

	Autumn – Year 9	Spring – Year 9	Summer – Year 9
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	1. Graphic Design Students explore a range of Graphic Design concepts and develop the relevant subject terminology. They will be able to apply these concepts and identify the relevant techniques to produce a complex graphic based on a given client brief	2. Video Editing / Sound Editing Students explore a range of Video and audio editing concepts and develop the relevant subject terminology. They will be able to apply these concepts and identify the relevant techniques to produce a short video clip and a radio advert or podcast based on a given client brief.	3. Website / Multimedia Product Students explore the underlying concepts relevant to the World Wide Web and their impact on designing an effective website and interactive multimedia product to meet a client brief. They review a client brief and apply their understandings of web design concepts to produce an interactive multimedia product or website prototype matching the client brief. (Moodboard, Storyboard, navigation diagram) Students source their own primary and secondary asset. They apply graphic design skills to create the relevant primary assets (logo, web banners, buttons, icons, etc.)
Skills- What will be developed?	Students develop their ICT skills using creative software packages. Introduction to a range of Graphic Design and Photo-editing techniques to boost pupils' confidence in developing a creative use of ICT through experimentation.	Students will produce pre-production documents (e.g. storyboards, scripts, project plan, etc) to help them design their prototype. They source their own primary and secondary asset and investigate legal considerations relevant to the scenario. They produce, test and review their video clip following their design propositions and the client brief considerations.	Students design, implement, test and review their website/multimedia product following their design propositions and the client brief considerations.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	1.1. Photo editing vs graphic design 1.2. Raster graphics (Bitmaps) 1.3. Vector based graphics 1.4. File formats 1.5. Resolution 1.6. Colour depth 1.7. Transparency/opacity 1.8. Layering 1.9. Masking 1.10. RGB colour codes 1.11. Gradients 1.12. Filters 1.13. Visualisation Diagrams & Sketches 1.14. Copyright laws 1.15. Creative commons licenses 1.16. Primary vs secondary assets	1.17. Storyboard 1.18. Script 1.19. Copyright laws / Creative commons licenses 1.20. Primary vs Secondary assets 1.21. Source Table 1.22. Video file formats 1.23. Sound file formats 1.24. Video Editing Techniques 1.25. Sound Editing techniques 1.26. Layering (videos/sounds) 1.27. Transition effects 1.28. Overlapping text / Text scrolling 1.29. Video effects / Green screen (Keying) 1.30. Frame rate / Resolution 1.31. Exporting video and audio clips 1.32. Version control	1.33. Internet/web 1.34. Web address / URL / Domain names 1.35. Web hosting 1.36. Web Browser 1.37. Component of multimedia products 1.38. Responsive layout 1.39. Wireframe/layout 1.40. HTML 1.41. CSS 1.42. Powerpoint 1.43. Slide Master 1.44. Animation/Transition 1.45. File Formats for multimedia assets
SEND- how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> Step by step teacher demonstrations Reinforcing key terminology through starter tasks in books Video Tutorials and Software Helpsheets 	<ul style="list-style-type: none"> Step by step teacher demonstrations Reinforcing key terminology through starter tasks in books Video Tutorials and Software Helpsheets 	<ul style="list-style-type: none"> Step by step teacher demonstrations using a set of video tutorial Reinforcing key terminology through starter tasks in books HTML Cheatsheets
Assessment- What? Why?	<ul style="list-style-type: none"> 20 marks Subject Knowledge Assessment (x2) Assessment of student's portfolio of digital graphics 	<ul style="list-style-type: none"> 20 marks Subject Knowledge Assessment (x2) Assessment of student's portfolio of digital graphics 	<ul style="list-style-type: none"> 20 marks Subject Knowledge Assessment (x2) Assessment of student's portfolio of digital graphics
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> Theory concepts covered using lesson powerpoint in written tasks in books (mind maps, low stake quizzes) Practical activities using Graphic Design software (Repeat step from teacher demo before applying skills to your own project) Use of planning techniques: mindmaps and visualisation diagram before creating complex graphics 	<ul style="list-style-type: none"> Theory concepts covered using lesson powerpoint in written tasks in books (mind maps, low stake quizzes) Practical activities using Graphic Design software (Repeat step from teacher demo before applying skills to your own project) Use of planning techniques: storyboards and scripts before creating a video or audio clip 	<ul style="list-style-type: none"> Theory concepts covered using lesson powerpoint in written tasks in books (mind maps, low stake quizzes) Practical activities to introduce HTML programming (Repeat step from teacher demo before applying skills to your own project) Step by step video tutorials Use of planning techniques: wireframe diagrams, visualisation diagrams, site navigation diagram

Literacy - reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> • Key focus on tier 3 terminology relevant to Graphic Design Concept (See lesson powerpoints) • Use of mind maps to analyse customer requirements, file type properties, house style 	<ul style="list-style-type: none"> • Key focus on tier 3 terminology relevant to Video Editing and Sound Editing (See lesson powerpoints) • Students write a detailed script for their audio clip 	<ul style="list-style-type: none"> • Coding using HTML and CSS: focus on applying the correct syntax • Web authoring: writing the content of the website using persuasive and informative language
Numeracy /computing skills	<ul style="list-style-type: none"> • Concepts of resolution, and colour depth and their impact on file size. • Use of RGB colour codes 	<ul style="list-style-type: none"> • Concept of aspects ratio and of frame rate • Storage Units (GB, MB, KB) and file compression 	<ul style="list-style-type: none"> • Layout dimensions (width, height) in pixels or %. • Use of RGB colour codes
Character development	<ul style="list-style-type: none"> • Focus on developing creative skills to meet the need of a client brief. • Develop communication skills with a focus on purpose and target audience • Underlying context: For their practical work students choose a charity for which they will recreate a logo and house style. 	<ul style="list-style-type: none"> • Focus on developing creative skills to meet the need of a client brief. • Develop communication skills with a focus on purpose and target audience 	<ul style="list-style-type: none"> • Focus on developing creative skills to meet the need of a client brief. • Develop written communication skills with a focus on purpose and target audience
Equality /Diversity opportunities	<ul style="list-style-type: none"> • Understanding the concept of target audience which leads to classroom discussions about stereotypes. (e.g. gender stereotyping used in advertising materials) 	<ul style="list-style-type: none"> • Understanding the concept of target audience which leads to classroom discussions about stereotypes (e.g. stereotyping based on level of income) used the media industry (TV/Radio adverts) 	<ul style="list-style-type: none"> • Understanding the concept of target audience which leads to classroom discussions about stereotypes. (e.g. stereotyping based age or gender) used in digital marketing when designing a multimedia project
Homework /Independent learning	<ul style="list-style-type: none"> • Producing sketches for logo • Subject knowledge worksheet (Computer Graphics) • 2 Research Tasks using Mindmaps 	<ul style="list-style-type: none"> • Producing storyboard for video clip • Producing script for audio clip • Subject knowledge worksheets 	<ul style="list-style-type: none"> • Producing visualisation diagram for the homepage • Subject knowledge worksheets
CIAG coverage/links	<ul style="list-style-type: none"> • The role of a Graphic Designer, Web Designer. • Digital Marketing and publishing industry 	<ul style="list-style-type: none"> • Careers in the multimedia industry • Digital marketing, video and audio editing • Job roles involved in Pre-Production / Production / Post-Production of multimedia content 	<ul style="list-style-type: none"> • Careers in graphic design/communication, web design, web authoring, web development, digital marketing.

	Autumn – Year 10	Spring – Year 10	Summer – Year 10
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	1. Interactive Multimedia Product – Pre-Production Based on the scenario provided by the exam board, students apply their understandings of web design concepts to produce a website prototype matching the client brief.	2. Interactive Multimedia Product – Production Students source their own primary and secondary asset and investigate legal considerations relevant to the scenario. They apply graphic design skills to create the relevant primary assets (logo, web banners, buttons, icons, etc.)	2. Graphic Design – Pre-Production Students explore a range of Graphic editing concepts and develop the relevant subject terminology. Based on the scenario provided by the exam board, students apply their understandings of graphic editing concepts to produce a proposal for their complex graphic matching the client brief.
Skills- What will be developed?	They identify and create the most effective pre-production documents (e.g. mood boards, storyboards, visualisation diagrams, project plan) to help them design their prototype.	Students implement, test and review their website following their design propositions and the client brief considerations.	They identify and create the most effective pre-production documents (e.g. mindmap, moodboard, visualisation diagram, project plan, etc) to help them design their prototype. They source their own primary and secondary asset and investigate legal considerations relevant to the scenario.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Students develop their knowledge of pre-production concepts for a multimedia project: <ul style="list-style-type: none"> • Client Brief • Customer vs User Requirements • Purpose & Target Audience • Component of multimedia Products • Responsive layout • Wireframe/layout • Moodboard • Storyboarding • Navigation Diagrams • House Style • Project Plan (Gantt Chart) • Copyright laws • Creative commons licenses • Primary & Secondary Assets 	Students develop their knowledge of production concepts (incl. production techniques & software knowledge, testing): <ul style="list-style-type: none"> • Setting up a template (Master Slide or CSS) • Implementing a navigation using hyperlinks • Implementing a consistent House Style • Adding multimedia content • Picture File formats (png, jpg, gif, ico) • Video file format (mp3, mov, avi) • Animated gif • Picture File optimisation • File compression • Resizing/Cropping picture files • Embedding widgets • File Formats • Version Control • Exporting final product • Test plan • Evaluation 	Students develop their knowledge of pre-production concepts for graphic design projects: <ul style="list-style-type: none"> • Photo editing • Raster graphics (Bitmaps) • Vector based graphics • File formats • Resolution • Colour depth • Transparency/opacity • Layering & Masking • RGB colour codes • Gradients • Filters • Rule of third • Colour wheel • Mood board • Visualisation Diagrams • Copyright laws • Creative commons licenses • Primary vs secondary assets
SEND- how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> • Step by step teacher demonstrations • Online helpsheets and video tutorials • RAG Learning Grid with breakdown of tasks and marking criteria • Use of word banks 		
Assessment- What? Why?	<ul style="list-style-type: none"> • Assessment of Pre-Production Task AO1/AO2 – R097 • Subject Knowledge Assessment (x2) • Self-assessment using learning grid 	<ul style="list-style-type: none"> • Assessment of Pre-Production (AO3/AO4) – R097 • Subject Knowledge Assessment (x2) • Self-assessment using learning grid 	<ul style="list-style-type: none"> • Assessment of digital graphics unit (AO1/AO2) – R094 • Subject Knowledge Assessment (x2) • Self-assessment using learning grid
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> • Theory concepts covered using lesson powerpoints and using written tasks in books (mind maps, low stake quizzes) • Students apply skills acquired in lesson and in year 9 to their controlled assessment project • Break down of tasks using RAG learning grid, used for self-assessment 		
Literacy- reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> • Web authoring: writing the content of the multimedia product using persuasive and informative language • Use of media related terminology when documenting both pre-production and production of the multimedia product 		
Numeracy/computing skills	<ul style="list-style-type: none"> • Characteristics of assets e.g. resolution, file size, compression rate, frame rate, dimensions, aspect ratio. 		
Character development	<ul style="list-style-type: none"> • Focus on developing creative skills to meet the need of a client brief. • Develop written communication skills with a focus on purpose and target audience 		

Equality/Diversity opportunities	<ul style="list-style-type: none">• Understanding the concept of target audience which leads to classroom discussions about stereotypes. (e.g. stereotyping based on income, age or gender) used in digital marketing when designing a multimedia project
Homework/Independent learning	<ul style="list-style-type: none">• Weekly Subject knowledge lesson + quiz set on knowitallninja.com
CIAG coverage/links	<ul style="list-style-type: none">• Careers in graphic design/communication, web design, web authoring, web development, digital marketing, computer animation, video editing, sound editing.

	Autumn – Year 11	Spring / Summer Year 11	
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	Students explore a range of Graphic editing concepts and develop the relevant subject terminology. Based on the scenario provided by the exam board, students apply their understandings of graphic editing concepts to produce a proposal for their complex graphic matching the client brief.	This unit revisits and builds up on all the pre-production & production concepts covered in the two coursework units.	
Skills- What will be developed?	Students identify and create the most effective pre-production documents (e.g. mindmap, moodboard, visualisation diagram, project plan, etc) to help them design their prototype. They source their own primary and secondary asset and investigate legal considerations relevant to the scenario. Students produce, export and evaluate their complex graphics against the initial client brief/customer requirements .	Students will be confident to describe and evaluate/review the purposes uses and content of pre-production documents (Moodboards, mindmaps, storyboards, scripts and visualisation diagrams). Students will be able to describe the relevant hardware and software, health and safety and legal considerations relevant to the creation of multimedia content.	
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Focus on graphic design concepts: 1.1. Photo editing 1.2. Raster graphics (Bitmaps) 1.3. Vector based graphics 1.4. File formats 1.5. Resolution 1.6. Colour depth 1.7. Transparency/opacity 1.8. Layering 1.9. Masking 1.10. RGB colour codes 1.11. Gradients 1.12. Filters 1.13. Rule of third 1.14. Colour wheel 1.15. Mood board 1.16. Visualisation Diagrams 1.17. Copyright laws 1.18. Creative commons licenses 1.19. Primary vs secondary assets	Concepts used in the media industry: 2.1. Traditional vs Digital Medias 2.2. Media Products 2.3. Media Codes 2.4. Mood board 2.5. Mindmaps 2.6. Visualisation Diagrams 2.7. Storyboard 2.8. Script 2.9. Project Plans (Gantt Chart) 2.10. Software & Hardware 2.11. Health & Safety 2.12. Copyright 2.13. Trademark 2.14. Intellectual Property 2.15. Creative Common Licenses 2.16. Data Protection Act 2.17. Copyright Design Patent Act 2.18. File formats 2.19. Version control	
SEND- how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> Step by step teacher demonstrations Online helpsheets and video tutorials RAG Learning Grid with breakdown of tasks and marking criteria Use of word banks 	<ul style="list-style-type: none"> Learning Grid (incl. Teacher's Notes, Video Clips, Exam Questions with Mark Scheme or Model Answers, save progress as RAG against each learning objective of the course) Use of writing frame and word bank to help structure long answer question. 	
Assessment- What? Why?	<ul style="list-style-type: none"> Assessment of digital graphics unit (AO1/AO2/A03) 	<ul style="list-style-type: none"> Mock Exams 	
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> Theory concepts covered using lesson powerpoint in written tasks in books (mind maps, low stake quizzes) Students apply skills acquired in lesson and in year 9 to their controlled assessment project Break down of tasks using RAG learning grid, used for self-assessment 	<ul style="list-style-type: none"> Theory concepts covered using lesson powerpoint in written tasks in books (mind maps, low stake quizzes) Use of learning grid and exam practice questions 	
Literacy- reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> Use of media related terminology when documenting both pre-production and production of the final product 	<ul style="list-style-type: none"> The exam includes a range of short answer and long answer (evaluate) questions Use of a writing frame to structure a long answer questions 	

Numeracy /computing skills	<ul style="list-style-type: none"> • Characteristics of assets e.g. resolution, file size, compression rate, frame rate, dimensions, aspect ratio. 	<ul style="list-style-type: none"> • N/A 	
Character development	<ul style="list-style-type: none"> • Focus on developing creative skills to meet the need of a client brief. • Develop written communication skills with a focus on purpose and target audience 	<ul style="list-style-type: none"> • Organisational skills. Proactiveness to organise revision time, proactively create revision materials (flip cards, mind maps, knowledge organisers) 	
Equality /Diversity opportunities	<ul style="list-style-type: none"> • Understanding the concept of target audience which leads to classroom discussions about stereotypes. (e.g. stereotyping based on income age or gender) used in digital marketing when designing a multimedia project 	<ul style="list-style-type: none"> • Understanding the concept of media codes and how these are used in a range of media products to reach a target audience. 	
Homework /Independent learning	<ul style="list-style-type: none"> • Weekly Subject knowledge lesson + quiz set on knowitallninja.com 	<ul style="list-style-type: none"> • Weekly Subject knowledge lesson + quiz set on knowitallninja.com 	
CIAG coverage/links	<ul style="list-style-type: none"> • Careers in graphic deign/communication, web design, web authoring, web development, digital marketing, computer animation, video editing, sound editing. 	<ul style="list-style-type: none"> • Students investigate different careers and working practice relevant to the media industry (pre-production, production and post-production) 	