Cambridge Nationals iMedia J834
Curriculum Overview

Year 1 - Year 10

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Assessments						
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	R093: Media industry (TA1) R093: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2) R093 Audience demographics and segmentation (TA2) R093: Media codes used to convey meaning, create impact and/or engage audiences (TA2)	R093: Work planning and documents used to support ideas generation (TA3) R093: Documents used to design/plan media products (TA3) R094: Purpose features, elements, and design of visual identity	R094: Techniques to plan visual identity and digital graphics R094: Tools and techniques to create visual identity and digital graphics R094: Technical skills to source, create and prepare assets for use within digital graphics	R094: Techniques to save and export visual identity and digital graphics (with integrated R093 TA4 distribution considerations and file formats) R094: NEA Assessment (working on)	R094: NEA Assessment (Working on and submit for moderation) R097: TA1 Introduction (with R093 key content embedded)	R097: Features and conventions of interactive digital media R097: Resources required to create interactive digital media products
Additional support links:	https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/					
Knowledge: Included here is the specific knowledge your child will learn in detail	1.1 Media industry sectors and products 2.1 How style content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/or engage audiences To include: • Know the different purposes of media products • How style, content and layout are adapted to meet • How to recognise keywords and information in client briefs • Know the requirements in client briefs that inform planning • Why requirements in client briefs can constrain planning and production • How to interpret requirements in client briefs to generate ideas and plan • Know the different ways that client briefs are Communicated	3.3 Documents used to design and plan media products To include: • The purpose of work planning • Know the components of workplans • The role of workplan components in work planning • The advantages of using workplans • How workplans are used to manage time, tasks, activities and resources for individuals and large teams To include: • Know the purpose of each document • Know the components and conventions of each document • Know the hardware and software used to create each document • Know the users of each document • When each document is appropriate for use • What makes each document effective • How to improve the effectiveness of documents for	1.1 Purpose, elements, and design of visual identity To include: • What is meant by visual identity • That visual identity is used to communicate the nature of brands and business' services or products • The component features of visual identity • The elements of visual identity • How visual identity relates to brand identity • How visual identity elements are influenced by business type, brand values and brand positioning • How visual identity elements are combined to shape perception and create emotional response • That visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market • That if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose • Using appropriate elements to create visual identity suitable for different target audiences/ consumers	3.3 Techniques to save and export visual identity and digital graphics To include: • Saving of files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits • Repurposing and exporting of visual identity and digital graphics in file formats and image properties which meet client requirements	1.1 Types of interactive digital media, content, and associated hardware To include: • The different formats interactive digital media takes • How format is linked to the purpose of interactive digital media products • How format is linked to the audience of interactive digital media products • How devices used to access interactive To include: • How each type of content is used in interactive digital media products • What each content type is used for • How assets are used to create content • How the form and structure of interactive digital media products is affected by digital media content • How the form and structure of interactive digital media products is affected by the audience and purpose To include: • The range of devices used to access interactive digital media • How the devices used to access interactive digital	To include: • What makes an effective GUI • Differences between types of interface and interaction styles including advantages to users • Technical limitations of interface and interaction styles • Selecting appropriate interfaces and interaction styles • Non-linear navigation and its benefits • The importance of accessibility and how each accessibility feature assists users • Selecting appropriate accessibility features To include: • Applying conventions to create effective interface designs To include: • How original work differs from adaptations to existing designs • How imaginative work can be derivative • How to balance following conventions with originality/imagination to produce creative products To include:

	To include: • Know the different technical, symbolic and written codes used to convey meaning, create impact and/ or engage audiences • How codes are used to convey meaning, create impact and/or engage audiences • How the codes used relate to audience, purpose and context • How the combination of content and codes work together to convey meaning, create impact and engagement	users in given contexts Does not include • Creating documents from scratch	• Creating mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board • Creating digital mood boards using digital images collected from web and other sources, placed on documents/slides in software applications • Using mind maps drawn out on paper or using software applications to expand ideas and identify details • Using concept sketches to develop ideas • Using visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications		media are linked to purpose and audience of products • How to adapt content to suit different access methods	• How different hardware is used to create interactive digital media products • Why designers use particular hardware devices • The positive and negative impacts hardware choice has on final products To include: • How different software applications and their tools are used to create interactive digital media • Why designers use particular software applications • The positive and negative impacts software and related tool choice has on final products
Skills: Included here is the specific skills your child will learn in detail	Media codes – Technical, Symbolic, Written Ways that meaning, impact and/or engagement are created using - Animations, Audio, dialogue, music genre, silence, sound effects, vocal intonation, Camera techniques, angles, shots, movement		Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics - Mood board, Mind map, Concept sketch, Visualisation diagram	Save and export Proprietary format master files, Repurpose and export in appropriate file formats	Format types of interactive digital media Hardware devices used to access interactive digital media Methods of user interaction within interactive digital	Use of tools, hardware & software to create interactive digital media
Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.	Purpose - advertise/promote, educate, entertain, inform, influence, Style, content and layout, colour, conventions of genre, formal/informal language, positioning of elements, style of audio, presentation, style of visual representation, tone of language Client requirements - type of product, purpose, audience, client ethos, content, genre, style, theme, timescales, Client brief formats, commission, formal, informal, meeting/discussion, negotiated, written		Components of workplans phases - pre-production, production, post-production, tasks, activities, workflow, timescales, Milestones, contingencies, resources - hardware, people, software Mind map - digital, hand drawn •Purpose of visual identity - Recognition/familiarity, establish a brand, Develop brand loyalty, Visual communication with audiences/consumers •Component features of visual identity - Name, Logo, Slogan/strap line •Elements of visual identity - Graphics (shape/symbol), Typography, Colour palette and meaning, Layout/complexity	Save, export, Proprietary format, master files, Repurpose, file formats	The format types of interactive digital media □ Websites □ Information points□ Mobile apps □ E-learning products □ Digital maps □ Games Content used in interactive digital media □ Images □ Audio□ Video□ Animation□ Text□ Tables □ Lists□ Forms□ Navigational buttons □ Maps□ Quiz□ Layers Hardware devices used to access interactive digital media □ Computers□ Games consoles □ Kiosks□ Phones□ Smart TV □ Tablets Methods of user interaction within interactive digital media □ Touch screen/stylus□ Voice controls□ Camera input□ Keyboard/buttons□ Mouse/joystick control	Features of interactive digital media design □ GUI (graphical user interface) design2, Layout, Typography, White space, Interface, accessibility, conventions, Non-Linear Navigation Hardware used to create interactive digital media □ Computer□ Mouse/trackpad □ Stylus□ Monitor□ Graphics tablet □ Touch screen□ Microphone □ Digital camera Software used to create interactive digital media products □ Web authoring software □ App creation software □ Authoring tools □ Kiosk interface software

Cambridge Nationals iMedia J834
Curriculum Overview

Year 2 -Year 11

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Assessments						
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	R097: Pre-production and planning documentation and techniques for interactive digital media	R097: Technical skills to create and/or edit and manage assets for use within interactive digital media products R097: Technical skills to create interactive digital media	R097: Techniques to save and export/publish interactive digital media R097: Techniques to test/check and review interactive digital media R097: Improvements and further developments	R097: NEA Assessment (Working on) R093: Distribution platforms and media to reach audiences (TA4) R093: Properties and formats of media files (TA4)	R097: (submit1 for moderation) R093: Sources of research and types of research data (TA2) R093: The legal issues that affect media (TA3) R093: Job roles in the media industry (TA1)	R093: Revision and mock papers/tests R093: Examination (Terminal unit)
Additional support links:	https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/					
Knowledge: Included here is the specific knowledge your child will learn in detail	1.4 Pre-production and planning documentation and techniques for interactive digital media To include: • Creating designs which include all aspects of interactive digital media o screen designs o colour scheme, text, layout o navigation features o GUI (menus, buttons, links) o interaction with media elements • Planning the content of interactive digital media products • Using conventions of interactive digital media when planning user interface layouts • Planning the properties of assets needed to meet client requirements • Planning assets that are technically suitable for interactive digital media products and client requirements Does not include: • Any form of project management planning documentation including workplans and Gantt charts • Visualisation diagrams • Asset sourcing To include:	To include: • Using search tools to source assets which are suitable for use within interactive digital media • Locating and using libraries and stock media, when identifying and selecting pre-made digital media content • Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media To include: • Using software tools and techniques to create and repurpose static image assets • Using vector and bitmap images appropriately • Adjusting brightness and contrast, levels, colour balance, hue, saturation • Changing image/canvas size - expanding or modifying • Using filters and effects to enhance visual appeal - stylise, monochrome, colour toning, vignette, sharpen • Applying transformations to correct or distort objects - flip, skew, rotate • Using retouching techniques to remove unwanted	To include: • Saving interactive digital media products in native software using propriety formats to maintain editable versions during creation • Using version control and naming conventions to help rollback of features during the testing phase To include: • Using settings/processes to export/publish finished interactive digital media products • Using appropriate file formats for interactive digital media products to be used without requiring installation of specialist software, compatibility of file formats with platforms and devices	To include: • Saving interactive digital media products in native software using propriety formats to maintain editable versions during creation • Using version control and naming conventions to help rollback of features during the testing phase To include: • Using settings/processes to export/publish finished interactive digital media products • Using appropriate file formats for interactive digital media products to be used without requiring installation of specialist software, compatibility of file formats with platforms and devices Does not include: • Publishing finished products to online locations	To include: • The reasons for, and benefits of, conducting research • The advantages and disadvantages of primary and secondary research and data • How research is carried out using different methods and/or sources • The advantages and disadvantages of each primary research method and second research source • The differences between qualitative and quantitative data/information To include: • The purpose of, and reasons for, each legal consideration • What is required of media producers to comply with each legal consideration • The impact on individuals and media producers of media producers using and publishing inaccurate personal information Does not include: • Specific Acts of legislation To include: • Know what is meant by intellectual property • The purpose of, and reasons for, legislation to protect intellectual property • What is required of media producers to respect	R093: Revision and mock papers/tests R093: Examination (Terminal unit)

	• Planning the navigation between pages/scenes and interactive elements • Planning user interaction • Planning responses to interaction (feedback/ closure)	elements - using cloning, healing, blur, colour swatches, colour picker, pencil, brush, background removal • Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media To include: • Using software tools and techniques to create and repurpose audio assets • Importing sound to create assets • Trimming/cutting/splitting unwanted parts of sound assets • Joining sounds together to extend sound assets • Adjusting volume of sound assets • Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media			intellectual property rights • How and when intellectual property can be protected • The implications for media producers of using copyrighted materials without permission Does not include: • Specific Acts of legislation To include: • Know the types of products covered by regulation, certification and classification • The purpose of, and reasons for regulation, certification and classification • Know the roles of regulatory bodies and areas of responsibility • Know examples of the way media products are classified • The impacts of regulation, certification and classification on media production To include: • Know common risks and hazards in media production • What is required of media producers to mitigate health and safety risks and hazards • What risk assessments are and the purpose of risk assessments • What location recces are and the purpose of location recces	
Skills: Included here is the specific skills your child will learn in detail	• Creating designs which include all aspects of interactive digital media • Planning the content of interactive digital media products • Using conventions of interactive digital media when planning user interface layouts • Planning the properties of assets needed to meet client requirements • Planning assets that are technically suitable for interactive digital media products and client requirements Planning the navigation between pages/scenes and interactive elements • Planning user interaction • Planning responses to interaction (feedback/closure)	Saving interactive digital media products during creation Version control Techniques for exporting/publishing finished interactive digital media products	Saving interactive digital media products during creation □ Version control Exporting/publishing finished interactive digital media products □ Techniques for exporting/publishing □ Platform independent file formats	Job roles in the media industry To include: • How each role contributes to the creation of media products • main responsibilities of each role in the creation of media products • Know that some job roles are specific to preproduction, production or post-production phases • Know that some job roles span multiple production phases • Why the size and scale of projects/productions means that individuals may perform more than one role	

Cambridge Nationals iMedia J834

Curriculum Overview

| Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers. | *Pre-production documentation for interface planning* □ Wire frames □ Storyboards *Pre-production documentation and planning for content* □ Master page/page template design □ Asset table □ Assets to form content□ position of assets□ purpose of assets□ Properties of assets linked to purpose□ age appropriateness□ quality□ size on screen□ Technical compatibility of assets□ file size□ file type□ resolution *Pre-production documentation and planning for user interaction* □ Navigation and hierarchy diagrams □ Interactive features and controls | Exporting/publishing, Platform independent file formats, folder management □ Folder Structure □ root, images, media content, styles □ File naming conventions □ Master page/template elements□ house style □ navigation system □ fixed/editable content □ Master page/template □ Product content□ Playback controls□ Triggers and behaviours | Version control, Exporting/publishing | Primary research methods □ focus groups□ interviews□ online surveys□ questionnaires □ Secondary research sources □ books and journals□ internet sites/research□ magazines and newspapers□ television□ Research data□ qualitative information □ quantitative information | |