



YEAR 10 GCSE iMedia AUTUMN TERM 1


'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Visual Identity and Assets R094 Pack A

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 the component features of visual identity including:<ul style="list-style-type: none">– Logo• Know the elements of visual identity including:<ul style="list-style-type: none">– Graphics, shapes and symbols– Layout/complexity• Understand design concepts including:<ul style="list-style-type: none">– Alignment– Colour– Use of white space• Know the conventions for graphic products including:<ul style="list-style-type: none">– Additional information– Headlines and copy– Image content– Titles and mastheads• Be able to use an asset table <p>Most students will be able to:</p> <ul style="list-style-type: none">• Understand the purpose of visual identity including:<ul style="list-style-type: none">– Recognition and familiarity– To establish a brand– To develop brand loyalty– For visual communication with audiences or consumers• Understand visual identity design style including:<ul style="list-style-type: none">– Business type– Brand values– Brand positioning (economy, mid-range, high-end)• Understand the component features of visual identity including:<ul style="list-style-type: none">– Name– Slogan/strapline• Know the elements of visual identity including:<ul style="list-style-type: none">– Typography– Colour palette and meaning• Understand design concepts including:<ul style="list-style-type: none">– Alignment and typography• Understand bitmap properties:<ul style="list-style-type: none">– Pixel dimensions, DPI / resolution– Transparency• Understand vector graphic properties:<ul style="list-style-type: none">– Compatibility, file size, scalability• Understand different types of digital graphic formats including:<ul style="list-style-type: none">– TIFF, JPG, PNG, BMP, GIF and PDF• Understand the licences and permissions required to use assets sourced from:<ul style="list-style-type: none">– Client images– Internet and stock libraries– Logos and photographs• Know how search engine filters are used• Understand the terms and conditions, rights and permissions in using images• Be able to create and use pre-production and planning documentation to generate ideas and concepts for visual identity and digital

	<p>graphics including:</p> <ul style="list-style-type: none"> – Mood board – Mind map – Concept sketch – Visualisation diagram <p>Some students will be able to:</p> <ul style="list-style-type: none"> • Understand visual identity design style including: <ul style="list-style-type: none"> – Brand positioning (economy, mid-range, high-end) • Understand design concepts including: <ul style="list-style-type: none"> – Application of visual identity – Colour systems • Understand bitmap properties: <ul style="list-style-type: none"> – Colour depth and colour mode • Overall quality, compression settings • Understand vector graphic properties: <ul style="list-style-type: none"> – Software support
Numeracy	
Literacy	<p>Vocabulary Tier 3: Brand, brand recognition, brand familiarity, brand loyalty, visual communication, audiences, consumers, visual identity, logo, (brand) name, slogan, strap line, graphics, symbol, typography, colour palette, colour meaning, layout, brand values, brand positioning, economy, mid-range, high-end, alignment, justified, typography, colour systems, white space, negative space, conventions, additional information, headlines, copy, titles, mastheads, fonts, font sizes, Pantone, NCS, advertisements, CD, DVD, Blu-ray, packaging, bitmap, raster, colour depth, colour mode, compression, transparency, vector, compatibility, file size, scalability, licence, stock libraries, terms and conditions, rights, permissions, photographs, graphics, asset table, mood board, mind map, concept sketch, visualisation diagram.</p> <p>Vocabulary Tier 2: brand, visual, mind map, diagram</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 Purpose of visual identity</p> <ul style="list-style-type: none"> • Understand the purpose of visual identity including: <ul style="list-style-type: none"> – Recognition and familiarity – To establish a brand – To develop brand loyalty – For visual communication with audiences or consumers • Understand visual identity design style including: <ul style="list-style-type: none"> – Business type – Brand values – Brand positioning (economy, mid-range, high-end) <p>Topic 2 Visual identity components and elements</p> <ul style="list-style-type: none"> • Understand the component features of visual identity including: <ul style="list-style-type: none"> – Name – Logo – Slogan/strapline • Know the elements of visual identity including: <ul style="list-style-type: none"> – Graphics, shapes and symbols – Typography – Colour palette and meaning – Layout/complexity <p>Topic 3 Design and layout</p> <ul style="list-style-type: none"> • Understand design concepts including: <ul style="list-style-type: none"> – Application of visual identity – Alignment and typography – Colour and colour systems – Use of white space • Know the conventions for graphic products including: <ul style="list-style-type: none"> – Additional information – Headlines and copy – Image content – Titles and mastheads <p>Topic 4 File types and formats</p> <ul style="list-style-type: none"> • Understand bitmap properties: <ul style="list-style-type: none"> – Pixel dimensions, DPI / resolution – Colour depth and colour mode – Overall quality, compression settings and transparency • Understand vector graphic properties: <ul style="list-style-type: none"> – Compatibility, file size, scalability and software support • Understand different types of digital graphic formats including: <ul style="list-style-type: none"> – TIFF, JPG, PNG, BMP, GIF and PDF <p>Topic 5 Licences and permissions</p> <ul style="list-style-type: none"> • Understand the licences and permissions required to use assets sourced from: <ul style="list-style-type: none"> – Client images – Internet and stock libraries – Logos and photographs • Know how search engine filters are used <ul style="list-style-type: none"> – Understand the terms and conditions, rights and permissions in using images – Be able to use an asset table <p>Topic 6 Planning visual identity and digital graphics</p> <ul style="list-style-type: none"> • Be able to create and use pre-production and planning documentation to generate ideas and concepts for visual identity and digital graphics including:

	<ul style="list-style-type: none"> – Mood board – Mind map – Concept sketch – Visualisation diagram <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	<p>Review marked pieces and target pupils that require further support via:-</p> <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 <p>NEA R094</p> <p>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.</p>