suitability</li> </ul>																
	<p><b>R097: Features and conventions of interactive digital media (TA 1.2 Part 1)</b></p> <ul style="list-style-type: none"> <li>Lesson 5: Layout, composition, navigation structures</li> <li>Lesson 6: Interaction methods (touch, click, voice, gestures)</li> </ul>																
<p><b>R097: Features and conventions of interactive digital media (TA 1.2 Part 2)</b></p> <ul style="list-style-type: none"> <li>Lesson 7: Accessibility (alt text, colour contrast, readable layouts)</li> <li>Lesson 8: Creativity, conventions and interface styles</li> </ul>																	
<p><b>R097: Resources for interactive digital media (TA 1.3)</b></p> <ul style="list-style-type: none"> <li>Lesson 9: Hardware/software for creating IDM</li> <li>Lesson 10: Asset formats, storage and organisation</li> </ul>																	
<p>R097: Planning documentation for interactive digital media (TA 1.4 Part 1)</p> <ul style="list-style-type: none"> <li>Lesson 11: Wireframes</li> <li>Lesson 12: Storyboards</li> </ul>																	
<p>R097: Planning documentation for interactive digital media (TA 1.4 Part 2)</p> <ul style="list-style-type: none"> <li>Lesson 13: Navigation maps</li> <li>Lesson 14: Asset lists &amp; properties</li> <li>Lesson 15: Purposeful Practice</li> </ul>																	

# Year 10 Creative iMedia Curriculum Overview

Year 10	Themes/ Topics	Key Knowledge & Skills	Key Assessments/Deadlines		
Autumn 2 (Cohort 2027)	<b>R097: NEA Controlled Assessment</b> Lesson 1 - 8: Task 1 Completion	<b>Overview</b> During Autumn 2, students develop the professional planning skills required for the R097 Interactive Digital Media NEA. They learn to interpret client briefs, identify requirements, generate ideas and justify design choices. Students plan structure, navigation, interactions, multimedia content, and accessibility features. By the end of this term, students will have a full set of planning documents and be ready to begin the creation phase of their controlled assessment, supporting Task 2 of the NEA.	Boost Topic Area Knowledge Tests		
	<b>R097: Plan Interactive Digital Media (TA 2.1 Part 1)</b> <ul style="list-style-type: none"> <li>Lesson 1: Interpret client briefs</li> <li>Lesson 2: Identify key requirements, purpose and audience</li> </ul>	<b>Learning Outcomes</b> By the end of each topic area students will be able to	Low Stakes Quizzing		
	<b>R097: Plan Interactive Digital Media (TA 2.1 Part 2)</b> <ul style="list-style-type: none"> <li>Lesson 3: Generate ideas using planning documents</li> <li>Lesson 4: Develop concepts and justify design choices</li> </ul>	<table border="1"> <tr> <td data-bbox="674 587 804 694">TA 2.1 Part 1</td> <td data-bbox="804 587 1656 694">           → Interpret client briefs effectively.            → Identify purpose, audience, and key requirements.         </td> </tr> </table>	TA 2.1 Part 1	→ Interpret client briefs effectively. → Identify purpose, audience, and key requirements.	<b>Rolling progress on R097 controlled assessment</b>
	TA 2.1 Part 1	→ Interpret client briefs effectively. → Identify purpose, audience, and key requirements.			
	<b>R097: Plan Interactive Digital Media (TA 2.2 Part 1)</b> <ul style="list-style-type: none"> <li>Lesson 5: Plan structure and navigation</li> <li>Lesson 6: Plan user interaction and engagement</li> </ul>	<table border="1"> <tr> <td data-bbox="674 694 804 801">TA 2.1 Part 2</td> <td data-bbox="804 694 1656 801">           → Generate ideas and concepts for digital media products.            → Justify design choices and solutions.         </td> </tr> </table>	TA 2.1 Part 2	→ Generate ideas and concepts for digital media products. → Justify design choices and solutions.	
	TA 2.1 Part 2	→ Generate ideas and concepts for digital media products. → Justify design choices and solutions.			
	<b>R097: Plan Interactive Digital Media (TA 2.2 Part 1)</b> <ul style="list-style-type: none"> <li>Lesson 5: Plan structure and navigation</li> <li>Lesson 6: Plan user interaction and engagement</li> </ul>	<table border="1"> <tr> <td data-bbox="674 801 804 908">TA 2.2 Part 1</td> <td data-bbox="804 801 1656 908">           → Plan structure and navigation for interactive products.            → Plan user interactions and engagement strategies.         </td> </tr> </table>	TA 2.2 Part 1	→ Plan structure and navigation for interactive products. → Plan user interactions and engagement strategies.	
	TA 2.2 Part 1	→ Plan structure and navigation for interactive products. → Plan user interactions and engagement strategies.			
	<b>R097: Plan Interactive Digital Media (TA 2.2 Part 2)</b> <ul style="list-style-type: none"> <li>Lesson 7: Plan multimedia content</li> <li>Lesson 8: Plan accessibility considerations</li> </ul>	<table border="1"> <tr> <td data-bbox="674 908 804 1015">TA 2.2 Part 2</td> <td data-bbox="804 908 1656 1015">           → Plan multimedia content in detail.            → Apply accessibility principles in planning.         </td> </tr> </table>	TA 2.2 Part 2	→ Plan multimedia content in detail. → Apply accessibility principles in planning.	
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<b>R097: Plan Interactive Digital Media (TA 2.2 Part 2)</b> <ul style="list-style-type: none"> <li>Lesson 7: Plan multimedia content</li> <li>Lesson 8: Plan accessibility considerations</li> </ul>	<table border="1"> <tr> <td data-bbox="674 1015 804 1121">TA 2.3 Part 1</td> <td data-bbox="804 1015 1656 1121">           → Prepare assets and resources for the creation phase.            → Organise working directories and project files.         </td> </tr> </table>	TA 2.3 Part 1	→ Prepare assets and resources for the creation phase. → Organise working directories and project files.		
TA 2.3 Part 1	→ Prepare assets and resources for the creation phase. → Organise working directories and project files.				
<b>R097: Prepare for Creation of IDM (TA 2.3 Part 1)</b> <ul style="list-style-type: none"> <li>Lesson 9: Prepare assets and resources</li> <li>Lesson 10: Organise working files and directories</li> </ul>	<table border="1"> <tr> <td data-bbox="674 1121 804 1228">TA 2.3 Part 2</td> <td data-bbox="804 1121 1656 1228">           → Finalise planning documents to industry standards.            → Demonstrate readiness for creation.         </td> </tr> </table>	TA 2.3 Part 2	→ Finalise planning documents to industry standards. → Demonstrate readiness for creation.		
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<b>R097: Prepare for Creation of IDM (TA 2.3 Part 2)</b> <ul style="list-style-type: none"> <li>Lesson 11: Finalise planning documentation</li> <li>Lesson 12: Purposeful Practice</li> </ul>					

# Year 10 Creative iMedia Curriculum Overview

Year 10	Themes/ Topics	Key Knowledge & Skills	Key Assessments/Deadlines		
Spring 1 (Cohort 2027)	<b>R097: Create Interactive Digital Media – Asset Creation (TA 2.1 Part 1)</b> <ul style="list-style-type: none"> <li>Lesson 1: Technical skills for creating assets</li> <li>Lesson 2: Editing and preparing assets for use</li> </ul>	<b>Overview</b> Students begin the creation phase of the R097 Interactive Digital Media NEA during Spring 1. They use specialist software to create and prepare assets, source required materials and manage file properties effectively. Students then begin assembling their interactive digital media product, combining assets, constructing screens, building navigation and implementing interaction features. By the end of Spring 1, students should have completed the core components required for Task 2 of the NEA.	Boost Topic Area Knowledge Tests  Low Stakes Quizzing		
	<b>R097: Create Interactive Digital Media – Asset Management (TA 2.1 Part 2)</b> <ul style="list-style-type: none"> <li>Lesson 3: Sourcing assets appropriately</li> <li>Lesson 4: Managing file formats and properties</li> </ul>	<b>Learning Outcomes</b> By the end of each topic area students will be able to <table border="1" data-bbox="678 587 1652 715"> <tr> <td data-bbox="678 587 806 715">TA 2.1 Part 1</td> <td data-bbox="806 587 1652 715">               → Know how to use technical skills to create assets for use in interactive digital media.                → Know how to edit assets appropriately for purpose.             </td> </tr> </table>	TA 2.1 Part 1	→ Know how to use technical skills to create assets for use in interactive digital media. → Know how to edit assets appropriately for purpose.	<b>Rolling progress on R097 controlled assessment</b>
	TA 2.1 Part 1	→ Know how to use technical skills to create assets for use in interactive digital media. → Know how to edit assets appropriately for purpose.			
	<b>R097: Create Interactive Digital Media – Building IDM (TA 2.2 Part 1)</b> <ul style="list-style-type: none"> <li>Lesson 5: Combining assets within an interactive interface</li> <li>Lesson 6: Structuring pages, screens, and navigation</li> </ul>	<table border="1" data-bbox="678 736 1652 908"> <tr> <td data-bbox="678 736 806 908">TA 2.1 Part 2</td> <td data-bbox="806 736 1652 908">               → Know how to source assets appropriately for use within an IDM product.                → Know how to save and export assets in suitable file formats and properties.             </td> </tr> </table>	TA 2.1 Part 2	→ Know how to source assets appropriately for use within an IDM product. → Know how to save and export assets in suitable file formats and properties.	
	TA 2.1 Part 2	→ Know how to source assets appropriately for use within an IDM product. → Know how to save and export assets in suitable file formats and properties.			
<b>R097: Create Interactive Digital Media – Building IDM (TA 2.2 Part 2)</b> <ul style="list-style-type: none"> <li>Lesson 7: Adding interaction and functional elements</li> <li>Lesson 8: Purposeful Practice</li> </ul>	<table border="1" data-bbox="678 908 1652 1041"> <tr> <td data-bbox="678 908 806 1041">TA 2.2 Part 1</td> <td data-bbox="806 908 1652 1041">               → Know how to combine assets into an interactive digital media product.                → Know the techniques to structure pages and navigation elements.             </td> </tr> </table>	TA 2.2 Part 1	→ Know how to combine assets into an interactive digital media product. → Know the techniques to structure pages and navigation elements.		
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	<table border="1" data-bbox="678 1041 1652 1175"> <tr> <td data-bbox="678 1041 806 1175">TA 2.2 Part 2</td> <td data-bbox="806 1041 1652 1175">               → Know how to implement user interaction and functional elements within IDM.                → Develop skills through purposeful practice.             </td> </tr> </table>	TA 2.2 Part 2	→ Know how to implement user interaction and functional elements within IDM. → Develop skills through purposeful practice.		
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# Year 10 Creative iMedia Curriculum Overview

Year 10	Themes/ Topics	Key Knowledge & Skills	Key Assessments/Deadlines										
Spring 2 (Cohort 2027)	<b>Lesson 1: Course Introduction &amp; Expectations</b>	<b>Overview</b> After a brief introduction to the course content and expectations student will begin learning topics areas 1 and 2 of R093 which are components of the examinable unit within this course.	Boost Topic Area Knowledge Tests										
	<b>R093: Media industry sectors and products (TA 1.1)</b> → Lesson 2: Traditional sectors of the media industry and their evolution → Lesson 3: The New Media Sector	Students will learn about → Media sectors and job roles within the industry → Key purposes of media and how client requirements and audience demographics influence how products are designed	Retrieval Practice Mats  Low Stakes Quizzing										
	<b>R093: Job roles in the media industry (TA 1.2)</b> → Lesson 4: Role Types & Senior roles and responsibilities → Lesson 5: Creative & Technical roles and responsibilities	→ Research methods → How media codes are used to convey meaning, create impact and/or engage audiences. Students will demonstrate the knowledge they have learnt in a summative assessment at the end of the half term.	<b>Autumn 1 Summative Assessment</b>										
	<b>R093: How style, content and layout are linked to the purpose. (TA 2.1)</b> → Lesson 6: Key purposes of digital media → Lesson 7: Factors affecting style, content and layout. → Lesson 8: Product analysis	<b>Learning Outcomes</b> By the end of each topic area students will be able to											
	<b>R093: Client requirements and how they are defined (TA 2.2)</b> → Lesson 9: Elements of a client brief → Lesson 10: Interpretation of a Client brief	<table border="1"> <tr> <td data-bbox="674 667 806 777">Lesson 1</td> <td data-bbox="806 667 1656 777">           → Understand the components that make up the course            → Know the expectations set by staff            → Understand the importance of deadlines and the consequences for not meeting them.         </td> </tr> </table>	Lesson 1	→ Understand the components that make up the course → Know the expectations set by staff → Understand the importance of deadlines and the consequences for not meeting them.									
	Lesson 1	→ Understand the components that make up the course → Know the expectations set by staff → Understand the importance of deadlines and the consequences for not meeting them.											
	<b>R093: Audience demographics and segmentation (TA 2.3)</b> → Lesson 11: Audience demographics and segmentation → Lesson 12: how do demographics influence design and production of media products	<table border="1"> <tr> <td data-bbox="674 777 806 887">TA 1.1</td> <td data-bbox="806 777 1656 887">           → Know the different sectors that form the media industry and how these are evolving            → Know the types of products produced by, and used in, different sectors            → Know that the same product can be used by different sectors.         </td> </tr> </table>	TA 1.1	→ Know the different sectors that form the media industry and how these are evolving → Know the types of products produced by, and used in, different sectors → Know that the same product can be used by different sectors.									
	TA 1.1	→ Know the different sectors that form the media industry and how these are evolving → Know the types of products produced by, and used in, different sectors → Know that the same product can be used by different sectors.											
	<b>R093: Research methods, sources and types of data (TA 2.4)</b> → Lesson 13: Types of data and Primary Vs Secondary sources	<table border="1"> <tr> <td data-bbox="674 887 806 997">TA 1.2</td> <td data-bbox="806 887 1656 997">           → Know that job roles can be categorised as Creative, Technical or Senior            → Know the main responsibilities associated with Creative, Technical and Senior job roles         </td> </tr> </table>	TA 1.2	→ Know that job roles can be categorised as Creative, Technical or Senior → Know the main responsibilities associated with Creative, Technical and Senior job roles									
	TA 1.2	→ Know that job roles can be categorised as Creative, Technical or Senior → Know the main responsibilities associated with Creative, Technical and Senior job roles											
	<b>R093: Media codes used to convey meaning, create impact and/or engage audiences (TA 2.5)</b> → Lesson 14: Media codes used to convey meaning, create impact and/or engage audiences → Lesson 15: Analysing media and identifying media codes	<table border="1"> <tr> <td data-bbox="674 997 806 1107">TA 2.1</td> <td data-bbox="806 997 1656 1107">→ Understand how style, content and layout are linked to purpose</td> </tr> <tr> <td data-bbox="674 1107 806 1175">TA 2.2</td> <td data-bbox="806 1107 1656 1175">→ Understand client requirements and how they are defined.</td> </tr> <tr> <td data-bbox="674 1175 806 1243">TA 2.3</td> <td data-bbox="806 1175 1656 1243">→ Understand audience demographics and segmentation.</td> </tr> <tr> <td data-bbox="674 1243 806 1311">TA 2.4</td> <td data-bbox="806 1243 1656 1311">           → Know about sources of information            → Recognise the use of qualitative and quantitative research data.         </td> </tr> <tr> <td data-bbox="674 1311 806 1380">TA 2.5</td> <td data-bbox="806 1311 1656 1380">           → Know about technical, symbolic and written media codes            → Recognise how meaning, impact and engagement can be created using a range of techniques and content.         </td> </tr> </table>	TA 2.1	→ Understand how style, content and layout are linked to purpose	TA 2.2	→ Understand client requirements and how they are defined.	TA 2.3	→ Understand audience demographics and segmentation.	TA 2.4	→ Know about sources of information → Recognise the use of qualitative and quantitative research data.	TA 2.5	→ Know about technical, symbolic and written media codes → Recognise how meaning, impact and engagement can be created using a range of techniques and content.	
	TA 2.1	→ Understand how style, content and layout are linked to purpose											
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	TA 2.5	→ Know about technical, symbolic and written media codes → Recognise how meaning, impact and engagement can be created using a range of techniques and content.											
<b>Lesson 16 - Summative Assessment &amp; Feedback</b>	<table border="1"> <tr> <td data-bbox="674 1107 806 1216">Lesson 16</td> <td data-bbox="806 1107 1656 1216">           → Demonstrate the knowledge they have learnt to date in a summative assessment            → Know their areas of strength and areas of development            → Tailor their revision to meet their needs         </td> </tr> </table>	Lesson 16	→ Demonstrate the knowledge they have learnt to date in a summative assessment → Know their areas of strength and areas of development → Tailor their revision to meet their needs										
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# Year 10 Creative iMedia Curriculum Overview

Year 10	Themes/ Topics	Key Knowledge & Skills	Key Assessments/Deadlines								
Summer 1 (Cohort 2027)	<p><b>R094: Visual Identity (TA1.1)</b>            → Lesson 1: Purpose of a Visual Identity and its components            → Lesson 2: Elements of a visual identity            → Lesson 3: Visual Identity and Brand Analysis</p> <p><b>R094: Graphic Design (TA2.1)</b>            → Lesson 4: Concepts of graphic design            → Lesson 5: Applying a visual identity and house style.            → Lesson 6: Layout conventions</p> <p><b>R094: Properties of Graphics and Assets (TA2.2)</b>            → Lesson 7: Bitmap/raster vs vector images            → Lesson 8: Licenses and permissions</p> <p><b>R094: Planning Techniques (TA2.3)</b>            → Lesson 9: Moodboard &amp; Mind maps            → Lesson 10: Concept Sketches            → Lesson 11: Visualisation Diagrams</p> <p><b>R094: NEA Controlled Assessment</b>            Lesson 12 - 13: Task 1 Completion</p>	<p><b>Overview</b>            During this term students will start to learn about Visual identities, Graphic design and planning techniques needed for their first coursework unit. Once they have learnt the required content, they will apply it to the set coursework assignment</p> <p><b>Learning Outcomes</b>            By the end of each topic area students will be able to</p> <table border="1"> <tr> <td>TA 1.1</td> <td>           → Know what is meant by visual identity            → Know how visual identity communicates the brand            → Know how elements are combined to create a visual identity            → Recognise the component features of visual identity            → Know how design style affects brand type, values and positioning.         </td> </tr> <tr> <td>TA 2.1</td> <td>           → Know the importance of graphic design            → Know why typography is important            → Know colour systems            → Know typical layouts for products.         </td> </tr> <tr> <td>TA 2.2</td> <td>           → Know the limitations of file formats            → Know the properties of bitmap and vector files.         </td> </tr> <tr> <td>TA 2.3</td> <td>           → Know how to create mood boards, mind maps, concept sketches            → Know how to create visualisation diagrams.         </td> </tr> </table> <p><b>Coursework Outcomes</b>            Using the knowledge taught in R094 topic areas 1 &amp; 2 students must complete the following tasks in relation to the summative assessment scenario outlined by OCR.</p> <p><b>Task 1</b>            → Design a visual identity.            → Justify your design choices and why the visual identity is fit for purpose making sure to consider both the client and target audience/consumer.            → Produce relevant planning documents for your digital graphic product.</p>	TA 1.1	→ Know what is meant by visual identity → Know how visual identity communicates the brand → Know how elements are combined to create a visual identity → Recognise the component features of visual identity → Know how design style affects brand type, values and positioning.	TA 2.1	→ Know the importance of graphic design → Know why typography is important → Know colour systems → Know typical layouts for products.	TA 2.2	→ Know the limitations of file formats → Know the properties of bitmap and vector files.	TA 2.3	→ Know how to create mood boards, mind maps, concept sketches → Know how to create visualisation diagrams.	<p>Boost Topic Area Knowledge Tests</p> <p>Low Stakes Quizzing</p> <p><b>Rolling progress on R094 controlled assessment</b></p>
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Summer 2 (Cohort 2027)	<p><b>R094: NEA Controlled Assessment</b>            Lesson 1 - 4: Task 1 Completion</p> <p><b>Yr.10 Work Experience</b></p> <p><b>R094: Adjustments (TA3.1 Part 1)</b>            → Lesson 5: Images size &amp; Layout            → Lesson 6: Adjustments &amp; Retouching            → Lesson 7: Drawing            → Lesson 8 &amp; 9: Purposeful Practice</p> <p><b>R094: Image Editing (TA3.1 part 2)</b>            → Lesson 10: Layers &amp; Filters            → Lesson 11: Selection &amp; Typography            → Lesson 12: Purposeful Practice</p>	<p><b>Overview</b>            After being given adequate time complete task 1 of their coursework assignment students will begin learning the remainder of the content needed for task 2. Task 2 requires knowledge of specialist software such as Photoshop and therefore most of the time this term will be spent learning how to use is correctly.</p> <p><b>Learning Outcomes</b>            By the end of each topic area students will be able to</p> <table border="1"> <tr> <td>TA 3.1 Part 1</td> <td>           → Know how to set up and create new image documents            → Know how to use a range of tools and techniques.         </td> </tr> <tr> <td>TA 3.1 Part 2</td> <td>           → Know how to use a range of tools and techniques.         </td> </tr> </table> <p><b>Coursework Outcomes</b>            Using the knowledge taught in R094 topic areas 1 &amp; 2 students must complete the following tasks in relation to the summative assessment scenario outlined by OCR.</p> <p><b>Task 1</b>            → Design a visual identity.            → Justify your design choices and why the visual identity is fit for purpose making sure to consider both the client and target audience/consumer.            Produce relevant planning documents for your digital graphic product.</p>	TA 3.1 Part 1	→ Know how to set up and create new image documents → Know how to use a range of tools and techniques.	TA 3.1 Part 2	→ Know how to use a range of tools and techniques.	<p><b>End of Year Assessment</b></p> <p>Boost Topic Area Knowledge Tests</p> <p>Low Stakes Quizzing</p> <p><b>Rolling progress on R094 controlled assessment</b></p>				
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