

CURRICULUM ROAD MAP

Subject

Creative Media & Design

Year / KS

Year 8

INTENT

Students at The Whitehaven Academy are currently seeing an increase in opportunities to explore creativity and media both in and out of school, traditionally an area lacking opportunities in 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 & Design is important as 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, Business Studies, Computer Science, the Arts Award and other Technology-based subjects within the Creative Curriculum. Creative Media & Design follows the 3-part Production process (Pre-Production, Production & Post-Production) that is used in industry and allows for an organised, coordinated approach to the curriculum whilst also complementing and addressing the Design, Make, Evaluate approach of the Technology NC. By shadowing these 3 stages, it also allows for clear stages of assessment throughout the production process which allows for constructive formative feedback in addition to summative pieces which form 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.

IMPLEMENTATION

Students will undergo one whole year of Creative Curriculum, with Creative Media & Design as an option block within this. During CM&D, students will complete one unit titled "Developing Graphic Art for Video Games" which encompasses a large segment of the creative media industry (interactivity) and will simulate industry standards of evaluating a brief, researching genre stereotypes, initial-phase multi-product concepts and production processes & evaluation.

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.

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 Creative iMedia course at GCSE – 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.

IMPACT - See Key Learning Indicators

Students will be assessed throughout the year against the Key Learning Indicators

1	2	3	4	5	6	7	8	9
Quality of Outcomes	Problem Solving & Use of Maths	Critical thinking	Communication	Research & Planning	Technical Terms	Sustainability	Health & Safety	DT (CM) in context

Descriptions:

1. **Quality of Outcomes**
Create high quality products
2. **Problem Solving & Use of Maths**
Use problem solving skills to solve issues relating to your work
3. **Critical Thinking**
Use product analysis to show how a design could be improved
4. **Communication**
Communicate clearly and effectively
5. **Research & Planning**
Research design ideas and plan steps of making
6. **Technical Terms**
You use Creative Media & Design key words
7. **Sustainability**
Knowledge of the sustainable production of media products
8. **Health & Safety**
Work safely during practical lessons
9. **DT (CM) in Context**
Understand how the various stages and tasks relate to industry

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 annotated sketches/mood boards (Year 8) 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.

KLI's Explanation

KEY LEARNING INDICATORS		YEAR 8 SUCCESS CRITERIA
1	Quality of outcomes	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
2	Problem Solving & Use of Maths	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.
3	Critical thinking	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	Communication	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
5	Research & Planning	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.
6	Technical Terms	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)
7	Sustainability	Awareness that designer and consumers have a social responsibility when designing and using products
		Understanding of environmental issues around materials and food choices
8	Health & Safety	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.
9	DT (CM) in context	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.

CONTENT MAP

Topics covered throughout the term

Autumn Term	1. Digital Graphics – Group 1	2. Digital Graphics – Group 1
Spring Term	3. Digital Graphics – Group 2	4. Digital Graphics – Group 2
Summer Term	5. Digital Graphics – Group 3	6. Digital Graphics – Group

Scheme of Work

WEEK	TOPIC	KLI's	CONTENT	HOMEWORK
1	What is Game Design?	1, 2, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> • Introduction to the course • Understanding the Assessment • Understanding the game design process • Mood boards • Development logs 	
2	Pre-Production - Genre & Theme	3, 4, 5, 6, 9	<ul style="list-style-type: none"> • Basics of games • Understanding types • Understanding features • Understanding <i>sprite & level design</i> • Rough Guides • Development logs 	HOMEWORK: Level design mood boards
3	Pre-Production – Conceptualising Ideas	1, 5, 6, 9	<ul style="list-style-type: none"> • Concept phase • Basics of sketching • Drawing perspective • Warming up • Importance of concept • Idea generation • Development logs 	
4	Production – Understanding Photoshop	1, 2, 3, 5, 6, 9	<ul style="list-style-type: none"> • Photoshop basics • Development logs 	HOMEWORK: Concept “doodles”

5	ASSESSMENT #1	1, 3, 5 - ASSESSED	<ul style="list-style-type: none"> Using photoshop to digitize homework in assessment conditions, applying skills and knowledge gathered from previous lessons Development logs 	ASSESSMENT
6	Production - Get in the Game	1, 2, 3, 5, 6, 9	<ul style="list-style-type: none"> Feedback & Improvements from assessment Character theme & narrative Archetypes of character design Influencing character & level design through genre Development logs 	HOMEWORK: Draw character heads
7	Production – Harmonizing	1, 3, 5, 6, 9	<ul style="list-style-type: none"> Background vs foreground Level design mechanics Sprite mechanics Development logs 	
8	Production – Tiling & Tile Sets	1, 3, 4, 5, 6, 9	<ul style="list-style-type: none"> Level design & mechanics Tiles & tile sets Visualisation of tiles Isometric design Development logs 	HOMEWORK: Design level tiles
9	ASSESSMENT 2	1, 3, 4, 5, 6 - ASSESSED	<ul style="list-style-type: none"> Using Photoshop to create level tiles Development logs 	ASSESSMENT
10	Post-Production – Animating Pixels	1, 2, 3, 6, 9	<ul style="list-style-type: none"> Feedback & Improvements Keyframes Tweening Basics of Motion Sprite arrays Life has pointless movements Development logs 	HOMEWORK: Flipbook animation exercise
11	ASSESSMENT 3	1, 3, 4, 6 - ASSESSED	<ul style="list-style-type: none"> Animating characters across level tiles Development logs 	ASSESSMENT
12	Next Steps: Advancing Your Media Career	1, 2, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> Feedback & Improvements Building a portfolio Where to go from here Science before the fall 	

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.

KLI	Title	Description	Working Towards	Working At	Working Beyond
1	Quality of outcomes		Some parts of your product are made to a good standard but there are some errors and/or parts missing	Your product is made to a good standard and there are no errors and/or parts missing	Your product is made to a very high standard and there are no errors and/or parts missing
2	Problem solving and use of maths		You use problem solving and maths in your lessons but need some support	You use problem solving and maths effectively in your lessons and you need very little support	You use complex problem solving and maths in your lessons and you need no support
3	Critical thinking		Some analysis with only a few basic explanations of how the design could be improved	Good analysis with a good explanation of how the design could be improved	Excellent analysis with a very detailed explanations of how the design could be improved
4	Communication		You can communicate with students and teachers with some clarity	You can clearly and effectively communicate with students and teachers	You can communicate effectively with students and teachers with excellent clarity
5	Research and planning		Research has limited detail. The plan of making has some steps missing	Research has some good detail. The plan of making covers all steps but could include more detail	Research has excellent detail. The plan of making covers all steps in lots of detail
6	Technical Terms		You use some DT key words	You use a range of DT key words	You use a wide range of DT key words
7	Sustainability		You understand what sustainability is	You understand what sustainable products are and where they come from	You understand how we can use sustainable materials in DT in order to ensure re-useable & recyclable products
8	Health and Safety		Mainly safe in the classroom / Workshop but you have to be reminded how to be safe	You work safely in the classroom / Workshop and you do not have to be reminded how to be safe	You work extremely safe in the classroom / Workshop and you are able to identify and report potential hazards
9	DT in in Context		Some understanding of how Design Technology is used in the real world	Good understanding of how Design Technology is used in the real world	Excellent understanding of how Design Technology is used in the real world

CURRICULUM ROAD MAP

Subject	Creative Media & Design	Year / KS	Year 9
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INTENT

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 & 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 & Design follows the 3-part Production process (Pre-Production, Production & 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.

IMPLEMENTATION

Students will undergo one whole year of Creative Curriculum, with Creative Media & Design as an option block within this. During CM&D, students will complete one unit titled "Publishing Media & 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 & evaluation.

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.

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 - planning, timing, applying health and safety, reflecting, analysing,

IMPACT - See Key Learning Indicators

Students will be assessed throughout the year against the Key Learning Indicators

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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

- Creative problem solving and use of maths-** 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." **KLI1**
- Follow Health and Safety-** Students can demonstrate an awareness of safe working practices **KLI2**
- Critical thinking-** Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. **KLI3**
- Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. **KLI4**
- Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. **KLI5**

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.

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;

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

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- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
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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

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- 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

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

KEY LEARNING INDICATORS			YEAR 8 SUCCESS CRITERIA		
1	Creative problem solving and use of maths	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	Follow Health and Safety	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	Critical thinking			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	Quality preparation, research and planning	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	Quality communication	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	Quality of outcomes through use of specialist technical principles	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	Technical terminology	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	Sustainability	Awareness that designer and consumers have a social responsibility when designing and using products
		Understanding of environmental issues around materials and food choices
9	DT in context	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"> • Introduce developing media production skills & techniques appropriate to audio/visual production • Develop planning skills relevant to audio/visual production • Define narrative & how it gives structure to storytelling mediums 	<ul style="list-style-type: none"> • Introduction to course & course overview • What skills will I need? • What are the different roles within the production process? • What is narrative? • Students look at their favourite story & divide it into the three-part narrative structure • Students write their own short story using the three-part narrative structure 	
2	Why are scripts important?	<ul style="list-style-type: none"> • Define & describe the different scripts used in film making • Explain the importance of these scripts to the pre-production process • Develop pre-production skills 	<ul style="list-style-type: none"> • Introduce concept • Explain different types: <ul style="list-style-type: none"> ○ Shot list/shooting script ○ Sound scripts ○ Screenplay • Analyse 30 second clip as group & show scripts for it • Students retroactively create the scripts from a 1-minute scene in Avengers • Self-evaluate work based on actual scripts 	FORMATIVE: Self Evaluation
3	How are storyboards used in film?	<ul style="list-style-type: none"> • Define storyboards & how they are used • Explain the importance of storyboarding to the pre-production process 	<ul style="list-style-type: none"> • Introduce concept • Show professional storyboards • Discuss elements: <ul style="list-style-type: none"> ○ Framing ○ Shot composition 	HOMEWORK: Scripts & Storyboard for student film

		<ul style="list-style-type: none"> • Develop pre-production skills 	<ul style="list-style-type: none"> ○ Angles ○ Camera movement ○ Direction of action • Students make a storyboard of a woman walking down a street who is being watched 	
4	What is a table read and why is it important?	<ul style="list-style-type: none"> • Review prior learning • Apply skills developed in pre-production process to design brief • Analyse & reflect on work 	<ul style="list-style-type: none"> • Recap the pre-production process so far • Students collaboratively evaluate and develop scripts via a table read • To include: <ul style="list-style-type: none"> ○ Storyboard ○ Shooting list ○ Screenplay ○ Sound script • Peer Evaluate work & act on feedback 	FORMATIVE: Peer Evaluation
5	How do we frame a shot?	<ul style="list-style-type: none"> • Understand how shots are framed to generate mise-en-scene • Demonstrate appropriate use of media technologies • Develop production skills 	<ul style="list-style-type: none"> • Introduction to camera equipment • Demonstrate correct set-up & takedown of equipment • Demonstrate framing of shots etc • Demonstrate effect lighting has on subjects within shot • Students work in groups to trial shots & lighting combinations • Sound scaping introduced & demonstrated • Students to film a person running up the stairs and picking up a phone 	Monitored against WAGOLL example

6	Production Pt1	<ul style="list-style-type: none"> Review production process so far Demonstrate skills learned Develop skills associated with production process 	<ul style="list-style-type: none"> Recap Production process Students to work in groups to record footage for scripts created in Week 4. Students to be both in front and behind camera 	
7	Production Pt2	<ul style="list-style-type: none"> Review production process so far Demonstrate skills learned Develop skills associated with production process 	<ul style="list-style-type: none"> Recap Production process Students to work in groups to record footage for scripts created in Week 4. Students to be both in front and behind camera 	
8	What are the stages of post-production?	<ul style="list-style-type: none"> Define the stages of post-production Explain how DaVinci software is used Develop post-production skills 	<ul style="list-style-type: none"> Introduce concept Examples of professional editing Introduce & demonstrate DaVinci Resolve Students to import & start editing their footage 	
9	How does editing affect pace?	<ul style="list-style-type: none"> Define pace & genre Explain how genre can dictate the pace of a film Develop post-production skills 	<ul style="list-style-type: none"> How can pace be defined by timing of shots? How can pace be dictated by genre? 	
10	What is colour grading and how can it improve the feel of moving image?	<ul style="list-style-type: none"> Explain how colour correction can affect the mise-en-scene of a film⁷ Explain how special & visual affects can affect the quality of a film Develop post-production skills 	<ul style="list-style-type: none"> Introduce concept Demonstrate colour grading on DaVinci Students to continue editing their footage 	
11	How to use text effectively on screen/How to export properly?	<ul style="list-style-type: none"> Understand why export formatting is important 	<ul style="list-style-type: none"> Introduce concept of title slides 	SUMMATIVE: Final film with title slide, clear narrative, etc. to be marked

		<ul style="list-style-type: none"> • Explain how text can be used to generate onscreen appeal • Develop post-production skills 	<ul style="list-style-type: none"> • Best practice examples – Star Wars, Daredevil, Gossip Girl, etc. • How can this generate interest if used effectively? • Students continue editing their footage • Explain the different export settings • Demonstrate how to export properly • Students to export & submit their footage for final assignment 	
12	Feedback/What makes a portfolio refined?	<ul style="list-style-type: none"> • Reflect & Review on our work • Act on feedback • Develop a refined portfolio 	<ul style="list-style-type: none"> • Review work • Act on Feedback • What makes a good portfolio? • Building portfolio for their evidence 	

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. Creative problem solving and use of maths	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." KLI1	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. Follow Health and Safety-	Students can demonstrate an awareness of safe working practices KLI2	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. Critical thinking-	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3	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. Quality preparation, research and planning	Students use preparation, research and planning techniques to inform the outcome. KLI4	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.

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

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>Creative problem solving and use of maths- 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." KLI1</p> <p>Critical thinking- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3</p> <p>Quality preparation, research and planning- Students use preparation, research and planning techniques to inform the outcome. KLI4</p> <p>Quality communication- Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5</p> <p>Quality of outcomes through use of specialist technical principles- Students outcomes meet almost all of the project's success criteria. KLI6</p> <p>Technical terminology- Students use correct specialist technical terminology used correctly within the unit of work. KLI7</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>Creative problem solving and use of maths- 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." KLI1</p> <p>Critical thinking- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3</p> <p>Quality preparation, research and planning- Students use preparation, research and planning techniques to inform the outcome. KLI4</p> <p>Quality communication- Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5</p> <p>Quality of outcomes through use of specialist technical principles- Students outcomes meet almost all of the project's success criteria. KLI6</p> <p>Technical terminology- Students use correct specialist technical terminology used correctly within the unit of work. KLI7</p>	Audio/Visual Media & Design	Formative Assessment: Peer-Evaluation – Scripts (Sound, shooting, screen, etc) of own product.

<p>KLI 1 KLI 2 KLI 3 KLI 4 KLI 5 KLI 6 KLI 7</p>	<p>Creative problem solving and use of maths- 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." KLI1</p> <p>Follow Health and Safety- Students can demonstrate an awareness of safe working practices KLI2</p> <p>Critical thinking- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3</p> <p>Quality preparation, research and planning- Students use preparation, research and planning techniques to inform the outcome. KLI4</p> <p>Quality communication- Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5</p> <p>Quality of outcomes through use of specialist technical principles- Students outcomes meet almost all of the project's success criteria. KLI6</p> <p>Technical terminology- Students use correct specialist technical terminology used correctly within the unit of work. KLI7</p>	<p>Audio/Visual Media & Design</p>	<p>Summative Assessment – Presentation of Final Film</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>R093: Media industry sectors and products (TA1)</p> <p>R093: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2)</p> <p>R093: Audience demographics and segmentation (TA2)</p> <p>R093: Media codes used to convey meaning, create impact and/or engage audiences (TA2)</p>	<p>R093: Work planning and documents used to support ideas generation (TA3)</p> <p>R093: Documents used to design/plan media products (TA3)</p> <p>R094: Purpose, features, elements and design of visual identity</p> <p>R094: Graphic design concepts and conventions</p> <p>R094: Properties of digital graphics and use of assets</p>	<p>R094: Techniques to plan visual identity and digital graphics</p> <p>R094: Tools and techniques to create visual identity and digital graphics</p> <p>R094: Technical skills to source, create and prepare assets for use within digital graphics</p>	<p>R094: Techniques to save and export visual identity and digital graphics (with integrated R093 TA4 distribution considerations and file formats)</p> <p>R094: NEA Assessment (working on)</p>	<p>R094: NEA Assessment (Working on and submit¹ for moderation)</p> <p>SUBMISSION DEADLINE: 15TH MAY</p> <p>R096: TA1 Introduction (with R093 key content embedded)</p>	<p>R096: Features and conventions of animation & audio</p> <p>R096: Content used in animation with audio</p> <p>R096: Resources required to create animation with audio</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p>R096: Pre-production and planning documentation and techniques for animation with audio</p>	<p>R096: Techniques to obtain, create and manage assets</p> <p>R096: Techniques used to create animation with audio</p>	<p>R096: Techniques to save and publish/export animation with audio</p> <p>R096: Techniques to check and review animation with audio</p> <p>R096: Improvements and further developments</p>	<p>R096: NEA Assessment (Working on)</p> <p>R093: Distribution platforms and media to reach audiences (TA4)</p> <p>R093: Properties and formats of media files (TA4)</p>	<p>R096: (submit¹ for moderation)</p> <p>SUBMISSION DEADLINE – 15TH MAY</p> <p>R093: Sources of research and types of research data (TA2)</p> <p>R093: The legal issues that affect media (TA3)</p> <p>R093: Job roles in the media industry (TA1)</p>	<p>R093: Revision and mock papers/tests</p> <p>R093: Examination (Terminal unit)</p>