



YEAR 11 GCSE iMedia AUTUMN TERM 1 & 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – R097 Planning Interactive Digital Media

Curriculum Intent

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

At the end of this Unit all students should be able to:

- Understand the format types used for interactive digital media including:
 - Websites, information points, mobile apps, e-learning products, digital maps and games
- Know the hardware devices used to access interactive digital media including:
 - Computers, games consoles, kiosks, phones, smart televisions and tablets
- Understand the methods of user interaction including:
 - Touch screen, voice controls, camera input, keyboard/buttons, mouse
- Know the following types of content and how they are used in interactive digital media:
 - Images, audio, video, text, tables, lists, navigational buttons and maps
- Understand how assets are used to create content
- Understand the features of interactive digital media design including:
 - Interface and interaction styles: click, voice control and drag/drop
- Understand the conventions of interactive digital media including:
 - Non-linear navigation
- Understand the hardware used to create interactive digital media, including:
 - Computer, monitor and touch screen
 - Mouse
 - Microphone and digital camera
- Understand the software used to create interactive digital media, including:
 - Web authoring software, app creation software
 - Authoring tools
 - Kiosk interface software
- Be able to create pre-production documentation for interface planning and content planning:
 - Wireframes
 - Master page/page template design
- Create designs which include the following aspects of interactive digital media:
 - Screen designs, GUI (menus, buttons links)
 - Navigation features, interaction with media elements
- Be able to create pre-production documentation for interface planning including:
 - Storyboards
- Use pre-production documentation and planning for user interaction, including:
 - Navigation and hierarchy diagrams

Most students will be able to:

- Understand the methods of user interaction including:
 - Stylus, joystick control
- Know the following types of content and how they are used in interactive digital media:
 - animation, forms, quiz and layers
- Understand how the form and structure of interactive digital media products is affected by the digital media content, audience and purpose
- Understand the features of interactive digital media design including:
 - Interface and interaction styles: touch/gesture, voice control, motion/movement and feedback/closure
 - GUI (graphical user interface design): consistent use of layout, colour scheme, house style, typography selection, white space

Skills/Assessment Objective Links

	<ul style="list-style-type: none"> – Accessibility: alternate text, text readability, captions, contrasting colour, resizable text, flexible input, mobile device accessibility, screen size and orientation adjustments • Understand the conventions of interactive digital media including: <ul style="list-style-type: none"> – User friendly intuitive interfaces • Be able to interpret a client brief • Understand the hardware used to create interactive digital media, including: <ul style="list-style-type: none"> – Trackpad, stylus and graphic tablet • Be able to create pre-production documentation for interface planning and content planning: <ul style="list-style-type: none"> – Master page/page template design • Create designs which include the following aspects of interactive digital media: <ul style="list-style-type: none"> – Colour scheme, text, layout • Understand typical content that video may contain in an interactive digital media product including: <ul style="list-style-type: none"> – Narration and background music – Cuts, fades and transitions – Speed – Video footage and still images • Use pre-production documentation and planning for user interaction, including: <ul style="list-style-type: none"> – Interactive features and controls • Understand the properties of assets, including: <ul style="list-style-type: none"> – Age appropriateness, quality – Position of assets, purpose of assets • Understand the technical compatibility of assets, including file size, file type and resolution <ul style="list-style-type: none"> – Be able to make use of assets tables <p>Some students will be able to:</p> <ul style="list-style-type: none"> • Understand the conventions of interactive digital media including: <ul style="list-style-type: none"> – Suitability for target audiences • Understand the properties of assets, including: <ul style="list-style-type: none"> – Quality, size on screen • Understand the need for creativity in interactive digital media including: <ul style="list-style-type: none"> – Originality – Imaginative design and derivative design
Numeracy	
Literacy	<p>Vocabulary Tier 3: Format type, interactive digital media, interactive digital media product (IDMP), website, information point, mobile app, e-learning product, digital maps, games, content, navigational buttons, navigation bar, maps, quiz, layers, hardware, kiosk, phone, smart TV, tablet, interaction methods, stylus, voice controls, camera input, joystick control, GUI (graphical user interface) design, consistent use of layout, colour scheme, house style, typography selection, white space, interface and interaction styles, click, touch, gesture, voice control, motion, movement, drag, drop, feedback, closure, accessibility, alternate text, text readability, captions, contrasting colour, resizable text, flexible input, mobile device accessibility, screen size, screen orientation, conventions, non-linear navigation, user friendly, intuitive, target audience, creativity, originality, imaginative design, derivative design, web authoring software, app creation software, authoring tools, kiosk interface software, pre-production, wire frames, storyboards, master page design, page template design, asset table, properties, age appropriateness, quality, size on screen, technical compatibility, file size, file type, resolution, navigation diagram, hierarchy diagram, interactive features, interactive elements,</p> <p>Vocabulary Tier 2: feedback, closure, touch screen, keyboard, buttons, mouse, images, audio, video, animation, text, tables, lists, forms, position, purpose, computer, games console,</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 5 Hardware and software</p> <ul style="list-style-type: none"> • Understand the hardware used to create interactive digital media, including: <ul style="list-style-type: none"> – Computer, monitor and touch screen – Mouse/trackpad, stylus and graphic tablet – Microphone and digital camera • Understand the software used to create interactive digital media, including: <ul style="list-style-type: none"> – Web authoring software, app creation software – Authoring tools – Kiosk interface software <p>Topic 6 Wireframes, master pages and templates</p> <ul style="list-style-type: none"> • Be able to create pre-production documentation for interface planning and content planning: <ul style="list-style-type: none"> – Wireframes – Master page/page template design – Create designs which include the following aspects of interactive digital media: <ul style="list-style-type: none"> – Screen designs, GUI (menus, buttons links) – Colour scheme, text, layout – Navigation features, interaction with media elements <p>Topic 7 Storyboards</p> <ul style="list-style-type: none"> • Be able to create pre-production documentation for interface planning including: <ul style="list-style-type: none"> – Storyboards • Understand typical content that video may contain in an interactive digital media product including: <ul style="list-style-type: none"> – Narration and background music



- Cuts, fades and transitions
- Speed
- Video footage and still images

Topic 8 Further pre-production planning

- Use pre-production documentation and planning for user interaction, including:
 - Navigation and hierarchy diagrams
 - Interactive features and controls
- Understand the properties of assets, including:
 - Age appropriateness, quality, size on screen
 - Position of assets, purpose of assets
- Understand the technical compatibility of assets, including file size, file type and resolution
 - Be able to make use of assets tables

Current learning to be developed in the future within:	Will support the exam R097
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