



Exam style questions Learning outcome 1 Understand the purpose and content of pre-production	Exam style questions Learning outcome 2 Be able to plan pre-production	Exam style questions Learning outcome 3 Understand the purpose and properties of digital graphics and preproduction skills	Exam style questions Learning outcome 4 Analysing a visualisation diagram	Exam style questions All Analysing legislation	Complete portfolio
<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>
<b>Reading</b> – Analyse the use of Image, graphics, logos, text. Do this link to sectors education, entertainment, advertisement, information and educations?	<b>Reading</b> - Analyse a range of Pixel dimensions and DPI resolution used to produce graphics for the following sectors education, entertainment, advertisement, information and educations.	<b>Reading</b> – Analyse the assignment reading through the tasks, activities, workflow, timescales, resources, milestones, contingencies.	<b>Reading</b> – Research legislation including copyright, trademarks, intellectual property, data protection, privacy, defamation.	<b>Reading</b> – Around Shot type, dialogue, actions, events, characters, scenes, interaction, formatting.	<b>Reading</b> – Teacher handouts which include keywords and definitions for Bandwidth Wired and Wi-Fi Devices.
<b>Writing</b> – Document your research giving clear examples for each sector sectors education, entertainment, advertisement, information and educations.	<b>Writing</b> – Document your research giving clear detail of at least 5 file types including purpose and properties.	<b>Writing</b> – Document a work plan using a spreadsheet and detailing tasks and activities for your project.	<b>Writing</b> – Write and informative overview of how you will follow this legislation when using assets from the internet.	<b>Writing</b> – How this links to the use of preproduction skills to support your assignment.	<b>Writing</b> – Document the hardware and software you will need for your assignment.
<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>
Keyword research To identify examples, purpose and uses for mind maps/spider diagrams.	Keyword research To understand and identify the content of visualisation diagrams.	Keyword research To understand how to conduct and analyse tasks and activities associated with project brief	Keyword research To understand the importance of identifying the target audience and how they can be categorised.	Keyword research To understand the different types of digital media including images, sound, animation	Keyword research Hardware and software

Subject: **Cambridge Nationals in creative iMedia**

Year Group: **11**

(Timelines e.g. Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort’s curriculum intent).

## Year 11

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
R087 Creating interactive multimedia products R088 Creating a digital sound sequence	R087 Creating interactive multimedia products R088 Creating a digital sound sequence	R087 Creating interactive multimedia products R088 Creating a digital sound sequence	R087 Creating interactive multimedia products R088 Creating a digital sound sequence	R087 Creating interactive multimedia products R088 Creating a digital sound sequence	Completed
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
Analyse Design Create Review	Analyse Design Create Review	Analyse Design Create Review	Analyse Design Create Review	Analyse Design Create Review	
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
<ul style="list-style-type: none"> <li>• Preproduction techniques</li> <li>• Investigating using the WWW Analysis of client brief</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation and apply understanding to prepare preproduction documents</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate further the use and type of products in sectors including                             <ul style="list-style-type: none"> <li>• Education</li> <li>• Entertainment</li> <li>• Advertisement</li> <li>• Information</li> <li>• Promotion</li> </ul> </li> </ul>	Create the products - <ul style="list-style-type: none"> <li>• Developing multimedia product using tools and techniques</li> <li>• Developing a sound sequence using tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Complete two product reviews linking back to                             <ul style="list-style-type: none"> <li>• client requirements</li> <li>• identify areas for improvements</li> </ul> </li> </ul>	
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
Understand the purpose and content of pre-production	Be able to plan pre-production	Understand the purpose and properties of digital graphics and preproduction skills	analysing a visualisation diagram	analysing legislation	

Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
<b>Reading</b> – Analyse the use of interactive multimedia products and sound. Do this link to sectors education, entertainment, advertisement, information and educations?	<b>Reading</b> - Analyse a range of sound files and resolution used to produce sound for the following sectors education, entertainment, advertisement, information and educations.	<b>Reading</b> – Analyse the assignment reading through the tasks, activities, workflow, timescales, resources, milestones, contingencies.	<b>Reading</b> – Research legislation including copyright, trademarks, intellectual property, data protection, privacy, defamation.	<b>Reading</b> – technical aspects of recording sound.	
<b>Writing</b> – Document your research giving clear examples for each sector sectors education, entertainment, advertisement, information and educations.	<b>Writing</b> – Document your research giving clear detail including purpose and properties.	<b>Writing</b> – Document a work plan using a spreadsheet and detailing tasks and activities for your project.	<b>Writing</b> – Write and informative overview of how you will follow this legislation when using assets from the internet.	<b>Writing</b> – How this links to the use of preproduction skills to support your assignment.	
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
Keyword research To identify examples, purpose and uses for mind maps/spider diagrams.	Keyword research To understand and identify the content of visualisation and script diagrams.	Keyword research To understand how to conduct and analyse tasks and activities associated with project brief	Keyword research To understand the importance of identifying the target audience and how they can be categorised.	Keyword research To understand the different types of digital sound media.	