

# CURRICULUM ROAD MAP

<b>Subject</b>	Creative Media & Design	<b>Year / KS</b>	Year 9
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<b>INTENT</b>																			
<p>Students at The Whitehaven Academy currently lack opportunities to explore digital creativity and media both in and out of school, an issue that is standard for the region. Additionally, the UK is facing a digital skills shortage as fewer students are taking GCSE's/A-Levels in these types of subjects. Creative Media &amp; Design is important because it broadens the student's cultural capital as well as their skills which, whilst they may not choose this at GCSE or further, addresses this shortage. Furthermore, these skills are transferable to other subjects, such as IT, the Arts Award and other Technology-based subjects within the Creative Curriculum. Creative Media &amp; Design follows the 3-part Production process (Pre-Production, Production &amp; Post-Production) that is used in industry and allows for an organised, coordinated approach to the curriculum. By mimicking these 3 stages, it also allows for clear stages of assessment throughout the production process which allows for constructive formative feedback in addition to a final summative piece which forms the base of the process. Alongside this, students will develop their cultural capital and use this to help them lead a long and healthy life in which they can succeed and achieve. Students are thinking forwards and interpreting the world they live in today and the future.</p>																			
<b>IMPLEMENTATION</b>	<b>IMPACT - See Key Learning Indicators</b>																		
<p>Students will undergo one whole year of Creative Curriculum, with Creative Media &amp; Design as an option block within this. During CM&amp;D, students will complete one unit titled "Publishing Media &amp; Design" which encompasses a large segment of the creative media industry (publishing) and will simulate industry standards of evaluating a brief, researching genre stereotypes, initial-phase multi-product concepts and production processes &amp; evaluation.</p> <p>Alongside this, students will develop their time management and organisation skills in addition to exploring the autonomy of their creativity. This process will seek to challenge students on existing products, concepts and production methods whilst providing opportunities for all to succeed when designing, making and evaluating their products.</p> <p>The process will blend both the theory and practical elements of creative media production to give students a simulated industry standard of approach. This practice will provide students with some of the skills needed in the BTEC Creative Media Production at GCSE</p>	<p><b>Students will be assessed throughout the year against the Key Learning Indicators</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>Creative problem solving and use of maths</td> <td>Health and Safety</td> <td>Critical thinking</td> <td>Quality preparation, research and planning</td> <td>Quality communication</td> <td>Quality of outcomes through use of specialist technical principles</td> <td>Use of technical terminology</td> <td>Sustainability</td> <td>DT in context</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li><b>Creative problem solving and use of maths-</b> Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <span style="background-color: #90EE90;">KLI1</span></li> <li><b>Follow Health and Safety-</b> Students can demonstrate an awareness of safe working practices <span style="background-color: #90EE90;">KLI2</span></li> <li><b>Critical thinking-</b> Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <span style="background-color: #90EE90;">KLI3</span></li> <li><b>Quality preparation, research and planning-</b> Students use preparation, research and planning techniques to inform the outcome. <span style="background-color: #90EE90;">KLI4</span></li> </ol>	1	2	3	4	5	6	7	8	9	Creative problem solving and use of maths	Health and Safety	Critical thinking	Quality preparation, research and planning	Quality communication	Quality of outcomes through use of specialist technical principles	Use of technical terminology	Sustainability	DT in context
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Creative problem solving and use of maths	Health and Safety	Critical thinking	Quality preparation, research and planning	Quality communication	Quality of outcomes through use of specialist technical principles	Use of technical terminology	Sustainability	DT in context											

- planning, timing, applying health and safety, reflecting, analysing, suggesting improvements and developing ideas with an overview of the success of a product in relation to the criteria of a given design brief.

**During this key stage the following aims will be met:**

- Students will develop their knowledge and understanding of the creative industry production process;
- Students will develop research and design skills;
- Students will develop their knowledge of different genre stereotypes;
- Students will be able to apply their knowledge to make informed choices;
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Students will evaluate and test their ideas and products and the work of others.

5. **Quality communication**- Appropriate communication techniques are used to communicate design thinking clearly and effectively. **KLI5**
6. **Quality of outcomes through use of specialist technical principles**- Students outcomes meet almost all of the project's success criteria. **KLI6**
7. **Technical terminology**- Students use correct specialist technical terminology used correctly within the unit of work. **KLI7**
8. **Sustainability**- Students show an understanding of origins of materials and the associated environmental impact. **KLI8**
9. **DT in context**- Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. **KLI9**

**KEY KNOWLEDGE & SKILLS CROSS CURRICULAR**

**English:**

**Reading**

Students will be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

**Writing**

Students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

### **Grammar and vocabulary**

Students should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

### **Spoken English**

Students should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

## **DT National Curriculum Coverage**

### **DESIGN**

Working towards a set Brief will fulfil this requirement and also give structure to the course by:

- Research will underpin the creative design process for both years and will cause students to explore different views and techniques used within creative media design.
- By using a variety of approaches, students will generate creative ideas and avoid stereotypical responses.
- During the Research & Design process, students will identify and solve their own design problems, which will be further enhanced through teacher feedback at set Formative Assessment periods.
- Students will use storyboards & scripts to inform and communicate their ideas whilst working towards the design brief

### **MAKE**

By following the Pre-Production, Production and Post-Production process, the course content will fulfil this requirement by:

- Creating products throughout multiple stages of the production process including concept, production and edit. Products will be submitted at various stages of the process which will require further production.

### **EVALUATE**

By receiving formative feedback throughout the design and making process, the course content will fulfil this requirement by:

- Students will evaluate the work of others during the Design/Pre-Production process in order to better understand genre and make informed design decisions.
- Both year groups will test, evaluate and refine their products based on formative feedback received throughout the production process.
- Students will engage in peer-assessment of the groups products to evaluate the work of others in order to further inform their own product design.
- Upon completion of their final product, students will evaluate their final piece of work and assess how it fits the brief, and how they would change it in the future.

## CONTENT MAP

Topics covered throughout the term



<b>Autumn Term</b>	1. Audio/Visual Media & Design - Group 1	2. Audio/Visual Media & Design - Group 1
<b>Spring Term</b>	3. Audio/Visual Media & Design - Group 2	4. Audio/Visual Media & Design - Group 2
<b>Summer Term</b>	5. Audio/Visual Media & Design - Group 3	6. Audio/Visual Media & Design - Group 3

KEY LEARNING INDICATORS			YEAR 8 SUCCESS CRITERIA
1	<b>Creative problem solving and use of maths</b>	Students can use a creative approach and mindset to solve a range of problems	
		Students can modify their approach throughout the unit of work to solve issues arising.	
		Students can use appropriate problem-solving approaches to solve issues and help plan or prepare their work.	
2	<b>Follow Health and Safety</b>	Understanding of H&S rules within each DT room setting is clear.	
		Links can be made between incorrect H&S and potential problems or injuries and correct ways to mitigate.	
		Students closely follow all H&S procedures to allow safe working.	
3	<b>Critical thinking</b>	Students can reflect on their working and evaluate their work against criteria.	
		Clear informed and detailed improvements are identified with regards to their outcome.	
		Students are able to analyse products suitability and compare products effectiveness.	
4	<b>Quality preparation, research and planning</b>	A clear understanding that products have clients and some have specific needs and this in turn informs the design	
		Specification writing is clear and informs the design	
		Students are able to plan out how they are to complete their work and are able to change/modify where required.	
5	<b>Quality communication</b>	Designing shows an innovative and informed approach	
		Industry examples are used with skill and accuracy to facilitate designing where needed.	
		Students can produce accurate sketching whilst making use of design programs with skill	

6	<b>Quality of outcomes through use of specialist technical principles</b>	Accurate use of planning and design software to accurately make products
		Careful and skilful use of equipment to produce an accurate outcome
		Multiple design programs and other alternative equipment is used with skill and understanding
7	<b>Technical terminology</b>	Understanding of key words within the design process and how they link together.
		Students understand key words used with each specialist areas and know precisely what they refer to.
		Students can accurately and with understanding use a range of appropriate key words within their writing and wider work (including conversations)
8	<b>Sustainability</b>	Awareness that designer and consumers have a social responsibility when designing and using products
		Understanding of environmental issues around materials and food choices
9	<b>DT in context</b>	Awareness that all products in the world have been designed by someone to fulfil a need
		Students understand how a range of commercial manufacturing techniques are used to create products
		Students understand the careers which lead off from DT based disciplines.

KEY LEARNING INDICATORS			YEAR 8 SUCCESS CRITERIA
READING	1	Interpretation and evaluation	Students can identify explicit and implicit information in a text.
			Texts can be summarised and key points identified.
			Evidence from a text is used to support points being made.
	2	Understanding and analysis of writer's craft	The effect of structural methods is explained.
			The effect of words and language methods is explained.
			Students can make comparison of the same language and/or structural method in two different texts.
	3	Understanding of social and historical context	The context of publication is linked to key aspects of a text, such as plot development or characterisation.
			Links are made between the content of a text and its social/historical context.
			Students can compare how similar ideas are presented in different texts.
WRITING	4	Crafting of language for effect	A clear viewpoint or 'voice' is established in written work.
			Writing shows understanding of purpose, text type and audience.
			Writing contains a variety of language methods for effect.
	5	Textual cohesion and effective use of sentence structures	Writing is well constructed and appropriately paragraphed.
			Writing contains a range of sentence types and structures.
			Writing contains a variety of punctuation.
6	Spelling and vocabulary	Vocabulary selection is appropriate for the task set.	
		Spelling of familiar words is accurate.	
		Some spelling of unfamiliar, ambitious vocabulary is accurate.	
SPEAKING & LISTENING	7	Think and organise talk	Opinions are expressed clearly with a coherent, organised line of argument
			Discussion is structured, summarising and building on what has been said
			Questioning of others is increasingly confident and analytical comments are developing
	8	Listening and group skills	Group discussion shows increasing awareness of the contribution of others
			Group collaboration includes appropriate responses to the comments of others
			Contribution to discussion develops the comments of others
9	Appropriate verbal linguistic choices for a variety of audiences & performance/delivery	Speaking shows increasing awareness of pitch and tone and gestures to suit the different genre of talk	
		Spoken language shows use of varied language techniques for effect	

			Standard English is used confidently in a range of formal and informal contexts, including classroom discussion
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## Current Scheme of Work

WEEK	TOPIC	OBJECTIVES	CONTENT	ASSESSMENT/HOMEWORK
1	Introduction to course/What is narrative?	<ul style="list-style-type: none"> <li>• Introduce developing media production skills &amp; techniques appropriate to audio/visual production</li> <li>• Develop planning skills relevant to audio/visual production</li> <li>• Define narrative &amp; how it gives structure to storytelling mediums</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to course &amp; course overview</li> <li>• What skills will I need?</li> <li>• What are the different roles within the production process?</li> <li>• What is narrative?</li> <li>• Students look at their favourite story &amp; divide it into the three-part narrative structure</li> <li>• Students write their own short story using the three-part narrative structure</li> </ul>	
2	How are storyboards used in film?	<ul style="list-style-type: none"> <li>• Define storyboards &amp; how they are used</li> <li>• Explain the importance of storyboarding to the pre-production process</li> <li>• Develop pre-production skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concept</li> <li>• Show professional storyboards</li> <li>• Discuss elements:               <ul style="list-style-type: none"> <li>○ Framing</li> <li>○ Shot composition</li> <li>○ Angles</li> <li>○ Camera movement</li> <li>○ Direction of action</li> </ul> </li> <li>• Students make a storyboard for their favourite story that composes 3 shots</li> </ul>	
3	Why are scripts important?	<ul style="list-style-type: none"> <li>• Define &amp; describe the different scripts used in film making</li> <li>• Explain the importance of these scripts to the pre-production process</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concept</li> <li>• Explain different types:               <ul style="list-style-type: none"> <li>○ Shot list/shooting script</li> <li>○ Sound scripts</li> <li>○ Screenplay</li> </ul> </li> </ul>	FORMATIVE: Self Evaluation



		<ul style="list-style-type: none"> <li>• Develop pre-production skills</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse 30 second clip as group &amp; show scripts for it</li> <li>• Students retroactively create the scripts from a 1-minute scene in Avengers</li> <li>• Self-evaluate work based on actual scripts</li> </ul>	
4	Pre-Production – Script & Storyboard	<ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Apply skills developed in pre-production process to design brief</li> <li>• Analyse &amp; reflect on work</li> </ul>	<ul style="list-style-type: none"> <li>• Recap the pre-production process so far</li> <li>• Students work on creating scripts for their written story from Week 1</li> <li>• To include:           <ul style="list-style-type: none"> <li>○ Storyboard</li> <li>○ Shooting list</li> <li>○ Screenplay</li> <li>○ Sound script</li> </ul> </li> <li>• Peer Evaluate work &amp; act on feedback</li> </ul>	FORMATIVE: Peer Evaluation
5	How do we frame a shot?	<ul style="list-style-type: none"> <li>• Understand how shots are framed to generate mise-en-scene</li> <li>• Demonstrate appropriate use of media technologies</li> <li>• Develop production skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to camera equipment</li> <li>• Demonstrate correct set-up &amp; takedown of equipment</li> <li>• Demonstrate framing of shots etc</li> <li>• Demonstrate effect lighting has on subjects within shot</li> <li>• Students work in groups to trial shots &amp; lighting combinations</li> <li>• Sound scaping introduced &amp; demonstrated</li> <li>• THEATRE NEEDS TO BE BOOKED FOR THIS</li> </ul>	

6	What makes shooting outside difficult?	<ul style="list-style-type: none"> <li>• Define &amp; describe the hazards and obstacles associated with outdoor filming</li> <li>• Explain the differences between quality of indoor &amp; outdoor footage</li> <li>• Develop production skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to health &amp; safety</li> <li>• Factors that may affect shooting outside inc. weather, hazards, etc.</li> <li>• OUTDOOR LESSON – students to return to groups and record outdoors</li> <li>• Sound scaping outdoors – background noise &amp; the effects it can have on recording audio</li> </ul>	
7	Production Pt1	<ul style="list-style-type: none"> <li>• Review production process so far</li> <li>• Demonstrate skills learned</li> <li>• Develop skills associated with production process</li> </ul>	<ul style="list-style-type: none"> <li>• Recap Production process</li> <li>• Students to work in groups to record footage for scripts created in Week 4.</li> <li>• Students to be both in front and behind camera</li> </ul>	
8	Production Pt2	<ul style="list-style-type: none"> <li>• Review production process so far</li> <li>• Demonstrate skills learned</li> <li>• Develop skills associated with production process</li> </ul>	<ul style="list-style-type: none"> <li>• Recap Production process</li> <li>• Students to work in groups to record footage for scripts created in Week 4.</li> <li>• Students to be both in front and behind camera</li> </ul>	
9	How does editing affect pace?	<ul style="list-style-type: none"> <li>• Define pace &amp; genre</li> <li>• Explain how genre can dictate the pace of a film</li> <li>• Develop post-production skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concept</li> <li>• Examples of professional editing</li> <li>• How can pace be defined by timing of shots?</li> <li>• How can pace be dictated by genre?</li> <li>• Introduce &amp; demonstrate DaVinci Resolve</li> </ul>	

			<ul style="list-style-type: none"> <li>• Students to import &amp; start editing their footage</li> </ul>	
10	How can colour & special effects improve footage?	<ul style="list-style-type: none"> <li>• Explain how colour correction can affect the mise-en-scene of a film</li> <li>• Explain how special &amp; visual affects can affect the quality of a film</li> <li>• Develop post-production skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concept</li> <li>• Demonstrate colour correction on DaVinci</li> <li>• Demonstrate special &amp; visual effects on DaVinci</li> <li>• Students to continue editing their footage</li> </ul>	
11	How to use text effectively on screen/How to export properly?	<ul style="list-style-type: none"> <li>• Understand why export formatting is important</li> <li>• Explain how text can be used to generate onscreen appeal</li> <li>• Develop post-production skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concept of title slides</li> <li>• Best practice examples – Star Wars, Daredevil, Gossip Girl, etc.</li> <li>• How can this generate interest if used effectively?</li> <li>• Students continue editing their footage</li> <li>• Explain the different export settings</li> <li>• Demonstrate how to export properly</li> <li>• Students to export &amp; submit their footage for final assignment</li> </ul>	SUMMATIVE: Final film with title slide, clear narrative, etc. to be marked
12	Feedback/What makes a portfolio refined?	<ul style="list-style-type: none"> <li>• Reflect &amp; Review on our work</li> <li>• Act on feedback</li> <li>• Develop a refined portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Review work</li> <li>• Act on Feedback</li> <li>• What makes a good portfolio?</li> <li>• Building portfolio for their evidence</li> </ul>	

## Assessment feedback grid focusing on the Key Learning Indicators

All criteria in the central column must be met for a student to be making expected progress in these skills. What will the learning look like?



Learning Indicator Ref	Learning Indicator Description	Working Towards Access Supported	Working At Consistent Secure	Working Beyond Mastery Independence
1. <b>Creative problem solving and use of maths</b>	Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b>	Students can use a creative approach and mindset to solve a range of problems	Students can modify their approach throughout the unit of work to solve issues arising.	Students can use appropriate problem-solving approaches to solve issues and help plan or prepare their work.
2. <b>Follow Health and Safety-</b>	Students can demonstrate an awareness of safe working practices <b>KLI2</b>	Understanding of H&S rules within each DT room setting is clear.	Links can be made between incorrect H&S and potential problems or injuries and correct ways to mitigate.	Students closely follow all H&S procedures to allow safe working.
3. <b>Critical thinking-</b>	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b>	Students can reflect on their working and evaluate their work against criteria.	Clear informed and detailed improvements are identified with regards to their outcome.	Students are able to analyse products suitability and compare products effectiveness.
4. <b>Quality preparation, research and planning</b>	Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b>	A clear understanding that products have clients and some have specific needs and this in turn informs the design	Specification writing is clear and informs the design	Students are able to plan out how they are to complete their work and are able to change/modify where required.

<b>5. Quality communication</b>	Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b>	Designing shows an innovative and informed approach	Industry examples are used with skill and accuracy to facilitate designing where needed.	Students can produce accurate sketching whilst making use of design programs with skill
<b>6. Quality of outcomes through use of specialist technical principles-</b>	Students outcomes meet almost all of the project's success criteria. <b>KLI6</b>	Accurate use of planning and design software to accurately make products	Careful and skilful use of equipment to produce an accurate outcome	Multiple design programs and other alternative equipment is used with skill and understanding
<b>7. Technical terminology-</b>	Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b>	Understanding of key words within the design process and how they link together.	Students understand key words used with each specialist areas and know precisely what they refer to.	Students can accurately and with understanding use a range of appropriate key words within their writing and wider work (including conversations)
<b>8. Sustainability</b>	Students show an understanding of origins of materials and the associated environmental impact. <b>KLI8</b>	Awareness that designer and consumers have a social responsibility when designing and using products	Understanding of environmental issues around materials and food choices	Using knowledge of environmentally friendly practices to improve sustainability of their product
<b>9. DT in context</b>	Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. <b>KLI9</b>	Awareness that all products in the world have been designed by someone to fulfil a need	Students understand how a range of commercial manufacturing techniques are used to create products	Students understand the careers which lead off from DT based disciplines.

## Assessment Map Overview

Learning Indicator Ref	Learning Indicator Description- All KLI's are covered 3-4 times over the period of a year.	When	Format
KLI 1 KLI 3 KLI 4 KLI 5 KLI 6 KLI 7	<p><b>Creative problem solving and use of maths-</b> Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b></p> <p><b>Critical thinking-</b> Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b></p> <p><b>Quality preparation, research and planning-</b> Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b></p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b></p> <p><b>Quality of outcomes through use of specialist technical principles-</b> Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical terminology-</b> Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p>	Audio/Visual Media & Design	Formative Assessment: Self-Evaluation – Scripts (Sound, shooting, screen, etc) of existing product.
KLI 1 KLI 3 KLI 4 KLI 5 KLI 6 KLI 7	<p><b>Creative problem solving and use of maths-</b> Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b></p> <p><b>Critical thinking-</b> Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b></p> <p><b>Quality preparation, research and planning-</b> Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b></p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b></p> <p><b>Quality of outcomes through use of specialist technical principles-</b> Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical terminology-</b> Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p>	Audio/Visual Media & Design	Formative Assessment: Peer-Evaluation – Scripts (Sound, shooting, screen, etc) of own product.

KLI 1 KLI 2 KLI 3 KLI 4 KLI 5 KLI 6 KLI 7	<p><b>Creative problem solving and use of maths-</b> Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b></p> <p><b>Follow Health and Safety-</b> Students can demonstrate an awareness of safe working practices <b>KLI2</b></p> <p><b>Critical thinking-</b> Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b></p> <p><b>Quality preparation, research and planning-</b> Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b></p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b></p> <p><b>Quality of outcomes through use of specialist technical principles-</b> Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical terminology-</b> Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p>	Audio/Visual Media & Design	Summative Assessment – Presentation of Final Film
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