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 11 Curriculum Implementation Plan (ICT - iMedia)

OCR Cambridge Creative iMedia				
Knowledge and Skills – Students will be have studied…	Reading, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
Unit R083: Creating 2D and 3D digital characters Learning Outcome 1: Understand the properties and uses of 2D and 3D digital characters • scenarios in which 2D and 3D digital characters are used (e.g. advertising, entertainment, education) • 2D and 3D digital character target audiences • the software that can be used to create 2D and 3D digital characters • 2D and 3D digital characters' physical characteristics	Reading: • Regular use of on screen sources of information • Research and online reading and extracts Literacy: • Extended written responses across units • In depth research and referencing of sources • Use of spelling and grammar tools • Regular review of in class work focussed on level of written response • Modelling of appropriate level of written response Numeracy:	Regular exam questions and assessment against mark scheme criteria Regular opportunities to revisit previous tasks and improve based on feedback Verbal feedback on an individual basis Whole class feedback Extended end of unit assessment feedback	Twe extended coursework submission tasks – Unit R083, R091	

• 2D and 3D digital characters' facial characteristics. Learning Outcome 2: Be able to plan original 2D and 3D digital characters • interpret client requirements for 2D and 3D digital characters (e.g. for a specific target audience, age group, print use, online use) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification) • understand target audience requirements for 2D and 3D digital characters • identify the assets needed to create 2D and 3D digital characters (e.g. original photographs, images or logos that can be edited or transformed to become part of the digital character) • identify the resources needed to create 2D and 3D digital characters (e.g. digital camera, internet, scanner, computer system and software) • produce a work plan for the creation of 2D and 3D digital characters, to include: tasks, activities, workflow, timescales, milestones, resources, contingencies • produce a visualisation diagram for 2D and 3D digital characters	• Understanding compression algorithms • Calculating resolution, colour depth, DPI			

- create and maintain a test plan to test the digital character during production - how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to assets used in 2D and 3D digital characters, whether sourced or created. Learning Outcome 3: Be able to create 2D and 3D digital characters - source and store assets to be used in 2D and 3D digital characters - create 2D and 3D digital characters using suitable digital character creation software - use a range of functions within digital character creation software to enhance 2D and 3D digital characters (e.g. colour, shape, texture, size) - save 2D and 3D digital characters in a format appropriate to the software being used - export 2D and 3D digital characters in a file format appropriate to client requirements - how to use version control when creating 2D and 3D digital characters. Learning Outcome 4: Be able to review 2D and 3D digital characters				

• review 2D and 3D digital characters against a specific brief • identify areas for improvement and further development of a digital character (e.g. physical characteristics, colour, shape, size). **Unit R091: Designing a game concept** Learning Outcome 1: Understand digital game types and platforms • the evolution of digital game platforms from generations 1 to 8 (e.g. handheld, PC, consoles) • the evolution of the characteristics of a range of digital games (e.g. 2D arcade, 3D RPG, MMO, simulation, game-based learning, augmented reality) • game objectives of a range of digital games • digital game genres (e.g. action, sports, role playing game, quest, strategy). • compare the capabilities and limitations of platforms for 2D/3D digital games, i.e.: hardware, display devices, game delivery method, networking, storage, player interface, peripherals. Learning Outcome 2: Be able to plan a digital game concept				

- interpret client/focus group requirements for digital game concepts (e.g. game genre, intended platform, purpose) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification) - understand target audience requirements - generate a range of original ideas for a new game in line with client requirements, including key game play outlines, i.e.: genre, concept, narrative, characters, locations Learning Outcome 3: Be able to design a digital game proposal - identify design constraints and opportunities (e.g. availability of assets, target platform for the game, development timescales, costs, distribution channels) - produce a range of visualisations for a game proposal (e.g. characters, character customisation, start screen, quizzes, battle system, upgrade methodology) - create a game proposal to include: - game objectives - target audience and PEGI rating - game structure (e.g. three parts/acts/chapters, game play, main challenge)				

- o genre (e.g. action, sports, role playing game, quest, strategy)
- o narrative structure (e.g. storyline, actions, events, script)
- o characters i.e.:- player- non-player
- o visual style (e.g. theme, first person or third person, selectable views, realism)
- o sounds
- o scoring systems
- o downloadable content

- how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to the use of assets (e.g. images, graphics, background scenes, game characters), ideas and concepts (e.g. storylines, narrative, PEGI certification) as part of a games design whether sourced or created

Learning Outcome 4: Be able to review a digital game proposal

- review a game proposal for a client or focus group
- identify areas for improvement and further development of a game design

• how to use version control when creating a game proposal				