



YEAR 10 GCSE iMedia SPRING TERM 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Creating Visual Identity and Digital Graphics R094 B

Curriculum Intent	Pupils will be taught the following National Curriculum guidelines this term:
Skills/Assessment Objective Links	<p>At the end of this Unit all students should be able to:</p> <ul style="list-style-type: none">• Understand where images and graphics can be sourced from• Source appropriate images for use in a digital graphic• Create assets for use in a digital graphic• Understand how to use an assets table• Be able to create a visual identity using graphics software– Be able to draw completely new images as bitmap or vector files– Be able to create a logo using vector-based shapes• Create a new document with correct properties• Compile an image using basic techniques such as:<ul style="list-style-type: none">– Crop and move, Text, Eraser, Layers• Be able to add shapes and change their stroke and fill <p>Most students will be able to:</p> <ul style="list-style-type: none">• Understand technical features of assets including: pixel dimensions, DPI and resolution• Be able to create a visual identity using graphics software– Be able to add a name and slogan to a logo to create a visual identity• Understand features of graphic products such as:<ul style="list-style-type: none">– Rule of thirds– Margins• Understand how to make effective choices of assets• Be able to change the brightness and contrast of an image• Make use of the paint brush tool and change brushes• Apply filters to a layer• Be able to isolate images including:<ul style="list-style-type: none">– Image selection– Selection tools: magic wand, magnetic lasso, colour selection• Use other advanced tools:<ul style="list-style-type: none">– Layer styles• Understand features of graphic products such as:<ul style="list-style-type: none">– Giving objects space and highlighting key factors• Be able to use retouching tools such as:<ul style="list-style-type: none">– Cloning, Healing, Blur, Pencil• Understand how visual identity is used across a series of products• Understand how assets are saved to ensure technical compatibility for use within print graphics including:<ul style="list-style-type: none">– Resizing and resampling– Modifying image properties– Checking pixel dimensions and DPI• Be able to save and export graphics using:<ul style="list-style-type: none">– Master files / proprietary formats– Exporting visual identity and digital graphics in file formats and image properties suitable to meet client requirements <p>Some students will be able to:</p> <ul style="list-style-type: none">• Be able to create a visual identity using graphics software– Be able to apply a colour palette to a visual identity• Use other advanced tools:<ul style="list-style-type: none">– Adjustment layers– Text special effects – tracking and leading

Numeracy	
Literacy	<p>Vocabulary Tier 3: Image size, canvas size, layout tools, drawing tools, adjustment layer, brightness, contrast, selections, layers, layer styles, retouching, typography, filters, effects, shapes, colour fill, gradients, levels, colour balance, hue, saturation, opacity, merge layers, rename layers, drop shadows, effects, textures, cloning, healing, blur, colour, swatches, colour picker, pencil, brush, typography, font style, font size, font effects, tracking, leading, vignette, source assets, stock libraries, client library, asset folder, editing assets, derivative asset, drawing tools, bitmap file, vector file, resize, resample, image properties, pixel dimensions, DPI, resolution, original assets folder, edited assets folder, proprietary file format.</p> <p>Vocabulary Tier 2: levels, image, size, folder</p> <p>Reading: Worksheets, presentations, answer sheets, exam questions, mark scheme, further reading for homework</p> <p>Writing: Answer on the worksheet via word</p> <p>Oracy: listening and using tier 3 words</p>
Becoming future ready	<p>Careers/Employability:</p> <p>Creative iMedia you will be open a pathway to the creative industries which covers a whole range of different sectors including TV, video, photography, film, radio and games design. Examples of possible jobs you could do:</p> <ul style="list-style-type: none"> • Creative director • Web designer • Photo editor • Video & film editor • Graphic designer • Product designer • Multimedia artist • Animation/ animator
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Worksheets are well presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p>By Intervention: By providing different levels of supervision and support</p> <p>By Progressive Questioning: Exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: According to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils identify targets which are meaningful to them via feedback sheets</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<p>Topic 1 Asset sourcing and creating</p> <ul style="list-style-type: none"> • Understand where images and graphics can be sourced from • Source appropriate images for use in a digital graphic • Create assets for use in a digital graphic • Understand technical features of assets including pixel dimensions, DPI and resolution • Understand how to use an assets table <p>Topic 2 Creating a visual identity</p> <ul style="list-style-type: none"> • Be able to create a visual identity using graphics software • Be able to draw completely new images as bitmap or vector files • Be able to create a logo using vector-based shapes • Be able to add a name and slogan to a logo to create a visual identity • Be able to apply a colour palette to a visual identity <p>Topic 3 Compiling an image</p> <ul style="list-style-type: none"> • Understand features of graphic products such as:

	<ul style="list-style-type: none"> ○ Rule of thirds ○ Margins • Create a new document with correct properties • Compile an image using basic techniques such as: <ul style="list-style-type: none"> ○ Crop and move ○ Text ○ Eraser ○ Layers <p>Topic 4 Basic tools</p> <ul style="list-style-type: none"> • Understand how to make effective choices of assets • Be able to change the brightness and contrast of an image • Be able to add shapes and change their stroke and fill • Make use of the paint brush tool and change brushes • Apply filters to a layer <p>Topic 5 Isolating text and advanced tools</p> <ul style="list-style-type: none"> • Be able to isolate images including: <ul style="list-style-type: none"> ○ Image selection ○ Selection tools: magic wand, magnetic lasso, colour selection • Use other advanced tools: <ul style="list-style-type: none"> ○ Layer styles ○ Adjustment layers ○ Text special effects – tracking and leading <p>Topic 6 Retouching and other tools</p> <ul style="list-style-type: none"> • Understand features of graphic products such as: <ul style="list-style-type: none"> ○ Giving objects space and highlighting key factors • Be able to use retouching tools such as: <ul style="list-style-type: none"> ○ Cloning ○ Healing ○ Blur ○ Pencil • Understand how visual identity is used across a series of products <p>Topic 7 Saving and exporting</p> <ul style="list-style-type: none"> • Understand how assets are saved to ensure technical compatibility for use within print graphics including: <ul style="list-style-type: none"> ○ Resizing and resampling ○ Modifying image properties ○ Checking pixel dimensions and DPI • Be able to save and export graphics using: <ul style="list-style-type: none"> ○ Master files / proprietary formats ○ Exporting visual identity and digital graphics in file formats and image properties suitable to meet client requirements <p>End of unit assessment</p>
Current learning to be developed in the future within:	Will support the NEA mandatory set assignment for R094
Assessment	See assessment maps for formative and summative assessment opportunities.
Impact	Review marked pieces and target pupils that require further support via:- <ul style="list-style-type: none"> • Feedback using the school marking policy • Learning conversation

- Changing seating plan
- Plan lessons to address areas of concern in marked piece/assessment



NEA R094

No individualised feedback is provided, only generalised feedback to the whole group in accordance with the exam board guidelines. Students only be provided with the overall score at the end of the project and can have the marked reviewed by the teacher on request.