**Curriculum Intent Statement for ICT**

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Computer Science we aspire to enrich students with a varied and deep understanding of computing developments, concepts and the impact of technology on our society and environment. Students learn a diverse range of skills such as programming in a range of languages and also study the theory behind the science of computing, the Internet and the ever growing importance of our personal security and privacy. Ultimately, we aim to give students the knowledge and experience they need to study Computing to degree level, to use technology in their day to day lives or careers and to manipulate technology and tools to compliment almost any future study or job.

**Year 10 Curriculum Implementation Plan (ICT - iMedia)**

| **OCR Cambridge Creative iMedia** | | | | |
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| Knowledge and Skills – Students will be have studied… | Reading, Literacy and Numeracy | Formative Assessment | Summative Assessment | Link to GCSE Content |
| **Unit R081: Pre-production skills**<br><br><u>Learning Outcome 1: Understand the purpose and content of pre-production</u><br><br>The purpose and uses for:<br>• mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)<br>• 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)<br>• visualisation diagrams (e.g. for still images and graphics)<br>• storyboards (e.g. for use with video, animation) | Reading:<br>• Regular use of on screen sources of information<br>• Research and online reading and extracts<br><br>Literacy:<br>• Extended written responses across units<br>• In depth research and referencing of sources<br>• Use of spelling and grammar tools<br>• Regular review of in class work focussed on level of written response<br>• Modelling of appropriate level of written response<br><br>Numeracy: | Regular exam questions and assessment against mark scheme criteria<br><br>Regular opportunities to revisit previous tasks and improve based on feedback<br><br>Verbal feedback on an individual basis<br><br>Whole class feedback<br><br>Extended end of unit assessment feedback | Two end of topic assessments<br><br>One mock exam – Unit R081<br><br>One coursework submission – Unit R082 | |

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| • scripts (e.g. for a video production, voiceover, comic book or computer game)<br>• the content of:<br>  ○ mood boards<br>  ○ mind maps/spider diagrams<br>  ○ visualisation diagrams, i.e.: images, graphics, logos, text<br>• storyboards, i.e.:<br>  ○ number of scenes<br>  ○ scene content<br>  ○ timings<br>  ○ camera shots (e.g. close up, mid, long)<br>  ○ camera angles (e.g. over the shoulder, low angle, aerial)<br>  ○ camera movement (e.g. pan, tilt, zoom or using a track and dolly)<br>  ○ lighting (e.g. types, direction) sound (e.g. dialogue, sound effects, ambient sound, music)<br>  ○ locations (e.g. indoor studio or other room, outdoor)<br>  ○ camera type i.e. still camera, video camera, virtual camera (e.g. for animations, 3D modelling or computer games)<br>• scripts, i.e.: set or location for the scene, direction (e.g. what happens in the scene, interaction), | • Understanding compression algorithms<br>• Calculating resolution, colour depth, DPI | | | |

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| shot type, camera movement, sounds (e.g. for actions or events), characters, dialogue (e.g. intonation, loudness, emotion), formatting and layout.<br><br><u>Learning Outcome 2: Be able to plan pre-production</u><br><br>• 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)<br>• identify timescales for production based on target audience and end user requirements<br>• how to conduct and analyse research for a creative digital media product, i.e.: using primary sources, using secondary sources<br>• produce a work plan and production schedule to include:<br>  ○ tasks<br>  ○ activities<br>  ○ work flow<br>  ○ timescales<br>  ○ resources<br>  ○ milestones<br>  ○ contingencies<br>• the importance of identifying the target audience and how they can be categorised, i.e.: gender, age, ethnicity, income, location, accessibility | | | | |

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| • the hardware, techniques and software used for:<br>  ○ digitising paper-based documents<br>  ○ creating electronic pre-production documents<br>• the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)<br>• legislation regarding any assets to be sourced, i.e.: copyright, trademarks, intellectual property<br>• how legislation applies to creative media production, i.e.: data protection, privacy, defamation, certification and classification<br>• use of copyrighted material and intellectual property<br><br><u>Learning Outcome 3: Be able to produce pre-production documents</u><br>• create a:<br>  ○ mood board<br>  ○ mind map/spider diagram<br>  ○ visualisation diagram or sketch<br>  ○ storyboard<br>• analyse a script (e.g. scenes/locations, characters, resources and equipment needed)<br>• the properties and limitations of file formats for still images<br>• the properties and limitations of file formats for audio | | | | |

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| • the properties and limitations of file formats for moving images, i.e.: video, animation<br>• suitable naming conventions (e.g. version control, organisational requirements)<br>• identify appropriate file formats needed to produce: pre-production documents, final products in line with client requirements.<br><br><u>Learning Outcome 4: Be able to review pre-production documents</u><br><br>• review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)<br>• identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).<br><br>**Unit R082: Creating digital graphics**<br><br><u>Learning Outcome 1: Understand the purpose and properties of digital graphics</u><br><br>• why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate)<br>• how digital graphics are used (e.g. magazine covers, CD/DVD covers, | | | | |

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| adverts, web images and graphics, multimedia products, games)<br>• types of digital graphics, i.e.: bitmap/raster, vector<br>• file formats, i.e.: tiff, jpg, png, bmp, gif, pdf<br>• the properties of digital graphics and their suitability for use in creating images, i.e.: pixel dimensions, dpi, resolution, quality, compression settings<br>• how different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).<br><br><u>Learning Outcome 2: Be able to plan the creation of a digital graphic</u><br><br>• interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)<br>• understand target audience requirements for a digital graphic<br>• produce a work plan for an original graphics creation; to include: tasks, activities, workflow, timescales, resources, milestones, contingencies<br>• produce a visualisation diagram for a digital graphic<br>• identify the assets needed to create a digital graphic (e.g. | | | | |

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| photographs, scanned images, library images, graphics, logos)<br>• identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner, computer system and software)<br>• how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created.<br><br><u>Learning Outcome 3: Be able to create a digital graphic</u><br><br>• source assets identified for use in a digital graphic, i.e.: images, graphics<br>• create assets identified for use in a digital graphic, i.e.: images, graphics<br>• ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution)<br>• create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment)<br>• save a digital graphic in a format appropriate to the software being used<br>• export the digital graphic using appropriate formats and | | | | |

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| properties for: print use, web use, multimedia use.<br>• how to use version control when creating a digital graphic.<br><br><u>Learning Outcome 4: Be able to review a digital graphic</u><br><br>• review a digital graphic against a specific brief<br>• identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, colour adjustment) | | | | |