| Media |
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| Simon Garrard |
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| **Examination Board:  OCR** |
| **Qualification:  Creative iMedia Level 1/2 /Certificate** |
| **Tiers:  Level 1 / Level 2** |
| **Grades:  L1 Pass – L2 Distinction** |
| **Why study subject name? / Learning Aims / Learning Objectives** |
| Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. |
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| **What will I be learning and progressing to each year?** |

| Year | Key Knowledge | Key Skills | Key Vocabulary |
|---|---|---|---|
| 9 | **R081: Pre-production skills**<br><br>Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques | This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre- | |

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| | production documents. Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units. | |
| **Link to knowledge organiser here** | **Link to homework here** | **Link to full Y9 vocabulary here** |

The content of your curriculum in this academic year for your subject
• the purpose and uses for:
○ mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)
○ mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)
○ visualisation diagrams (e.g. for still images and graphics)
○ storyboards (e.g. for use with video, animation)
○ scripts (e.g. for a video production, voiceover, comic book or computer game)
• the content of:
○ mood boards
○ mind maps/spider diagrams
○ visualisation diagrams, i.e.:
• images
• graphics
• logos
• text
○ storyboards, i.e.:
• number of scenes
• scene content
• timings
• camera shots (e.g. close up, mid, long)
• camera angles (e.g. over the shoulder, low angle, aerial)
• camera movement (e.g. pan, tilt, zoom or using a track and dolly)
• lighting (e.g. types, direction)

• sound (e.g. dialogue, sound effects, ambient sound, music)

• locations (e.g. indoor studio or other room, outdoor)

• camera type i.e.

– still camera

– video camera

– virtual camera (e.g. for animations, 3D modelling or computer games)

o scripts, i.e.:

• set or location for the scene

• direction (e.g. what happens in the scene, interaction)

• shot type

• camera movement

• sounds (e.g. for actions or events)

• characters

• dialogue (e.g. intonation, loudness, emotion)

• formatting and layout.

Learning Outcome 2:

• interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a
specific brief (e.g. by client discussion, reviewing a written brief, script or specification)

• identify timescales for production based on target audience and end user requirements

• how to conduct and analyse research for a creative digital media product, i.e.:

o using primary sources

o using secondary sources

• produce a work plan and production schedule to include:

o tasks

o activities

o work flow

o timescales

o resources

o milestones

o contingencies.

• the importance of identifying the target audience and how they can be categorised, i.e.:

o gender

o age

o ethnicity

o income

o location

o accessibility

• the hardware, techniques and software used for:

o digitising paper-based documents

o creating electronic pre-production documents

• the health and safety considerations when creating digital media products (e.g. use of risk assessments,

location recces, safe working practices)

• legislation regarding any assets to be sourced, i.e.:

o copyright

o trademarks

o intellectual property

• how legislation applies to creative media production, i.e.:

o data protection

o privacy

o defamation

o certification and classification

o use of copyrighted material and intellectual property.

o scripts, i.e.:

• set or location for the scene

• direction (e.g. what happens in the scene, interaction)

• shot type

• camera movement

• sounds (e.g. for actions or events)

• characters

• dialogue (e.g. intonation, loudness, emotion)

• formatting and layout.

Learning Outcome 3:

• create a:

o mood board

○ mind map/spider diagram
○ visualisation diagram or sketch
○ storyboard
• analyse a script (e.g. scenes/locations, characters, resources and equipment needed).
Learners must be taught:
• the properties and limitations of file formats for still images
• the properties and limitations of file formats for audio
• the properties and limitations of file formats for moving images, i.e.:
○ video
○ animation
• suitable naming conventions (e.g. version control, organisational requirements).
Learners must be taught how to:
• identify appropriate file formats needed to produce:
○ pre-production documents
○ final products in line with client requirements.

Learning Outcome 4:
• review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)
• identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).

| Year | Key Knowledge | Key Skills | Key Vocabulary |
|---|---|---|---|
| 10 | **R082: Creating digital graphics**<br><br>Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief. | This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. | |

| | | Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. | |
| **Link to knowledge organiser here** | **Link to homework here** | **Link to full Y10 vocabulary here** |

The content of your curriculum in this academic year for your subject

Learning Outcome 1:

why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate)

• how digital graphics are used (e.g. magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games)

• types of digital graphics, i.e.:

○ bitmap/raster

○ vector

• file formats, i.e.:

○ .tiff

○ .jpg

○ .png

○ .bmp

○ .gif

○ .pdf

• the properties of digital graphics and their suitability for use in creating images, i.e.:

○ pixel dimensions
○ dpi resolution
○ quality
○ compression settings
• how different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).

Learning Outcome 2:
interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)
• identify timescales for production based on target audience and end user requirements
• how to conduct and analyse research for a creative digital media product, i.e.:
○ using primary sources
○ using secondary sources
• produce a work plan and production schedule to include:
○ tasks
○ activities
○ work flow
○ timescales
○ resources
○ milestones
○ contingencies.
• the importance of identifying the target audience and how they can be categorised, i.e.:
○ gender
○ age
○ ethnicity
○ income
○ location
○ accessibility
• the hardware, techniques and software used for:
○ digitising paper-based documents
○ creating electronic pre-production documents
• the health and safety considerations when creating digital media products (e.g. use of risk assessments,

location recces, safe working practices)
• legislation regarding any assets to be sourced, i.e.:
○ copyright
○ trademarks
○ intellectual property
• how legislation applies to creative media production, i.e.:
○ data protection
○ privacy
○ defamation
○ certification and classification
○ use of copyrighted material and intellectual property.

Learning Outcome 3:
source assets identified for use in a digital graphic, i.e.:
○ images
○ graphics
• create assets identified for use in a digital graphic, i.e.:
○ images
○ graphics
• ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution)
• create a digital graphic using a range of tools and techniques within the image editing software application
(e.g. cropping, rotating, brightness, contrast, colour adjustment)
• save a digital graphic in a format appropriate to the software being used
• export the digital graphic using appropriate formats and properties for
○ print use
○ web use
○ multimedia use.
• how to use version control when creating a digital graphic

Learning Outcome 4:
review a digital graphic against a specific brief
• identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating,
brightness, contrast, levels, colour adjustment)

| Year | Key Knowledge | Key Skills | Key Vocabulary |
|------|--------------|-----------|----------------|
| 11 | R084: Storytelling with a comic strip<br><br>Students explore different genres of comic strip and how they are created. They plan and create a comic strip to specific requirements, and review the final comic against a specific brief.<br><br>The content of your curriculum in this academic year for your subject<br><br>Learning Outcome 1:<br><br>    &bull; multipage comic strips, i.e.:<br>o genres of comic strip (e.g. humorous, action, sci-fi, super hero)<br>o target audience (e.g. young children, teenagers, adults)<br>o country of origin (e.g. UK, America, Japan)<br>o the history of the comic strip<br>&bull; a range of multipage comic strip characters, including their physical and non-physical characteristics<br>&bull; the software and tools that can be used to create multipage comic strips (e.g. specialist comic strip creation software, DTP software)<br>&bull; how panel placement and layout creates the flow of a story. | Students explore different genres of comic strip and how they are created. They plan and create a comic strip to specific requirements, and review the final comic against a specific brief. | |

Learning Outcome 2:

interpret client requirements for a multipage comic strip
(e.g. where it will be used, comic strip
length, size and format) based on a specific brief (e.g. by
client discussion, reviewing a
written brief, or specification)
• understand target audience requirements for
multipage comic strips
• construct an original script and storyline
• construct a storyboard to include:
o panel layout
o focal points within panels
o characters
o storyline
o communication
o locations
• identify assets needed to create a multipage comic
strip (e.g. background scenes, characters,
shapes, text, fonts)
• identify the resources needed to create a multipage
comic strip (e.g. digital camera, internet,
scanner, computer system and software).
Learners must be taught:
• how legislation (e.g. copyright, trademarks, intellectual
property use, permissions and
implications of use) applies to assets (e.g. comic strip
characters, logos) used in multipage
comic strip scripts and storylines, whether sourced or
created.

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| | Learning Outcome 3:<br>　• source and store assets to be used in a multipage comic strip<br>　• lay out panels:<br>　o on a single page<br>　o across multiple pages<br>　• insert assets into panels<br>　• establish focal points in panels<br>　• integrate a script into a visual storyline<br>　• save a multipage comic strip in formats and properties appropriate to the software being used<br>　• export multipage comic strips in a file format appropriate to client requirements.<br>　Learners must be taught:<br>　• how to use version control when producing multipage comic strips.<br><br>Learning Outcome 4:<br><br>　review a multipage comic strip against a specific brief<br>　• identify areas for improvement and further development of a multipage comic strip (e.g. characters, storyline, layout of panels, background).<br><br>R091: Designing a game concept<br><br>Students learn the basics of planning and designing digital games for the creative digital media sector. They investigate the capabilities and limitations of different platforms, and identify core features of digital games as they create a games design concept proposal for presentation to a client for critical review. | | |

The content of your curriculum in this academic year for your subject

Learning Outcome 1:

the evolution of digital game platforms from generations 1 to 8 (e.g. handheld, PC, consoles)
• the evolution of the characteristics of a range of digital games (e.g. 2D arcade, 3D RPG, MMO, simulation, game-based learning, augmented reality)
• game objectives of a range of digital games
• digital game genres (e.g. action, sports, role playing game, quest, strategy).
Learners must be taught how to:
• compare the capabilities and limitations of platforms for 2D/3D digital games, i.e.:
o hardware
o display devices
o game delivery method
o networking, storage
o player interface
o peripherals.

Learning Outcome 2:
interpret client/focus group requirements for digital game concepts (e.g. game genre, intended platform, purpose) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification)
• understand target audience requirements
• generate a range of original ideas for a new game in line with client requirements, including key game play outlines, i.e.:
o genre
o concept
o narrative
o characters
o locations.

Learning Outcome 3:

• identify design constraints and opportunities (e.g. availability of assets, target platform for the game,

development timescales, costs, distribution channels)

• produce a range of visualisations for a game proposal (e.g. characters, character customisation, start
screen, quizzes, battle system, upgrade methodology)

• create a game proposal to include:

○ game objectives

○ target audience and PEGI rating

○ game structure (e.g. three parts/acts/chapters, game play, main challenge)

○ genre (e.g. action, sports, role playing game, quest, strategy)

○ narrative structure (e.g. storyline, actions, events, script)

○ characters i.e.:

– player

– non-player

○ visual style (e.g. theme, first person or third person, selectable views, realism)

○ sounds

○ scoring systems

○ downloadable content.

Learners must be taught:

• how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of
use) applies to the use of assets (e.g. images, graphics, background scenes, game characters), ideas
and concepts (e.g. storylines, narrative, PEGI certification) as part of a games design whether sourced or
created.


Learning Outcome 4:


review a game proposal for a client or focus group

• identify areas for improvement and further development of a game design concept.

Learners must be taught:

• how to use version control when creating a game proposal

**How will my work be assessed? / assessment components / frequency / term**

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| **Y9** | | | | | |
| | **R081: Pre-production skills** | 60 | 1 hour 15 mins | 30 | Written paper, OCR set and marked |
| **Y10** | | | | | |
| | **R082: Creating digital graphics** | 60 | Approx. 10 hours | 30 | Centre-assessed tasks, OCR moderated |
| **Y11** | | | | | |
| | **R084: Storytelling with a comic strip** | 60 | Approx. 10 hours | 30 | Centre-assessed tasks, OCR moderated |
| | **R091: Designing a game concept** | 60 | Approx. 10 hours | 30 | Centre-assessed tasks, OCR moderated |

| Extra-curriculum activities / Trips / Work experience / Community cohesion / Events participation |
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| Trips to Media related conferences and involvement in community arts projects. |
| **What would this subject enable me to do when I finish school? / Career Paths** |
| Progression to Level 3 courses in Media Production.  Employment in the Media industry. |
| **How parents or other members of the public can find out more about the curriculum your subject is following** |
| https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/ |
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