



# YEAR 11 GCSE iMedia SPRING TERM 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – R097

### Technical Skills Create and Review Interactive Digital Media

#### Curriculum Intent

Pupils will be taught the following National Curriculum guidelines this term:

**At the end of this Learning Aim all students should be able to:**

- Understand how to organise files and folders including:
  - How to structure the product folder with root, images, media content and styles
  - The use of file naming conventions
- Understand how to save and export/publish interactive digital media products
  - Save products in native software proprietary formats
  - Export/publish using platform independent file formats
- Create structures for navigation systems including:
  - Navigation bar, buttons
- Be able to add product content including:
  - Text
  - Images
  - Video
- Understand the techniques to test/check the technical properties of interactive digital media including:
  - checklist
- Know the elements that need checking including:
  - Functionality tests: navigation; interactivity; inputs and outputs
- Understand the constraints which limit the effectiveness of interactive digital media including:
  - Time, hardware, software, skills
- Be able to suggest opportunities for further development including:
  - Scope, additional multimedia elements


#### Skills/Assessment Objective Links

**Most students will be able to:**

- Understand how to save and export/publish interactive digital media products
  - Be able to make use of version control
- Be able to create master pages/screens/templates to ensure consistent styling
- Make use of house styles including:
  - Colour scheme, font styles, layout
  - Fixed content, editable content/regions
- Create structures for navigation systems including:
  - rollovers, hyperlinks, hotspots
- Be able to add product content including:
  - Tables
  - Lists
  - Audio
- Be able to make set up playback controls within interactive digital media products
- Be able to create:
  - quizzes
- Understand the techniques to test/check the technical properties of interactive digital media including:
  - Test plan; success criteria
- Know the elements that need checking including:
  - Testing inputs or behaviours: trying to break inputs; testing by following navigation paths or by deliberately not
- Be able to test the performance of multimedia functions including:
  - Testing playback/appearance; testing volume/quality; testing user controls for multimedia

	<ul style="list-style-type: none"> <li>Understand how to review the fitness for purpose of an interactive digital media product including: <ul style="list-style-type: none"> <li>Accessibility</li> <li>Be able to review audio-visual quality, appeal, interaction and engagement</li> </ul> </li> <li>Understand the constraints which limit the effectiveness of interactive digital media including: <ul style="list-style-type: none"> <li>resources</li> </ul> </li> <li>Be able to suggest improvements for an interactive digital media product including: <ul style="list-style-type: none"> <li>Overall style and design, quality, content and concept, animation/video, audio</li> </ul> </li> <li>Be able to suggest opportunities for further development including: <ul style="list-style-type: none"> <li>Scope, additional multimedia elements</li> </ul> </li> </ul> <p><b>Some students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand how triggers and behaviours are used within interactive digital media products including for: <ul style="list-style-type: none"> <li>Pop-up messages, drag and drop, scoring and reporting, user input, customised screen messages and feedback, closure</li> </ul> </li> <li>Be able to create: <ul style="list-style-type: none"> <li>pop-up messages</li> </ul> </li> <li>Understand how to review the fitness for purpose of an interactive digital media product including: <ul style="list-style-type: none"> <li>Accessibility</li> <li>Be able to review aesthetics</li> </ul> </li> </ul>
<b>Numeracy</b>	
<b>Literacy</b>	<p><b>Vocabulary Tier 3:</b> conventions, master page/master slide, template elements, house style, navigation system, fixed content, editable content, playback controls, triggers, behaviours, navigation bar, buttons, rollovers, hyperlinks, hotspots, text, images, tables, lists, sound, video, audio, maps, forms, navigation buttons, pop-up, drag and drop, input, scoring, reporting, closure, feedback, native file format, version control, exporting, publishing, test plan, checklist, success criteria, inputs, navigation paths, navigation, interactivity, outputs, playback, media quality, client requirements, target audience, accessibility, aesthetics, appeal, interaction, engagement, time, resources, hardware, software, concept, animation, video, audio, scope, multimedia elements, product type.</p> <p><b>Vocabulary Tier 2:</b> Folder management, folder structure, root folder, images folder, styles, file naming, skills, style, design</p> <p><b>Reading:</b> Worksheets, presentations, answer sheets, exam questions, mark scheme, further reading for homework</p> <p><b>Writing:</b> Answer on the worksheet via word</p> <p><b>Oracy:</b> listening and using tier 3 words</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b></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"> <li>Creative director</li> <li>Web designer</li> <li>Photo editor</li> <li>Video &amp; film editor</li> <li>Graphic designer</li> <li>Product designer</li> <li>Multimedia artist</li> <li>Animation/Animator</li> </ul>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	<p><b>By product:</b> Learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> 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><b>By Intervention:</b> By providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> Exploring pupils’ understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> According to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils identify targets which are meaningful to them via feedback sheets</p> <p><b>By Offering Optional Activities:</b> 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><b>Topic 1 Sourcing assets, vectors and bitmaps</b></p> <ul style="list-style-type: none"> <li>• Understand how to source suitable assets for inclusion in interactive digital media products including: <ul style="list-style-type: none"> <li>– Advanced searching</li> <li>– Searching by features or properties</li> <li>– Searching by licence</li> <li>– Making use of libraries and stock media</li> </ul> </li> <li>• Be able to save and export assets as suitable file sizes and formats for use as components within digital media products</li> </ul> <p><b>Topic 2 Image assets</b></p> <ul style="list-style-type: none"> <li>• Understand the techniques to create and repurpose image assets including: <ul style="list-style-type: none"> <li>– Adjusting brightness/contrast and colour</li> <li>– Adjusting image/canvas size (expanding or modifying)</li> <li>– Applying filters and effects to enhance visual appeal (stylise, monochrome, colour toning, vignette, sharpen)</li> <li>– Applying transformations (flip, skew, rotate) and retouching (cloning, healing, blur, colour swatches, colour picker, pencil, brush, background removal)</li> <li>– Adjusting levels, colour balance, hue and saturation</li> <li>– Saving and exporting with suitable file size and format</li> </ul> </li> </ul> <p><b>Topic 3 Audio assets</b></p> <ul style="list-style-type: none"> <li>• Understand the uses for audio assets including: <ul style="list-style-type: none"> <li>– Sound effects</li> <li>– Narration</li> <li>– Music</li> </ul> </li> <li>• Be able to use software tools and techniques to repurpose audio assets including: <ul style="list-style-type: none"> <li>– Cut, split, trim, extend, join, volume editing, enhancing sounds</li> <li>– Optimise file size/format</li> <li>– Saving and exporting assets in suitable file sizes and formats</li> </ul> </li> </ul> <p><b>Topic 4 Video assets</b></p> <ul style="list-style-type: none"> <li>• Understand the different types of moving image assets, including video and animation</li> <li>• Be able to use software tools and techniques to repurpose moving images, including: <ul style="list-style-type: none"> <li>– Importing video footage to create assets</li> <li>– Placing and sequencing video assets along timelines</li> <li>– Cut, split, trim, extend</li> <li>– Speed/pitch tempo</li> <li>– Adjust brightness and colour of video assets</li> <li>– Save and export assets as suitable file sizes and formats</li> </ul> </li> </ul> <p><b>Topic 5 Interactive assets</b></p> <ul style="list-style-type: none"> <li>• Be able to use software tools and techniques to create interactive assets including:</li> </ul>

	<ul style="list-style-type: none"> <li>– Diagrams</li> <li>– Maps</li> <li>– Buttons / roll over buttons</li> <li>– Banners</li> <li>– Navigation bars</li> <li>– Forms</li> </ul> 
<b>Current learning to be developed in the future within:</b>	Will support the exam R097
<b>Assessment</b>	See assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	<p>Review marked pieces and target pupils that require further support via:-</p> <ul style="list-style-type: none"> <li>• Feedback using the school marking policy</li> <li>• Learning conversation</li> <li>• Changing seating plan</li> <li>• Plan lessons to address areas of concern in marked piece/assessment</li> </ul>