CURRICULUM MAP: Year 10, Autumn Term 1

Term Autumn 12 weeks	Mastery Year 10 Creative iMedia
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R081 Pre Production Skills</u>** **L01:** Understand the purpose and content of pre-production **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online quiz **<u>Endpoint:</u>** Students understand the purpose and content of pre production

Learners are taught:

• the purpose and uses for:

mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)
mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product
visualisation diagrams (e.g. for still images and graphics) o storyboards (e.g. for use with video, animation)
scripts (e.g. for a video production, voiceover, comic book or computer game)

• the content of:
mood boards
mind maps/spider diagrams
visualisation diagrams, i.e.: - images - graphics - logos – text
storyboards, i.e.: - number of scenes - scene content - timings
camera shots (e.g. close up, mid, long) - camera angles (e.g. over the shoulder, low angle, aerial)
camera movement (e.g. pan, tilt, zoom or using a track and dolly) - lighting (e.g. types, direction)
sound (e.g. dialogue, sound effects, ambient sound, music) - locations (e.g. indoor studio or other room, outdoor) –
camera type i.e. still camera video camera , virtual camera, (e.g. for animations, 3D modelling or computer games)
scripts, i.e.: - set or location for the scene - direction (e.g. what happens in the scene, interaction) - shot type - camera movement - sounds (e.g. for actions or events) - characters - dialogue (e.g. intonation, loudness, emotion) - formatting and layout.

• the hardware, techniques and software used for:
digitising paper-based documents o creating electronic pre-production documents
the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)
legislation regarding any assets to be sourced, i.e.:
Copyright
Trademarks
intellectual property
how legislation applies to creative media production, i.e.:
data protection
privacy
defamation
certification and classification
use of copyrighted material and intellectual property.

CURRICULUM MAP: Year 10, Autumn Term 1

Term Autumn 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**Topic: R081 Pre Production Skills** **L02:** Be able to plan pre-production **Enrichment/life and work skills:** **Computer Science Club** **Assessments:** Exam Questions Yacapaca online quiz **Endpoint:** Students are able to plan for a product.

Learners must be taught how to:

• interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)
• identify timescales for production based on target audience and end user requirements
• how to conduct and analyse research for a creative digital media product, i.e.: o using primary sources o using secondary sources
• produce a work plan and production schedule to include:
tasks
activities
work flow
timescales
resources
milestones
contingencies.

Learners must be taught:

• the importance of identifying the target audience and how they can be categorised, i.e.:
Gender
age
ethnicity
income
location
accessibility

• the hardware, techniques and software used for:
digitising paper-based documents o creating electronic pre-production documents
the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)
legislation regarding any assets to be sourced, i.e.:
Copyright
Trademarks
intellectual property
how legislation applies to creative media production, i.e.:
data protection
privacy
defamation
certification and classification
use of copyrighted material and intellectual property.

CURRICULUM MAP: Year 10, Autumn Term 2

Term Autumn 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**Topic: R081 Pre Production Skills** **LO3:** Be able to produce pre-production documents **Enrichment/life and work skills:** **Computer Science Club** **Assessments:** Exam Questions Yacapaca online assessments **Endpoint:** Students are able to create pre-production documents

Learners must be taught how to:

• create a:
mood board
mind map/spider diagram
visualisation diagram or sketch
storyboard

• analyse a script (e.g. scenes/locations, characters, resources and equipment needed).

Learners must be taught:

• the properties and limitations of file formats for still images • the properties and limitations of file formats for audio
• the properties and limitations of file formats for moving images, i.e.: video, animation
• suitable naming conventions (e.g. version control, organisational requirements).

Learners must be taught how to:

• identify appropriate file formats needed to produce:
pre-production documents
final products in line with client requirements.

CURRICULUM MAP: Year 10, Autumn Term 2

Term Autumn 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**Topic: R081 Pre Production Skills** **LO4:** Be able to review pre-production documents **Enrichment/life and work skills:** **Computer Science Club** **Assessments:** Exam Questions Yacapaca online assessments **Endpoint:** Students are able to create pre-production documents

Learners must be taught how to:

• review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)

• identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).

CURRICULUM MAP: Year 10, Spring 1

Term Spring 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R082 Graphics</u>** Learning Outcome 1: Understand the purpose and properties of digital graphics Learning Outcome 2: Be able to plan the creation of a digital graphic **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students can show that they understand the purpose and properties of digital graphics.

Learners must be taught how to:

Why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate)

• how digital graphics are used (e.g. magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games)

• types of digital graphics, i.e.: , bitmap/raster , vector

• file formats, i.e.: tiff , .jpg , .png , .bmp , .gif , .pdf

• the properties of digital graphics and their suitability for use in creating images, i.e.: pixel dimensions , dpi resolution , quality, compression settings

• how different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).

Learners must be taught how to:

• interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)

• understand target audience requirements for a digital graphic

• produce a work plan for an original graphics creation; to include: tasks, activities, workflow, timescales, resources, milestones, contingencies

CURRICULUM MAP: Year 10, Spring 2

Term Spring 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**Topic: R082 Graphics** Learning Outcome 2: Be able to plan the creation of a digital graphic Learning Outcome 3: Be able to create a digital graphic Learning Outcome 4: Be able to review pre-production documents **Enrichment/life and work skills:** **Computer Science Club** **Assessments:** Exam Questions Yacapaca online assessments **Endpoint:** Students have the skill to plan for the creation of a digital Graphic.

Learners must be taught how to:

- source assets identified for use in a digital graphic, i.e.: images graphics
- create assets identified for use in a digital graphic, i.e.: images graphics
- ensure the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution)

Learners must be taught how to:

- create a digital graphic using a range of tools and techniques within the image editing software application (e.g. cropping, rotating, brightness, contrast, colour adjustment)
- save a digital graphic in a format appropriate to the software being used
- export the digital graphic using appropriate formats and properties for
  print use
  web use
  multimedia use

Learners must be taught how to:

- how to use version control when creating a digital graphic.

Learners must be taught how to:

- review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)
- identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).

CURRICULUM MAP: Year 10, Spring 2

Term Spring 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**Topic: R082 Graphics** Research Task for L01 **Enrichment/life and work skills:** **Computer Science Club** **Assessments:** Exam Questions Yacapaca online assessments **Endpoint:** Students have the skill to plan for the creation of a digital Graphic.

Task 1 – Investigating Digital Graphics Learning Outcome (LO) 1 is assessed in this task.

Before creating a digital graphic, students need to investigate the purpose and properties of digital graphics.

- investigate how and why digital graphics are used in a range of sectors

- identify the purpose of digital graphics. Identifying the properties of digital graphics

- the properties of digital graphics which affect their suitability and compatibility with the intended purpose

- file formats for different types and uses of digital graphics

- investigate how different purposes and audiences would influence the design and layout of digital graphics.

CURRICULUM MAP: Year 10, Summer 1

Term Summer 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R082 Graphics</u>** Planning task for L02 Graphic creation task for L03 **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students have the skill to plan for the creation of a digital Graphic.

Learning Outcome (LO) 2 is assessed in this task.

In planning for the product students will:
• consider the client's requirements and how these are specified
• consider the target audience for the digital graphic
• decide on a visual style and composition of the digital graphic.
• identify what activities must be completed to create the digital graphic
• estimate how long each activity will take
• identify the workflow sequence needed to create the digital graphic
• describe the assets and resources you will need to create the digital graphic.
• produce a visualisation diagram of the digital graphic.
• explain any legal issues and restrictions that need to be considered when creating the digital graphic.

Learning Outcome (LO) 3 is assessed in this task.
Students will need to produce the digital graphic using a range of tools, techniques and assets to ensure it is suitable for its intended uses.
• obtain the assets required for the digital graphic
• re-purpose and store the assets to ensure their technical compatibility with the intended digital graphic.
• use a range of tools and techniques from the image editing software to combine the assets into the final graphic
• save both versions of the digital graphic in suitable formats as specified in the brief
• submit both digital graphic versions in an electronic format. The final graphics in their intended digital format must be supplied with the portfolio of evidence.

Term Summer 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R082 Graphics</u>** Completion of the graphic creation task for L03 **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students have the skill to plan for the creation of a digital Graphic.

CURRICULUM MAP: Year 10, Summer 2

Learning Outcome (LO) 3 is assessed in this task.
Students will need to produce the digital graphic using a range of tools, techniques and assets to ensure it is suitable for its intended uses.

- obtain the assets required for the digital graphic
- re-purpose and store the assets to ensure their technical compatibility with the intended digital graphic.
- use a range of tools and techniques from the image editing software to combine the assets into the final graphic
- save both versions of the digital graphic in suitable formats as specified in the brief
- submit both digital graphic versions in an electronic format. The final graphics in their intended digital format must be supplied with the portfolio of evidence.

Learning Outcome (LO) 4 is assessed in this task.
Now the digital graphic has been produced, students need to consider whether they have met all the requirements of the initial brief.

They will also need to review the overall quality of the digital graphic and identify any improvements that could be made.

- review how well the digital graphic meets the client's requirements
- identify how the digital graphic could be improved
- describe areas for further development, giving reasons for your choices.

CURRICULUM MAP: Year 10, Summer 2

Term Summer 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R087 Multimedia</u>** Learning Outcome 1: Understand the uses and properties of interactive multimedia products Learning Outcome 2: Be able to plan interactive multimedia products **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students understand the uses and properties of multimedia products. They are also able to plan the creation of multimedia products.

Learners must be taught how to:

- where different interactive multimedia products are used and their purpose, i.e.: websites, information kiosks, mobile phone applications, e-learning products
- key elements to consider when designing interactive multimedia products, i.e.: colour scheme, house style, layout, GUI (graphical user interface), accessibility
- the required hardware, software and peripherals to create and view interactive multimedia products
- the type of limitations caused by connections, bandwidth and data transfer when accessing interactive multimedia products
- file formats supported by different platforms (e.g. computer, smartphone).

Learners must be taught how to:

• interpret client requirements for interactive multimedia products (e.g. for informative, educational, testing or
entertainment purposes) based on a specific brief (e.g. by client discussion, reviewing a written brief, or
specification)
• understand target audience requirements for interactive multimedia products
• produce a work plan for an original interactive multimedia product, to include:
o tasks
o activities
o workflow
o timescales
o resources
o milestones
o contingencies

• plan the structure and features of an interactive multimedia product (e.g. non-linear navigation, screen size, interaction, rollovers)
• produce a series of visualisation diagrams to include: screen design (e.g. colour scheme, text, layout) o navigation features (e.g. GUI, menus, buttons, links) assets (e.g. images, graphics, sound, video, animation)
• identify the assets and resources needed to create an interactive multimedia product
• create and maintain a test plan to test an interactive multimedia product during production.
• how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to assets (e.g. sound, video) to be used when creating interactive multimedia products, whether sourced or created.

CURRICULUM MAP: Year 10, Summer 2

Term Summer 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R087 Multimedia</u>** Learning Outcome 3: Be able to create interactive multimedia products Learning Outcome 4: Be able to review interactive multimedia products **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students are able to create and review a Multimedia product.

Learners must be taught how to:

- source assets to be used in an interactive multimedia product (e.g. graphics, sound, video, animation, navigation buttons/icons)
- create and re-purpose assets
- store assets to be used in an interactive multimedia product
- create an interactive multimedia product structure
- set up interaction and playback controls (e.g. navigation, rollovers, triggers, behaviours (e.g. pop-up messages))
- save an interactive multimedia product in a format appropriate to the software being used
- export the interactive multimedia product in a file format appropriate to client requirements
- how to use version control when creating interactive multimedia products.

Learners must be taught how to:

- review an interactive multimedia product against a specific brief
- identify areas for improvement and further development of an interactive multimedia product.

CURRICULUM MAP: Year 10, Summer 2

Term Summer 12 weeks	Mastery Year 10
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R087 Multimedia</u>** Research task for L01 Planning task for L02 **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Yacapaca online assessments **<u>Endpoint:</u>** Students produce thorough research on the use of Multimedia today as a well as assets used Students effectively plan for their own Multimedia product

Learning Outcome (LO) 1 is assessed in this task.
Students need to explain the purpose of interactive multimedia products.
They need to:
• investigate the types of interactive multimedia products available and where they are used
• identify design principles used with interactive multimedia products
• identify the hardware, software and peripherals required to create and view interactive multimedia products
• identify the different types of connection which can be used to access interactive multimedia products
• explain the limitations of connections, bandwidth and transfer speeds required to access interactive multimedia products
• include suitable file formats for use on different platforms.

Learning Outcome (LO) 2 is assessed in this task.
Students need to:
• consider the client requirements based on the brief
• identify the target audience, and what they will want from the interactive multimedia product.
• produce a work plan for the interactive multimedia product
• identify the resources which will be needed to create the interactive multimedia product.
• use appropriate planning techniques to identify the assets needed to create the interactive multimedia product
• create visualisation diagrams, identifying design principles to be used for the interactive multimedia product
• plan the structure and navigation of the interactive multimedia product.
• consider any legal issues and restrictions on the assets used, whether sourced or created.

Term Autumn 12 weeks	Mastery Year 11
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests**	**<u>Topic: R087 Multimedia</u>** Multimedia product task for L03
Homework **SMHW** **https://quizizz.com/**	Review task for L04
Revisiting, revising, remembering opportunities **Teams resources**	**<u>Enrichment/life and work skills</u>:** **Computer Science Club**
Starter activities **https://quizizz.com/** **Yacapaca**	**<u>Assessments:</u>** Yacapaca online assessments
Data **Pupil progress tracker**	**<u>Endpoint:</u>** Students are able to create their own Multimedia product which responds to the given brief. Students review their final outcome acknowledging what worked well, what didn't and what improvements they would make.

CURRICULUM MAP: Year 11, Autumn 1

Learning Outcome (LO) 3 is assessed in this task.

Students need to:
- create assets to be used in the interactive multimedia product
- source assets to be used in the interactive multimedia product and save in an appropriate format
- re-purpose assets as needed and save using appropriate file and folder names.
- prepare the structure of the interactive multimedia product
- use multimedia authoring software to combine the assets and create the interactive multimedia product
- create the navigation system as planned
- add interactive features to the multimedia product
- save and export the interactive multimedia product in a suitable format that retains interactivity to meet the client brief
- produce and maintain a test plan throughout production. The final product(s) in their intended digital format must be supplied with the portfolio of evidence.

Learning Outcome (LO) 4 is assessed in this task.

Now the interactive multimedia product has been produced, students need to consider whether you have met all the requirements of the initial brief.
They will also need to review the overall quality of the product, and identify any improvements that could be made.
Students need to:
- review the interactive multimedia product
- describe how well it meets the client's requirements
- explain how and why the interactive multimedia product could be improved
- describe areas for further development giving reasons for your choices.

Term Autumn 12 weeks	Mastery Year 11
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R091 Designing a Game concept</u>** **LO1:** Understand digital game types and platforms **LO2:** Be able to plan a digital game concept **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students understand digital game types and platforms

CURRICULUM MAP: Year 11, Autumn 2

Learners must be taught:

• the evolution of digital game platforms from generations 1 to 8 (e.g. handheld, PC, consoles)

• the evolution of the characteristics of a range of digital games (e.g. 2D arcade, 3D RPG, MMO, simulation, game-based learning, augmented reality)

• game objectives of a range of digital games

• digital game genres (e.g. action, sports, role playing game, quest, strategy).

Learners must be taught how to:

• compare the capabilities and limitations of platforms for 2D/3D digital games, i.e.:

- Hardware
- display devices
- game delivery method
- networking, storage
- player interface
- peripherals

Learners must be taught how to:

• interpret client/focus group requirements for digital game concepts (e.g. game genre, intended platform, purpose) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification)

• understand target audience requirements

• generate a range of original ideas for a new game in line with client requirements, including key game play outlines, i.e.:

genre

- Concept
- Narrative
- Character
- locations.

Term Autumn 12 weeks	Mastery Year 11
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R091 Designing a Game concept</u>** **LO3:** Be able to design a digital game proposal **LO4:** Be able to review a digital game proposal **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students understand digital game types and platforms

CURRICULUM MAP: Year 11, Autumn 2

Learners must be taught how to:

• identify design constraints and opportunities (e.g. availability of assets, target platform for the game, development timescales, costs, distribution channels)

• produce a range of visualisations for a game proposal (e.g. characters, character customisation, start screen, quizzes, battle system, upgrade methodology)

• create a game proposal to include: , game objectives, target audience and PEGI rating, game structure (e.g. three parts/acts/chapters, game play, main challenge), genre (e.g. action, sports, role playing game, quest, strategy), narrative structure (e.g. storyline, actions, events, script) , characters i.e.:

- player
- non-player

visual style (e.g. theme, first person or third person, selectable views, realism), sounds, scoring systems , downloadable content.

Learners must be taught:

• how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to the use of assets (e.g. images, graphics, background scenes, game characters), ideas and concepts (e.g. storylines, narrative, PEGI certification) as part of a games design whether sourced or created.

Learners must be taught how to:

• review a game proposal for a client or focus group

• identify areas for improvement and further development of a game design concept.

Learners must be taught:

• how to use version control when creating a game proposal

CURRICULUM MAP: Year 11, Autumn 2 Spring 1

Term Autumn 12 weeks	Mastery Year 11
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R081 Pre-production</u>** **Revision for PPE** **& Revision for actual exam in Jan** **Feedback and opportunity for feed forward for the PPE's** **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Full exam practice and walking talking mocks Yacapaca online assessments https://quizizz.com **<u>Endpoint:</u>** Students understand Unit R081

Revision of R081:

- mood boards
- mind maps/spider diagrams
- visualisation diagrams, i.e.: - images - graphics - logos – text
- storyboards, i.e.: - number of scenes - scene content – timings
- camera shots (e.g. close up, mid, long) - camera angles (e.g. over the shoulder, low angle, aerial)
- camera movement (e.g. pan, tilt, zoom or using a track and dolly) - lighting (e.g. types, direction)
- sound (e.g. dialogue, sound effects, ambient sound, music) - locations (e.g. indoor studio or other room, outdoor)
- camera type i.e. still camera video camera , virtual camera, (e.g. for animations, 3D modelling or computer games)
- scripts, i.e.: - set or location for the scene - direction (e.g. what happens in the scene, interaction) - shot type - camera movement - sounds (e.g. for actions or events) - characters - dialogue (e.g. intonation, loudness, emotion) - formatting and layout.

Term Spring 12 weeks	Mastery Year 11
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **ReRevisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R091 Designing a Game concept</u>** Research task for L01 Planning task for L02 Documenting task for L03 **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Yacapaca online assessments **<u>Endpoint:</u>** Students understand digital game types and platforms

CURRICULUM MAP: Year 11, Spring 1

Learning Outcome (LO) 1 is assessed in this task.

Students need to:

- investigate how digital games and game platforms have evolved over time
- compare the capabilities and limitations of different gaming platforms
- investigate the characteristics of digital games across different genres
- explain the game objectives from different digital games.

Learning Outcome (LO) 2 is assessed in this task.

Students need to:

- describe how the client's requirements will be met in the game idea
- identify what criteria must be met for the game to be successful
- identify the target audience and how the game will appeal to them.
- generate a number of ideas for a game which will meet the client's requirements
- identify the game outlines for each idea and how they would meet the criteria for the game.

Learning Outcome (LO) 3 is assessed in this task.

Students need to:
- choose one idea and give reasons for your choice
- identify the design constraints and opportunities for the new game
- create a proposal for your digital game with explanations of the game components
- create visualisations for the game. Legal restrictions The digital game will be used in a commercial context. You need to: • explain any legal issues and restrictions that need to be considered when producing the game concept. Present your proposal in an appropriate way for use by a client. The final proposal must be submitted separately from your evidence of completing the assignment.

CURRICULUM MAP: Year 11, Spring 1

Term Spring 12 weeks	Mastery Year 11
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**Topic: R091 Designing a Game concept** Documenting task for L03 Review task for L04 **Enrichment/life and work skills:** **Computer Science Club** **Assessments:** Exam Questions Yacapaca online assessments **Endpoint:** Students understand digital game types and platforms

Learning Outcome (LO) 3 is assessed in this task.

Students need to:

• explain any legal issues and restrictions that need to be considered when producing the game concept.

Learning Outcome (LO) 4 is assessed in this task.

Students need to :

• review how the components, narratives and game play work together to meet the client's requirements
• explain how and where the game idea could be improved
• describe areas for further development, giving reasons for your choices.
Present your evidence in an appropriate way.

CURRICULUM MAP: Year 11, Spring 1 & 2

Term Spring 12 weeks	Mastery Year 11
Literacy foci **Reading skills** **Terminology and vocabulary** **Spelling tests** **Homework** **SMHW** **https://quizizz.com/** **Revisiting, revising, remembering opportunities** **Teams resources** **Starter activities** **https://quizizz.com/** **Yacapaca** **Data** **Pupil progress tracker**	**<u>Topic: R081 Pre-production</u>** **Revision** **<u>Enrichment/life and work skills</u>:** **Computer Science Club** **<u>Assessments:</u>** Exam Questions Full exam practice and walking talking mocks Yacapaca online assessments https://quizizz.com **<u>Endpoint:</u>** Students understand Unit R081

Revision of R081:

- mood boards
- mind maps/spider diagrams
- visualisation diagrams, i.e.: - images - graphics - logos – text
- storyboards, i.e.: - number of scenes - scene content – timings
- camera shots (e.g. close up, mid, long) - camera angles (e.g. over the shoulder, low angle, aerial)
- camera movement (e.g. pan, tilt, zoom or using a track and dolly) - lighting (e.g. types, direction)
- sound (e.g. dialogue, sound effects, ambient sound, music) - locations (e.g. indoor studio or other room, outdoor)
- camera type i.e. still camera video camera , virtual camera, (e.g. for animations, 3D modelling or computer games)
- scripts, i.e.: - set or location for the scene - direction (e.g. what happens in the scene, interaction) - shot type - camera movement - sounds (e.g. for actions or events) - characters - dialogue (e.g. intonation, loudness, emotion) - formatting and layout.