Dallam School

Creative iMedia

Curriculum Intent

Why we teach what we teach

Our Creative iMedia curriculum is designed to be a vocational alternative to GCSE, being equivalent of one GCSE qualification. It is centred on using computers and software to plan, design and create products for use in the Creative Media industries. This requires good planning and evaluation techniques, as well as developing key skills such as digital graphic design, photo-editing, animation and sound recording in order to create professional looking pieces of creative artwork.

Creative iMedia aims to develop students' digital creativity, enabling students to get to grips with industry standard software such as Adobe Photoshop, Adobe Animate and Blender, and prepare them for any of a number of careers in the digital world.

We aim for our students to understand the phases of production, the standard documentation used in pre- and post-production phases, and to develop their skills through several practical assignments as they create a number of different multimedia products.

Core concepts	**Creative iMedia in the Media Industry** ➢ **The Media Industry** ➢ **Factors influencing product design** ➢ **Pre-production planning** ➢ **Distribution considerations** **Visual Identity and Digital Graphics (Mandatory NEA)** ➢ **Developing a Visual Identity** ➢ **Planning digital graphics for products** ➢ **Create a visual identity and digital graphics for a product.** **Animation with Audio (Optional NEA- This unit may be subject to change)** ➢ **Plan animation and audio for a product** ➢ **Create animation with audio** ➢ **Review animation with audio**
How our curriculum builds over time	Starting from a basic understanding of how to access and use school computer systems, including the schools online learning platform, Creative iMedia units are taught along with Computer Science units at Key Stage 3. The lessons are designed to allow students to experience a range of different creative software and to learn the basic principles of concept planning. We include several of the optional units over the course of KS3 to allow students a good grounding in different disciplines to allow them to select a chosen path to focus their studies during the KS4 Creative iMedia course. Over time the curriculum builds in complexity, beginning with simple 2D game and sprite designs and video game logic in Year 7 (R099-Digital Games), using BYOB; we then look at user interface design concepts and creation of mobile phone apps using App Lab (R097- Interactive Digital Media), followed by computer graphics using PhotoPlus in Year 8 (R094- Visual Identity and Digital Graphics: PhotoPlus is very similar to Photoshop, which the students get to use at KS4); we move on to 3D modelling and animation using Blender in Year 9 (R096- Animation with Audio). Students are encouraged to explore and build on their learning through extensive use of stretch and challenge while learning each piece of software, building on the basic skills taught in lesson.
Key ingredients of a lesson	Students are greeted as they enter & are immediately engaged in a purposeful Do Now Activity with a clear time frame for completion. Afl or follow up questioning about the starter activity enables the teacher to gauge understanding and direct the remainder of the lesson. Students are engaged and able to access work independently, support material, examples & extension tasks available. These are designed to stretch the most able. Students will work on their own independent project during NEA pieces of work.

	Teachers makes use of a TA if applicable to support small groups of students identified using class data. The teacher uses a variety of questioning techniques to ensure all students have to "think". Students know what they need to do to make progress and can demonstrate this by referring to mark schemes & feedback (peer or teacher). Feedback from formative assessment has obvious and significant impact. High expectations of behaviour are enforced consistently in line with the schools Behaviour Policy. A plenary assesses what students have learnt, giving the teacher data/feedback needed to address gaps in knowledge or address misconceptions in the next lesson. Students ensure equipment, uniform and workspaces are tidy, leaving in an orderly fashion.
How we assess the knowledge, understanding and skills of students	Students are assessed through a variety of creative & practical activities, pupils are taught the knowledge, understanding & skills needed to engage in an iterative process of designing & creating digital media products. A range of Afl techniques such as: Questioning, Reflect, Forms and MCQ's are used within lessons to gauge progress, address misconceptions and adapt practice. Success criteria are provided in practical assignments to allow students to understand what is required of them. We use formative & summative assessment, peer & self-assessment and practical marking assessment rubrics which are in line with the school's marking policy.
How we provide cultural capital and extra-curricular opportunities	Creative iMedia allows students to be creative & resilient through positive experiences of problem solving. A variety of extra-curricular activities are offered throughout the year to help enrich the students' learning & skills. Throughout their study, students learn about specific careers in both the Traditional and New Media sectors. They develop the ability to take risks & solve problems through planning and design.
How we provide stretch and challenge enrichment	All our projects have extension tasks that allow students to develop & refine their skills & knowledge. Pupils are encouraged to explore the software we use in greater detail and push their abilities beyond what we learn in lesson. They can also take part in clubs or attend extracurricular sessions for their NEA coursework to help drive them to achieve their full potential.
How we adapt our curriculum to meet the needs of all students	Work can be accessed online using the Class Notebook in Teams, so that students are able to work at their own pace and revisit areas they may have found difficult in class. The Microsoft Office 365 immersive reader is modelled to allow EAL students to translate to their first language. Students with SEN are supported by careful seating to optimise success, keyword mats, & visual help sheets are provided to support students' learning. Coloured screen filters can be used to aid students with visual difficulties or dyslexic traits. Students across all Key Stages are provided with WAGOLL examples to show what to aim for alongside success criteria. Adaptive teaching strategies are employed to support all students to make progress. We allow student access to computers at break, lunch times.
How we link our subject knowledge to the world of work and further study	Throughout the Creative iMedia course, we look in-depth at real-life careers in the industry, in not only creative roles, such as graphic design, but also at technical roles, such as sound engineering up to senior roles like production management. Students are required to look at solutions for different problems which leads them to become good problem solvers. This is a valuable transferable skill that leads its way into all aspects of work & further studies. Schemes of work are linked to real world applications and reference in lessons are emphasised. We have guest speakers from the Media Industry who talk to the students about careers beyond school.
How we provide personal development for students	Students evaluate the impact media products can have on a range of ethical, moral and legal concerns. We look at things such as video game certification; protection of personal data; copyright and protection of intellectual property; patents and trademarks; implications of photographing people or private property; harassment and invasions of privacy. We also provide the opportunity to analyse health and safety concerns in real world scenarios. We place an emphasis on developing the ability to work with others and to accept each other's unique personality. We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes.

KEEP TO TWO PAGES MAXIMUM