



YEAR 10 GCSE iMedia Spring Term 3 and Summer Term 1 & 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Exam R093 Pre-Production Planning

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 the components of workplans
 - The phases used in workplans – pre-production, production and post-production
 - Tasks
 - Activities
 - Workflow
 - Timescales
- Understand the purpose and uses for mind maps
 - Describe the components of mind maps
- Understand the purpose and uses for mood boards
 - Describe the components of mood boards
- Understand the purpose and uses for scripts
 - Describe the components of scripts
- Understand the purpose and uses for storyboards
 - Describe the components of storyboards
- Understand the purpose and uses for visualisation diagrams and asset logs
 - Describe the components of these documents
- Understand the purpose and uses for wireframes and flowcharts
 - Describe the components of wireframes and flowcharts

Most students will be able to:

- Understand the components of workplans
 - Milestones
 - Contingencies
- Understand the purpose and uses for mind maps
 - Know who uses mind maps
 - Understand that mind maps may be digital or hand drawn
- Create a mind map
 - Identify areas for improvement of a mind map
- Understand the purpose and uses for mood boards
 - Know who uses mood boards
 - Understand that mood boards may be digital or hand drawn
- Create a mood board
 - Identify areas for improvement of a mood boards
- Understand the purpose and uses for scripts
 - Know who uses scripts
- Analyse a script
 - Identify areas for improvement of a script
- Understand the purpose and uses for storyboards
 - Know who uses storyboards
- Create a storyboard
 - Identify areas for improvement of a storyboard
- Understand the purpose and uses for visualisation diagrams and asset logs
 - Know who uses these documents
 - Identify areas for improvement in these documents
- Understand the purpose and uses for wireframes and flowcharts
 - Know who uses wireframes and flowcharts
- Create a wireframe and flowchart
 - Identify areas for improvement of a wireframe and flowchart
- Know the hardware and software used to create pre-production documents

Skills/Assessment Objective Links

	<p>Some students will be able to:</p> <ul style="list-style-type: none"> • Understand the components of workplans <ul style="list-style-type: none"> – Milestones – Contingencies – Resources – hardware, people and software • Understand what makes mind maps effective • Understand what makes mood boards effective • Understand what makes scripts effective • Understand what makes a storyboard effective • Understand what makes these documents effective • Understand what makes wireframes and flowcharts effective • Understand the hardware needed to digitise paper-based documents
Literacy	<p>Vocabulary Tier 3: Workplans, project phases, pre-production, production, post-production, tasks, activities, workflow, timescales, milestones, contingencies, resources, hardware, people, software, components, effective, mind map, digital, hand drawn, mood board, asset log, flow chart, script, storyboard, visualisation diagram, wireframe layout, hardware, software.</p> <p>Vocabulary Tier 2: tasks, activities, resources, script, storyboard, visualisation 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	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
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	<p>To be able to:</p>
Learning Outcomes (Knowledge)	<p>Topic 1 Workplans</p> <ul style="list-style-type: none"> • Understand the components of workplans <ul style="list-style-type: none"> – The phases used in workplans – pre-production, production and post-production – Tasks – Activities – Workflow – Timescales

- Milestones
- Contingencies
- Resources – hardware, people and software

Topic 2 Mind maps

- Understand the purpose and uses for mind maps
- Know who uses mind maps
- Describe the components of mind maps
- Understand what makes mind maps effective
- Understand that mind maps may be digital or hand drawn
- Create a mind map
- Identify areas for improvement of a mind map

Topic 3 Mood boards

- Understand the purpose and uses for mood boards
- Know who uses mood boards
- Describe the components of mood boards
- Understand what makes mood boards effective
- Understand that mood boards may be digital or hand drawn
- Create a mood board
- Identify areas for improvement of a mood boards

Topic 4 Scripts

- Understand the purpose and uses for scripts
- Know who uses scripts
- Describe the components of scripts
- Analyse a script
- Understand what makes scripts effective
- Identify areas for improvement of a script

Topic 5 Storyboards

- Understand the purpose and uses for storyboards
- Know who uses storyboards
- Describe the components of storyboards
- Understand what makes a storyboard effective
- Create a storyboard
- Identify areas for improvement of a storyboard

Topic 6 Visualisation diagrams and asset logs


- Understand the purpose and uses for visualisation diagrams and asset logs
- Know who uses these documents
- Describe the components of these documents
- Understand what makes these documents effective
- Identify areas for improvement in these documents

Topic 7 Wireframes and flow charts

- Understand the purpose and uses for wireframes and flowcharts
- Know who uses wireframes and flowcharts
- Describe the components of wireframes and flowcharts
- Understand what makes wireframes and flowcharts effective
- Create a wireframe and flowchart
- Identify areas for improvement of a wireframe and flowchart

Topic 8 Hardware and software

- Know the hardware and software used to create pre-production documents
- Understand the hardware needed to digitise paper-based documents

	<p>Assessment</p> <ul style="list-style-type: none"> • apply their knowledge in answers to a range of questions • be able to highlight areas of strength and any gaps in their understanding of this aim 	
Current learning to be developed in the future within:	Will support the exam R093	
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 	