

# Curriculum overview: iMedia

## Content studied during Key Stage 2

No prior learning is assumed due to variation of teaching amongst primary schools. Desirable prior learning is listed below:

### Digital Literacy

- Evaluate digital content
- Recognise common uses of technology
- Understand how to seek help online, recognising acceptable and unacceptable behaviour and the reasons why age restrictions are in place.

### Information technology

- Creating, opening, saving files within a folder structure
- Basic proficiency in the use of office software
- Use the internet to retrieve and search for information
- Be able to use a range of software to present data and information in a suitable format

### Computer Science

- Key programming concepts including sequence, selection, iteration, inputs and outputs
- Design, write and debug programs to achieve a specific goal
- Writing of simple algorithms
- The use of constant and variable values
- Understand the concept of networking and communication to provide services such as the world wide web

## Key skills/content requirements at GCSE

### Pre-production

Understanding the purposes, uses and content of different re-production methods, as well as creating effective:

- Mood board
- Mind map
- Storyboard
- Visualisation diagram
- Script
- Identify and describe target audiences
- Health and safety considerations
- Copyright, trademarks and intellectual property
- Final media product file formats

It is essential that students have a full grasp of the each element of this unit as the knowledge and skills need to be applied to all four units.

### Image manipulation

- How and why digital graphics are used
- File types and format
- The properties of digital graphics
- How different purposes and audiences influence the design and layout
- Compression
- Pixel dimensions
- DPI resolution
- Vector
- Raster
- Standard tools using image manipulation software (applying filters, eraser, basic shapes, move tool, basic painting, adding text, auto colours)
- Standard tools using image manipulation software (levels, curves, manipulating layers, feathering, cloning, stroke, text special effects, modifying shapes, burns, dodge and using masks)

### Multimedia Products

- Investigate how and where different interactive multimedia products are used across different industry sectors
- Investigate hardware, software and peripherals
- Limitations caused by connections, broadband, bandwidth and data transfer
- File formats
- Non linear navigation systems
- Creating, repurposing and storing assets
- Navigation
- Rollovers
- Triggers

### Video Manipulation

- Investigate the uses of digital video products across different industry sectors
- File formats and properties of digital video products
- Resolution
- Aspect ratio
- Camera movements (panning, tilting, tracking and zooming)
- Camera angles (extreme close up, long shots, mid-shots)
- Cutting and splitting footage
- Transitions

## Curriculum Overview

Throughout the iMedia course students will be developing their understanding of digital products and the technology which is used to produce them. Development of ICT skills required for producing professional documentation, image manipulation, video editing and multimedia product creation will be developed throughout the 5-year course. The curriculum teaches required topics in greater depth than required for the iMedia assessment in order to give students a well-rounded background knowledge which will benefit them in producing suitable and relevant products for a given target audience. Students will be taught about how a product can be tailored to a target audience alongside design principles which make a product suitable for a range of audiences.

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
<b>Year 7</b>	<p><b>7.1 ICT Skills</b></p> <ul style="list-style-type: none"> <li>• Create and navigate through folders knowing the difference between home and shared area.</li> <li>• Communicate via email.</li> <li>• Use attachments to add files onto an email.</li> <li>• Make use of tools to improve the accuracy of an email.</li> <li>• Relevant theme picked on a yearly basis to reflect areas of need regarding e-safety.</li> <li>• Understand the risks that exist online.</li> <li>• Know what to do if an issue occurs when on the internet.</li> <li>• Know how to prevent issues from happening when using the internet.</li> <li>• Describe the features that make a strong password.</li> </ul> <p><b>7.2 Office Software</b></p> <ul style="list-style-type: none"> <li>• Style elements within a document to match setting.</li> <li>• Make use of headers/footers to better organise work.</li> <li>• Separate content using bullet points and numbering where appropriate.</li> <li>• Use keyboard shortcuts to optimise working.</li> <li>• Use images and tables to enhance content.</li> <li>• Make use of the slide master to make template slides with key elements copied across each slide.</li> </ul>	<p><b>7.3 Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Identify a cell's location via cell referencing.</li> <li>• Identify a group of cells using a range.</li> <li>• Format and structure data as appropriate in a spreadsheet.</li> <li>• Sort and search for data within a spreadsheet.</li> <li>• Use formulae to perform calculations on data.</li> <li>• Use formulae to more easily locate information from other worksheets.</li> <li>• Use conditional formatting to format certain elements based on a condition.</li> <li>• Model possible scenarios using spreadsheets.</li> </ul> <p><b>7.4 Hardware</b></p> <ul style="list-style-type: none"> <li>• Define the term peripheral, understanding the difference between input, output and storage peripherals.</li> <li>• Describe how some devices can be both input and output.</li> <li>• Identify the roles of different hardware devices that exist within a computer system.</li> <li>• Explain how certain devices can be used by less able users to assist with their day-to-day lives.</li> <li>• Explain why binary numbers are used by computers</li> <li>• Convert between binary and denary representation of numbers</li> <li>• Add together binary numbers</li> </ul>	<p><b>7.5 Algorithms</b></p> <ul style="list-style-type: none"> <li>• Develop algorithms to solve problems.</li> <li>• Isolate the key elements of a problem that need to be tackled.</li> <li>• Problem decomposition</li> <li>• Write steps for solving a problem in order to be followed sequentially.</li> <li>• Use flowcharts to visually represent an algorithm.</li> <li>• Use decisions and loops to make algorithms more complex.</li> <li>• Create subroutines to make algorithms easier to follow.</li> </ul> <p><b>7.6 Microbit</b></p> <ul style="list-style-type: none"> <li>• Understand the differences and similarities between a PC and a micro:bit.</li> <li>• Use block-based code to create programs.</li> <li>• Test programs on a virtual machine.</li> <li>• Implement programs onto hardware.</li> <li>• Write programs that acknowledge the limited hardware capacity of a micro:bit.</li> <li>• Use variables to store data while a program is running.</li> <li>• Deciding what code to run based on conditions.</li> <li>• Repeating code to make program more efficient.</li> <li>• Creating programs based on a given problem.</li> </ul>	<p>File and folder access and manipulation.</p> <p>Use of Office software to create documents; understanding of how to best format documents for a given purpose.</p> <p>Use of Excel to manipulate data, create formulae, sort and search and format data.</p> <p>Staying safe online.</p> <p>Use of email, including attachments, highly useful for contacting teachers and sending work.</p> <p>Algorithmic thinking which links directly into all programming units.</p> <p>Visually representing algorithms as a flowchart is relevant to designing programs and visually showing progression of problem solving.</p> <p>Basic programming concepts from block-based language (input, variable, output, selection, iteration).</p>	<p>File</p> <p>Folder</p> <p>Email</p> <p>Email address</p> <p>Attachment</p> <p>Carbon Copy</p> <p>Blind Carbon Copy</p> <p>Username</p> <p>Password</p> <p>Private information</p> <p>Public information</p> <p>Inappropriate content</p> <p>Presentation</p> <p>Formatting</p> <p>Text</p> <p>Font</p> <p>Image</p> <p>Content</p> <p>Spreadsheet</p> <p>Cell</p> <p>Cell reference</p> <p>Range</p> <p>Formula</p> <p>Hardware</p> <p>Peripheral</p> <p>Assistive technology</p> <p>Binary</p> <p>Denary</p> <p>Algorithm</p> <p>Flowchart</p> <p>Sequence</p> <p>Selection</p> <p>Condition</p> <p>Iteration</p> <p>Input</p> <p>Process</p> <p>Output</p> <p>Variable</p> <p>Subroutine</p>

<p><b>Year 8</b></p>	<p><b><u>8.1 E-safety</u></b></p> <ul style="list-style-type: none"> <li>• Relevant theme picked on a yearly basis to reflect areas of need regarding e-safety.</li> <li>• Understand the risks that exist online.</li> <li>• Know what to do if an issue occurs when on the internet.</li> <li>• Know how to prevent issues from happening when using the internet.</li> <li>• Describe the features that make a strong password.</li> </ul> <p><b><u>8.2 Cyber Security</u></b></p> <ul style="list-style-type: none"> <li>• Explain the differences between types of malware.</li> <li>• Describe threats other than malware that could compromise a computer system.</li> <li>• Explain the different methods of protecting a computer system from malware and other threats.</li> <li>• Explain the role of encryption.</li> <li>• Use the Caesar Cipher to encrypt data.</li> <li>• Explain the flaws with the Caesar Cipher.</li> <li>• Scramble data using keyword encryption.</li> <li>• Explain the features that make a good keyword for encryption purposes.</li> </ul>	<p><b><u>8.3 Data Representation</u></b></p> <ul style="list-style-type: none"> <li>• Recall how to convert between binary and denary numbers.</li> <li>• Recall how to add two binary numbers together.</li> <li>• Convert between hexadecimal, binary and denary numbers.</li> <li>• Recognise the similarities between how image and sound are stored within a computer.</li> <li>• Understand how compression affects a file, both in terms of quality and size.</li> <li>• Understand the link between resolution and file size in a computer.</li> </ul> <p><b><u>8.4 Python</u></b></p> <ul style="list-style-type: none"> <li>• Create programs to solve problems in a text-based language.</li> <li>• Describe the difference between data types.</li> <li>• Identify the correct data type to be used for a variable.</li> <li>• Use variables and inputs to take user entry and store it for later use in a program.</li> <li>• Use selection (if statements) to decide what code to run based on a condition.</li> <li>• Perform calculations using mathematical and comparative operators in a program.</li> <li>• Use iteration (while) to repeat sections of code.</li> <li>• Recognise errors when running code and correct them.</li> <li>• Solve given problems using Python to create programs.</li> </ul>	<p><b><u>8.5 Computer networking</u></b></p> <ul style="list-style-type: none"> <li>• Describe the internet, and the difference between the internet and the World Wide Web.</li> <li>• Explain the different roles of networking hardware.</li> <li>• Identify the most appropriate piece of networking hardware to use in a given situation.</li> <li>• Understand that different types of network exist and explain the difference between each type.</li> <li>• Explain the difference between each network topologies, knowing when to use each one.</li> <li>• Describe the role of IP and MAC addresses when building a network.</li> </ul> <p><b><u>8.6 Web Development</u></b></p> <ul style="list-style-type: none"> <li>• Create webpages based on a given brief.</li> <li>• Understand what makes a good house style.</li> <li>• Recognise the file types used on a webpage, both for the webpages itself and the content included.</li> <li>• Recall the impact on loading times that file size of content has.</li> <li>• Understand what makes up a domain name.</li> <li>• Link webpages together using hyperlinks and hotspots.</li> <li>• Use CSS to better format a webpage.</li> </ul>	<p>Staying safe online.</p> <p>Knowledge of malware and how to protect a computer system.</p> <p>Knowledge of best practice to protect a computer system from threats (eg. password strength).</p> <p>Binary conversion techniques that translate to most other forms of data representation.</p> <p>Representation of image, sound and characters within a computer system.</p> <p>Problem solving skills within text-based programming.</p> <p>Knowledge of how computers are connected together, both locally and over a wider area.</p> <p>How webpages are developed and the difference between search engines and webpages.</p>	<p>Malware Virus Worm Trojan Hacker Phishing Hacking Firewall Anti-malware Encryption Decryption Encryption key Cipher Binary Denary Bit Byte Hexadecimal ASCII Unicode Pixels Resolution Bit depth Compression Lossy Lossless Data type Comparative operator Comparative Operator Arithmetic operator Syntax Network Internet World Wide Web IP address MAC address Packet Packet switching Local Area Network Wide Area Network House style Layout Colour scheme Content Navigation World Wide Web Internet Web browser Uniform Resource Locator (URL) HTML</p>
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<p><b>Year 9</b></p>	<p><b><u>9.1. Media Products</u></b></p> <ul style="list-style-type: none"> <li>• Types of media product</li> <li>• Target audiences of media products</li> <li>• Software used to create media products</li> <li>• Health and safety concerns with media products</li> <li>• Sector use of media products</li> <li>• Features of media products</li> <li>• Links between design features and suitability for target audiences</li> <li>• Creating a multimedia product which is fit for purpose and tailored to an audience</li> <li>• Evaluating the success of a media product against a specified brief which highlights a given target audience.</li> </ul> <p><b><u>9.2. Computer Graphics</u></b></p> <ul style="list-style-type: none"> <li>• The differences between bitmap and vector graphics.</li> <li>• The use of layering</li> <li>• Design features of logos.</li> <li>• Uses of colour.</li> <li>• Understanding of how DPI affects quality and file size.</li> <li>• Use of complex tools to create digital graphics.</li> <li>• Knowing what style of graphics to use based on target audience.</li> <li>• Understanding which file type to use in a given situation, explaining why.</li> <li>• Use of GIMP and Affinity Photo</li> <li>• Adjusting image properties (Transparency, brightness, contrast, colour, cropping, shape, font, filters, selection tools)</li> </ul>	<p><b><u>9.3 Impact of IT</u></b></p> <ul style="list-style-type: none"> <li>• Environmental issues caused by IT</li> <li>• Security and ethical issues caused by IT</li> <li>• Methods of decreasing the impact of computer use on the environment</li> <li>• Types of source (primary and secondary)</li> <li>• Relevant laws and legislation including copyright, creative commons, GDPR, computer misuse act</li> <li>• Changes in law over time reflected by IT developments</li> <li>• Use of office software to create professional documents.</li> <li>• Word features including: Headings, Contents page, header &amp; footer, flipping pages</li> </ul> <p><b><u>9.4 Planning a production</u></b></p> <ul style="list-style-type: none"> <li>• Purpose of pre-production documents (Mood board, spider diagram, visualisation diagram, storyboard, script, work plan)</li> <li>• Key features of pre-production documentation</li> <li>• Evaluation techniques</li> </ul>	<p><b><u>9.5 Creating an interactive product</u></b></p> <ul style="list-style-type: none"> <li>• Types of interactive product</li> <li>• Elements of interactive products</li> <li>• Limitations of networking</li> <li>• Advanced features in PowerPoint to make a presentation interactive (Rollovers, navigation, triggers)</li> <li>• Key principles of design</li> </ul> <p><b><u>9.6 Creating a video product</u></b></p> <ul style="list-style-type: none"> <li>• Uses of video in industry</li> <li>• Video file types</li> <li>• Resolution and the effect upon file size and quality</li> <li>• Camera angles and their desired effects</li> <li>• Format of videos</li> <li>• Using a video camera</li> </ul>	<p>Types of multimedia product and their uses throughout industry</p> <p>Principles of design influencing the design of multimedia products</p> <p>Justification of design principles when used for a specified brief</p> <p>Understanding of file types to allow for better optimising of images in later units.</p> <p>Knowledge of the link between colour and bit depth, and relation to file size.</p> <p>Creating a product (graphic, interactive product and video) for a specific target audience.</p> <p>Impact of IT on aspects of society and the environment.</p> <p>The limitations imposed on products by networking</p> <p>Traits of target audiences and making products most suited.</p> <p>Evaluation of a product against a given brief.</p> <p>Creating structured navigation systems which are easy to use by any audience.</p> <p>Working in a legal manner within guidelines and relevant legislation.</p>	<p>Binary Denary Bit Byte Kilobyte Megabyte Gigabyte Resolution Pixel Bit-depth Compression Colour Theme Target audience Brief Suitability Justify Lossy Lossless Layers Bitmap Vector Colour DPI File type JPG PNG GIF CPU Hard drive RAM ROM Motherboard PSU GDPR Computer Misuse act E-Waste Microsoft Word Contents Headings Style Font Microsoft PowerPoint Trigger Mood board Spider diagram Visualisation diagram Storyboard Script Work plan</p>
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<p><b>Year 10</b></p>	<p><b><u>10.2. R082 - Creating digital graphics</u></b></p> <ul style="list-style-type: none"> <li>• The purpose of digital graphics</li> <li>• Properties of digital graphics</li> <li>• File formats used for digital graphics</li> <li>• Differences between vector and raster images</li> <li>• The use of and need for compression techniques</li> <li>• Creating a visualisation diagram</li> <li>• Image editing software used in industry</li> <li>• The impact of using effects on images</li> <li>• Relevant tools used to repurpose images</li> </ul>	<p><b><u>10.3. R082- Creating digital graphics</u></b></p> <ul style="list-style-type: none"> <li>• As 10.2</li> </ul> <p><b><u>10.4. R087 – Creating interactive multimedia products</u></b></p> <ul style="list-style-type: none"> <li>• Types of interactive product</li> <li>• The purpose of multimedia and their effect on an audience.</li> <li>• Relevant hardware and software required for creating a multimedia product</li> <li>• The limitations of networking upon multimedia products</li> <li>• Planning techniques for multimedia products</li> <li>• Types of assets required for creating a multimedia product</li> <li>• Assets and resources required to create a multimedia product</li> <li>• Repurpose assets for a multimedia product</li> <li>• Use of version control</li> <li>• Exporting multimedia in a suitable format</li> <li>• Review an interactive multimedia product</li> </ul>	<p><b><u>10.5. R087– Creating interactive multimedia products</u></b></p> <ul style="list-style-type: none"> <li>• As 10.4</li> </ul> <p><b><u>10.6. R089</u></b></p> <ul style="list-style-type: none"> <li>• The purpose of video across a range of industries and target audiences</li> <li>• Relevant file formats and properties of video</li> <li>• Plan a digital video to meet a client brief</li> <li>• Create planning documentation for a brief</li> <li>• Relevant legislation</li> <li>• Camera techniques and angles</li> <li>• Source and credit secondary assets</li> <li>• Asset management</li> <li>• Video enhancement and adaptation</li> <li>• Working towards a brief and tailoring a product towards a target audience</li> <li>• Exporting of video files into appropriate formats for intended use</li> <li>• Review a product against its original brief assessing suitability</li> </ul>	<p>Optimisation of images and implications on file size/type.</p> <p>Scripting webpages required similar skills to programming using code.</p> <p>File types and their characteristics making them suited to given purposes.</p> <p>Using effects on images to maximise their attractiveness.</p> <p>Using version control to manage the development of a product.</p> <p>Planning documentation associated with various productions and their key features.</p> <p>Explaining the purpose of digital video and characteristics.</p> <p>Evaluating the suitability of a product and identifying areas for improvement.</p> <p>The need for multimedia products and their intent.</p>	<p>Internet World Wide Web HTML CSS Script Styling Hyperlink Hotspot Image JPG PNG Vector Raster Bitmap Pixel Compression Lossy Lossless Visualisation diagram Colour scheme House style Photoshop Eyedropper Layers Cloning Fill Magic wand Image properties File size Target audience Demographic Draft Multimedia Transition Animation MP4 MOV Pan Zoom Close-up Storyboard Version</p>
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<p><b>Year 11</b></p>	<p><b><u>11.1 R089</u></b></p> <ul style="list-style-type: none"> <li>As 10.6</li> </ul> <p><b><u>11.2. R081 Pre-production skills</u></b></p> <ul style="list-style-type: none"> <li>Purpose of pre-production documentation</li> <li>Components of various pre-production documents</li> <li>Analysing a client brief</li> <li>Developing a time-plan</li> <li>Types of media and the various formats they may take</li> <li>Characteristics of target audiences</li> <li>Health and safety considerations</li> <li>Hazards when working with IT</li> <li>Legislation relevant to pre-production</li> <li>Certification and classification</li> </ul>	<p><b><u>Resubmissions</u></b></p> <ul style="list-style-type: none"> <li>Students can increase their marks by revisiting previously completed units of work. To be student-specific</li> </ul>	<p><b><u>Exam Preparation</u></b></p> <ul style="list-style-type: none"> <li>Content specified by subject revision plan.</li> </ul>	<p>Optimisation of images and implications on file size/type.</p> <p>Understanding the difference between the WWW and the internet.</p> <p>Scripting webpages required similar skills to programming using code.</p> <p>File types and their characteristics making them suited to given purposes.</p> <p>Using effects on images to maximise their attractiveness.</p> <p>Using version control to manage the development of a product.</p> <p>Planning documentation associated with various productions and their key features.</p> <p>Explaining the purpose of digital video and characteristics.</p> <p>Evaluating the suitability of a product and identifying areas for improvement.</p> <p>The need for multimedia products and their intent.</p> <p>Interpreting client requirements to assess their needs.</p> <p>Designing a time plan or Gantt chart to allocate time and resources to specific tasks.</p> <p>Identifying the risks involved within creating different media</p>	<p>Client specification  Client brief  Client requirements  Time plan  Critical path  Gantt chart  Pert chart  Target audience  Risk assessment  Trip hazard  Fire safety  RSI  Eye strain  Computer Misuse Act  GDPR  Creative Commons Act  Copyright  Trademark  Image  Video  Multimedia product  Certification  Classification</p>
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				<p>Outlining risks in a risk assessment, stating how they can be prevented or dealt with.</p> <p>Understanding how copyrighting protects creative media.</p>	
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## **Assessment:**

Creative iMedia uses the vocational grading system with awarded grades being Level 2 Distinction \*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass (From highest to lowest). All students will complete the certificate version of this qualification which will be comprised of the following units:

- R081 – Pre-production skills (External examination) Lasting for 1 hour and 15 minutes. Marked out of 60. Students can only have 2 entries for this examination.
- R082 – Creating digital graphics (Internal coursework). Lasting for 10 guided learning hours. Marked out of 60. Students can have 1 resubmission of this unit.
- R087 – Creating interactive multimedia products (Internal coursework) Lasting for 10 guided learning hours. Marked out of 60. Students can have 1 resubmission of this unit.
- R089 – Creating a digital video sequence (Internal coursework) Lasting for 10 guided learning hours. Marked out of 60. Students can have 1 resubmission of this unit.

Each of the units above makes 25% of the final qualification, all units apart from R081 are marked by the centre and externally moderated in accordance with exam board regulations.

## **SMSC in Creative iMedia**

### **Spiritual development in iMedia**

Students are continually reflecting on their own lives and the lives of others as they look at various Computing case studies. Students debate and formulate their own set of values and beliefs through case studies as they share their own experiences. Computing is an area of rapid development and change, this provides students with the opportunity to reflect upon this progress and potential new technologies which will be developed in time.

### **Moral development in iMedia**

Within computing, it is important to consider many areas of the human impact technology has. Society is not only becoming more reliant on technology, but the increasing rate in which computers are updated causes substantial waste, as well as increased carbon footprint in line with their increased production. Students will investigate the use of social-networking and cyber bullying, whilst learning about the legal implications of immoral acts undertaken online. Students will consider where boundaries should lie and the impact of computing on the environment.

### **Social development in iMedia**

Computing can also help all students to express themselves clearly and to communicate. As students' progress through their learning they will consider more complex social needs and are encouraged to research and work to find appropriate solutions to issues that may affect particular groups within society.

### **Cultural development in iMedia**

With the increased use of social media sites, people are becoming more culturally aware due to the diversity of content posted online for all of the world to see. Computational thinking encourages problem solving and thinking about how to solve an issue from another perspective – a valuable transferable skill that translates to many aspects of life. Students will consider the positive and negative effects of computing upon various groups of people.