

Curriculum Intent:

The Cambridge Nationals in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. It will encourage independence, creativity and awareness of the digital media sector, through the use of these skills, students will ultimately be creating fit-for-purpose creative media products. The qualification design, including the range of units available, will allow students the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

Examinations

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.

Mandatory Units

- R081: Pre-production skills Written paper OCR set and marked
- R082: Creating digital graphics Centre-assessed tasks OCR-moderated

Optional Units

- R084: Storytelling with a comic strip Centre-assessed tasks OCR-moderated
- R086: Creating a digital animation Centre-assessed tasks OCR-moderated

In year 10, we will aim to complete Unit **R082, R086 and R081**.

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
Content, Knowledge & Skills	Unit R082: Creating digital graphics – Controlled Assessment (25%) Students will understand the basics of digital graphics Editing for the creative and digital media sector. Students will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop the understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. Scenario: A book publisher requires a cover jacket for a new fiction book. The storyline of the book is based on a mission to the planet Saturn in our own solar system. Title: Saturn Explorer Author: Carotin Jacob Genre: Science fiction Publisher: 2020 World		Unit R086: Creating a digital animation-- Controlled Assessment (25%) This unit builds on unit R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Digital animation is used in a wide range of applications in the creative and digital media sector. It can enhance applications, and be used to entertain and inform the viewer. This unit enables learners to understand the basics of digital animation for the creative and digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product. On completion of this unit, learners will understand different types of digital animation techniques, know where they are used, be able to plan and create a digital		Unit R081: Pre-production skills – Examination (25%) Mandatory examined unit. Students will learn pre-production skills used in the creative and digital media sector. It will develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Students will complete the following revision topics and past exam papers: <ul style="list-style-type: none"> • File types • Compression settings (Lossy/Lossless) • Mood board • Client requirements • Story board • Work plan 	

The cover jacket will wrap around the front and back of the book. The dimensions of the cover jacket to include front, back and spine are: Width: 12.0 inches (305 mm) based on the front cover alone being 5.5 inches with a 1 inch spine Height: 8.5 inches (216 mm)

A single piece of digital graphic artwork should be produced for the front, back and spine, which will need to be print quality. A second version of the cover jacket will be needed for the publisher website and online book retailers. The graphic should be resized to 500 pixels in height and saved as a separate file. The website version can be for the entire front/back artwork or just the front cover but must be 500 pixels high whichever approach you take. The target audience for the book will be quite broad but you can select a more specific audience group in your planning and explain why the content will appeal to them.

animation and test and review a completed animation against a specific brief.

Scenario:

You have been asked to create a digital animation for a new robot-style toy. The animation will be used on a website as an advertisement so must be in a suitable size and format.

The toy advertisement should:
show how it is assembled from a number of parts that are moved and combined together e.g. body, head, arms and legs

when all the parts are assembled, the chest of the body begins to glow with a bright light
the name of the toy and price is then displayed using the following text:

- ROBO-PERSON
- £29.95
- In shops now!

The digital animation should loop so that it runs continuously (i.e. repeats when finished). It should be exported in a suitable file format for use on a website advertisement e.g. a 'skyscraper' size of 600 pixels high by 160 pixels wide but other sizes may be considered with a suitable justification. The choice of the actual size will be part of your own interpretation.

The intended target audience for the toy will be age range 12–16 but you should think about this in more detail and consider who will watch the advertisement.

Careers Week

Students will explore jobs relating to iMedia, and identify pathways including subject choices in college.

They will also look into jobs in the Media industry.

- **Visualisation Diagrams**
- **Scripts**
- **Camera angles**
- **Mind maps**
- **Copyright law (Trademarks, intellectual property etc)**
 - **Health and safety at work**
 - **Primary and secondary research**

Key Vocabulary	Digital Graphic Composition Bitmap Vector	Digital animation Shape tween Motion tween Flip book	Storyboard Mind map Mood board Visualisation diagram Intellectual property
Assessment	<ul style="list-style-type: none"> • LO 1: Understand the purpose and properties of digital graphics • LO 2: Be able to plan the creation of a digital graphic • LO 3: Be able to create a digital graphic • LO 4: Be able to review a digital graphic 	L01: Understand the purposes and features of animation L02: Be able to plan a digital animation Learning Outcome 3: Be able to create a digital animation L04: Be able to review a digital animation	<ul style="list-style-type: none"> • LO 1: Understand the purpose and content of pre-production • LO 2: Be able to plan pre-production • LO 3: Be able to produce pre-production documents • LO 4: Be able to review pre-production documents

Curriculum Intent:

KEY STAGE 4 CREATIVE iMEDIA

At Key Stage 4 students can opt to study Creative iMedia giving them a wide range of IT skills that are used in the modern world including Graphics Design, Media Production and Web Development. Creative iMedia encourages students to be creative and independent, Students will leave Key Stage 4 with the knowledge and skills of the creative iMedia industry and transferable skills and tools which crossover into other aspects/subjects, such as research, planning and review, communicating and working with others.

Examinations

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Mandatory Units

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Optional Units

- R084: Storytelling with a comic strip Centre-assessed tasks OCR-moderated
- R086: Creating a digital animation Centre-assessed tasks OCR-moderated

In Year 11, we will aim to complete units **R084** and re-visit Units **R082 and R086** for improvements. Revision for **R081** will resume in preparation for the final exam.

Year 11	HT1	HT2	HT3	HT4	HT5	HT6
Content, Knowledge & Skills	<p>Revisiting and Improving units of work;</p> <p>Unit R082: Creating digital graphics – Controlled Assessment (25%)</p> <p>Unit R086: Creating a digital animation— Controlled Assessment (25%)</p> <p>Students will understand the basics of digital graphics Editing for the creative and digital media sector. Students will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop the understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p> <p>Students will re-visit and improve the two unit of work from year 10.</p>		<p>Unit R084: Storytelling with a comic strip– Controlled Assessment (25%)</p> <p>This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge, and understanding gained in those units.</p> <p>Comic strips are as popular today as they have ever been in their history. They have evolved from their origins in the early part of the 20th century from simple story strips to become whole genres of interest which span the world.</p> <p>This unit will enable learners to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques.</p> <p>On completion of this unit, learners will be able to explore different genres of comic strip and how</p>	<p>Exam prep and Exam ;</p> <p>Unit R081: Pre-production skills – Examination (25%)</p> <p>Mandatory examined unit. Students will learn pre-production skills used in the creative and digital media sector. It will develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p> <p>Students will complete the following revision topics and past exam papers:</p> <ul style="list-style-type: none"> • File types • Compression settings (Lossy/Lossless) • Mood board • Client requirements • Story board • Work plan • Visualisation Diagrams 		

		<p>they are created, plan and create a comic strip to specific requirements, and review the final comic against a specific brief.</p> <p><u>Project Scenario:</u></p> <p>CyberSafety Online is a government funded organisation that aims to educate teenagers on the dangers of cyber bullying (especially 11–16 year olds). They have found a rise in cyber bullying on social media apps and websites. This is partly due to the greater use of mobile devices such as mobile phones and tablets.</p> <p>CyberSafety Online has asked you to create a multipage comic strip that tells a story about the dangers of cyber bullying on mobile devices. It should show an example of the dangers and what somebody should do if they are a victim of cyber bullying.</p> <p>The comic strip will be available electronically from the CyberSafety Online website and will be distributed in high streets across the country. It therefore needs to be in a format that can be printed and also viewed online without specialist software.</p>	<ul style="list-style-type: none"> • Scripts • Camera angles • Mind maps • Copyright law (Trademarks, intellectual property etc) • Health and safety at work • Primary and secondary research
<p>Key Vocabulary</p>	<p>Digital Graphic Composition Bitmap Vector Hue/Saturation Colour balance Layers</p>	<p>Genre Comic strip Client brief Copyright Stage direction Dialogue Scripts Pixel dimensions</p>	<p>Storyboard Mind map Mood board Visualisation diagram Intellectual property</p>

Assessment	<ul style="list-style-type: none">• LO1: Understand the purpose and properties of digital graphics• LO2: Be able to plan the creation of a digital graphic• LO3: Be able to create a digital graphic• LO4: Be able to review a digital graphic	L01: Understand comic strips and their creation L02: Be able to plan a multipage comic strip L03: Be able to produce a multipage comic strip L04: Be able to review a multipage comic strip	<ul style="list-style-type: none">• LO1: Understand the purpose and content of pre-production• LO2: Be able to plan pre-production• LO3: Be able to produce pre-production documents• LO4: Be able to review pre-production documents
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