



## OCR Level 1/2 Cambridge National Certificate in Creative iMedia

### Sequencing of topics

Unit Number	Unit Name	Description	Course %
R081	Pre-production skills	Written paper OCR set and marked 1 hour 15 mins – 60 marks	25
R082	Creating digital graphics	Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks	25
R084	Storytelling with a comic strip	Centre-assessed tasks. OCR-moderated, Approx 10 hours – 60 marks	25
R085	Creating a multipage website	Centre-assessed tasks, OCR-moderated, Approx 10 hours – 60 marks	25

	Y9	
AUT1	R085	R085
AUT2	R085	R085
SPR1	R085	R085
SPR2	R085	R085
SUM1	R084	R084
SUM2	R084	R084

	Y10	
AUT1	R081	R084
AUT2	R081	R084
SPR1	R081	R084
SPR2	R081	R082
SUM1	R081	R082
SUM2	R081 - EXAM	R082

	Y11	
AUT1	R081	R081
AUT2	R081	R081
SPR1	R081 - EXAM	R082
SPR2	R082	R082
SUM1		
SUM2		

### Calendared assessments

- External Exam can be sat twice: **1<sup>st</sup> attempt June Series Y10** - **2<sup>nd</sup> attempt Jan Series Y11**
- Exam style tests completed 1 per term OR use current Coursework grade to report progress
- ½ term completion of Specific Units listed above.
- When there is a Whole School assessment, questions related to Media concepts related to Exam taught to date

### Personal Development (Cross curricular, SJW Values, SMSCV, cultural capital, Career Link)

Unit Number	Cross curricular	SJW Values	SMSCV	Cultural Capital	Vocations/Careers
R081	<b>English/Drama</b> – writing scripts. <b>Maths</b> – considering shot distance, timings, angles. <b>Physics</b> – lighting angles and directions <b>Music</b> – considerations of sound effects or ambient music. <b>Art</b> – use of drawings and sketches to convey information. <b>IT</b> –	<b>Attentive and Discerning</b> – How does the story I craft affect others that will support in the production process?	<b>Spiritual</b> - know/respect others faiths, feelings, values, use imagination/creativity in learning - reflect on their experiences <b>Moral</b> - right v wrong, legal boundaries of civil and criminal law <b>BAME Industry Leader:</b> Ryan Kyle Coogler - Film director, producer, and screenwriter.	The importance of identifying the target audience and how they can be categorised, i.e.: o gender o age o ethnicity o income o location o accessibility	Computer games developer - <a href="https://nationalcareers.service.gov.uk/job-profiles/computer-games-developer">https://nationalcareers.service.gov.uk/job-profiles/computer-games-developer</a>  Advertising art director - <a href="https://nationalcareers.service.gov.uk/job-profiles/advertising-art-director">https://nationalcareers.service.gov.uk/job-profiles/advertising-art-director</a>  Advertising media planner - <a href="https://nationalcareers.service.gov.uk/job-profiles/advertising-media-planner">https://nationalcareers.service.gov.uk/job-profiles/advertising-media-planner</a>

		considering computer laws for digital products				
R082	<b>English</b> – looking at how content can be used to entertain, to inform, to advertise, to promote, to educate. <b>Art</b> – sourcing relevant images, reviewing graphics. <b>IT</b> – looking at different file types	<b>Grateful and Generous</b> – Are you thankful for your creative skills and able to share them with others? <b>Eloquent and Truthful</b> – Be honest in reviewing how good your digital graphic is.	<b>Spiritual</b> - use imagination/creativity in learning, reflect on their experiences <b>Moral</b> - right v wrong, legal boundaries of civil and criminal law <b>Cultural</b> - respond positively to artistic, musical, sporting, cultural opportunities <b>BAME Industry Leader:</b> Dang My Linh - Concept artist	Exposure to digital art from other cultures/countries.	Graphic Designer - <a href="https://nationalcareers.service.gov.uk/job-profiles/graphic-designer">https://nationalcareers.service.gov.uk/job-profiles/graphic-designer</a>  Animator - <a href="https://nationalcareers.service.gov.uk/job-profiles/animator">https://nationalcareers.service.gov.uk/job-profiles/animator</a>	
R084	<b>Maths</b> – measurements/ dimensions of the comic strip. <b>Drama</b> - construct an original script and storyline. <b>Art</b> - how panel placement and layout creates the flow of a story. <b>IT</b> - identify the resources needed to create a multipage comic strip (e.g. digital camera, internet, scanner, computer system and software).	<b>Grateful and Generous</b> – Are you thankful for your creative skills and able to share them with others? <b>Eloquent and Truthful</b> – Be honest in reviewing how good your comic strip is.	<b>Spiritual</b> - use imagination/creativity in learning, reflect on their experiences <b>Moral</b> - right v wrong, legal boundaries of civil and criminal law <b>Cultural</b> - respond positively to artistic, musical, sporting, cultural opportunities, respect and learn about different faiths and cultural diversity in local/national/global communities <b>BAME Industry Leader:</b> Akira Toriyama – Manga artist	Looking at comic strips from different countries of origin (e.g. UK, America, Japan) and the history of different comic strips	Comic Strip Artist - <a href="https://www.theartcareerproject.com/careers/comic-book-art/">https://www.theartcareerproject.com/careers/comic-book-art/</a>  Art Director - <a href="https://nationalcareers.service.gov.uk/job-profiles/art-editor">https://nationalcareers.service.gov.uk/job-profiles/art-editor</a>  Storyboard Artist - <a href="https://myjobsearch.com/careers/storyboard-artist.html">https://myjobsearch.com/careers/storyboard-artist.html</a>	
R085	<b>Art</b> – consider suitable house style. <b>IT</b> - the devices used to access web pages and methods of connection	<b>Grateful and Generous</b> – Are you thankful for your creative skills and able to share them with others? <b>Eloquent and Truthful</b> – Be honest in reviewing how good your website is.	<b>Spiritual</b> - use imagination/creativity in learning, reflect on their experiences <b>Moral</b> - right v wrong, legal boundaries of civil and criminal law <b>Cultural</b> - respond positively to artistic, musical, sporting, cultural opportunities <b>BAME Industry Leader:</b> Jina Anne – Web designer & community builder	Looking at professional websites and creating websites that can serve a local/global audience.	Web content editor - <a href="https://nationalcareers.service.gov.uk/job-profiles/web-content-editor">https://nationalcareers.service.gov.uk/job-profiles/web-content-editor</a>  Web designer - <a href="https://nationalcareers.service.gov.uk/job-profiles/web-designer">https://nationalcareers.service.gov.uk/job-profiles/web-designer</a>  Web developer - <a href="https://nationalcareers.service.gov.uk/job-categories/computing-technology-and-digital">https://nationalcareers.service.gov.uk/job-categories/computing-technology-and-digital</a>	

**Progression model**

**Over the 3 Year Course**

Unit	What <b>knowledge</b> will pupils develop? <i>(Including key terminology)</i>	What <b>skills</b> will pupils develop? <i>(Including literacy &amp; Numeracy)</i>
R081	<p><b>Learning Outcome 1: Understand the purpose and content of pre-production</b></p> <ul style="list-style-type: none"> <li>the purpose and uses for:               <ul style="list-style-type: none"> <li>mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)</li> <li>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)</li> <li>visualisation diagrams (e.g. for still images and graphics)</li> <li>storyboards (e.g. for use with video, animation)</li> <li>scripts (e.g. for a video production, voiceover, comic book or computer game)</li> </ul> </li> <li>the content of:               <ul style="list-style-type: none"> <li>mood boards</li> <li>mind maps/spider diagrams</li> <li>visualisation diagrams, i.e.: - images- graphics- logos- text</li> <li>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)</li> </ul> </li> </ul> <p><b>Learning Outcome 2: Be able to plan pre-production</b></p> <p>the importance of identifying the target audience and how they can be categorised, i.e.:           <ul style="list-style-type: none"> <li>gender</li> <li>age</li> <li>ethnicity</li> <li>income</li> <li>location</li> <li>accessibility</li> </ul> </p> <p><b>Learning Outcome 3: Be able to produce pre-production documents</b></p> <ul style="list-style-type: none"> <li>create a:           <ul style="list-style-type: none"> <li>mood board</li> <li>mind map/spider diagram</li> <li>visualisation diagram or sketch</li> <li>storyboard</li> </ul> </li> <li>analyse a script (e.g. scenes/locations, characters, resources and equipment needed).</li> </ul>	<p><b>Learning Outcome 2: Be able to plan pre-production</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>identify timescales for production based on target audience and end user requirements</li> <li>how to conduct and analyse research for a creative digital media product, i.e.:           <ul style="list-style-type: none"> <li>using primary sources</li> <li>using secondary sources</li> </ul> </li> <li>produce a work plan and production schedule to include:           <ul style="list-style-type: none"> <li>tasks</li> <li>activities</li> <li>work flow</li> <li>timescales</li> <li>resources</li> <li>milestones</li> <li>contingencies.</li> </ul> </li> </ul> <p><b>Learning Outcome 3: Be able to produce pre-production documents</b></p> <ul style="list-style-type: none"> <li>the properties and limitations of file formats for still images</li> <li>the properties and limitations of file formats for audio</li> <li>the properties and limitations of file formats for moving images, i.e.:           <ul style="list-style-type: none"> <li>video</li> <li>animation</li> </ul> </li> <li>suitable naming conventions (e.g. version control, organisational requirements).</li> </ul> <p>Learners must be taught how to:</p> <ul style="list-style-type: none"> <li>identify appropriate file formats needed to produce:           <ul style="list-style-type: none"> <li>pre-production documents</li> <li>final products in line with client requirements.</li> </ul> </li> </ul> <p><b>Learning Outcome 4: Be able to review pre-production documents</b></p> <ul style="list-style-type: none"> <li>review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)</li> <li>identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).</li> </ul>
R082	<p><b>Learning Outcome 1: Understand the purpose and properties of digital graphics</b></p>	<p><b>Learning Outcome 2: Be able to plan the creation of a digital graphic</b></p>

- 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.:
  - o bitmap/raster
  - o vector
- file formats, i.e.:
  - o .tiff
  - o .jpg
  - o .png
  - o .bmp
  - o .gif
  - o .pdf
- the properties of digital graphics and their suitability for use in creating images, i.e.:
  - o pixel dimensions
  - o dpi resolution
  - o quality
  - o 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).

**Learning Outcome 2: Be able to plan the creation of a digital graphic**

- how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created.

**Learning Outcome 3: Be able to create a digital graphic**

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

- 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:
  - o tasks
  - o activities
  - o work flow
  - o timescales
  - o resources
  - o milestones
  - o contingencies.
- produce a visualisation diagram for a digital graphic
- identify the assets needed to create a digital graphic (e.g. photographs, scanned images, library images, graphics, logos)
- identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner, computer system and software).

**Learning Outcome 3: Be able to create a digital graphic**

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

**Learning Outcome 4: Be able to review a digital graphic**

- review a digital graphic against a specific brief
- identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, colour adjustment).

	R084	<p><b>Learning Outcome 1: Understand comic strips and their creation</b></p> <ul style="list-style-type: none"> <li>• multipage comic strips, i.e.: <ul style="list-style-type: none"> <li>o genres of comic strip (e.g. humorous, action, sci-fi, super hero)</li> <li>o target audience (e.g. young children, teenagers, adults)</li> <li>o country of origin (e.g. UK, America, Japan)</li> <li>o the history of the comic strip</li> </ul> </li> <li>• a range of multipage comic strip characters, including their physical and non-physical characteristics</li> <li>• the software and tools that can be used to create multipage comic strips (e.g. specialist comic strip creation software, DTP software)</li> <li>• how panel placement and layout creates the flow of a story.</li> </ul> <p><b>Learning Outcome 2: Be able to plan a multipage comic strip</b></p> <ul style="list-style-type: none"> <li>• how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to assets (e.g. comic strip characters, logos) used in multipage comic strip scripts and storylines, whether sourced or created.</li> </ul> <p><b>Learning Outcome 3: Be able to produce a multipage comic strip</b></p> <ul style="list-style-type: none"> <li>• how to use version control when producing multipage comic strips.</li> </ul>	<p><b>Learning Outcome 2: Be able to plan a multipage comic strip</b></p> <ul style="list-style-type: none"> <li>• interpret client requirements for a multipage comic strip (e.g. where it will be used, comic strip length, size and format) based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)</li> <li>• understand target audience requirements for multipage comic strips</li> <li>• construct an original script and storyline</li> <li>• construct a storyboard to include: <ul style="list-style-type: none"> <li>o panel layout</li> <li>o focal points within panels</li> <li>o characters</li> <li>o storyline</li> <li>o communication</li> <li>o locations</li> </ul> </li> <li>• identify assets needed to create a multipage comic strip (e.g. background scenes, characters, shapes, text, fonts)</li> <li>• identify the resources needed to create a multipage comic strip (e.g. digital camera, internet, scanner, computer system and software).</li> </ul> <p><b>Learning Outcome 3: Be able to produce a multipage comic strip</b></p> <ul style="list-style-type: none"> <li>• source and store assets to be used in a multipage comic strip</li> <li>• lay out panels: <ul style="list-style-type: none"> <li>o on a single page</li> <li>o across multiple pages</li> </ul> </li> <li>• insert assets into panels</li> <li>• establish focal points in panels</li> <li>• integrate a script into a visual storyline</li> <li>• save a multipage comic strip in formats and properties appropriate to the software being used</li> <li>• export multipage comic strips in a file format appropriate to client requirements.</li> </ul> <p><b>Learning Outcome 4: Be able to review a multipage comic strip</b></p> <ul style="list-style-type: none"> <li>• review a multipage comic strip against a specific brief</li> <li>• identify areas for improvement and further development of a multipage comic strip (e.g. characters, storyline, layout of panels, background).</li> </ul>
	R085	<p><b>Learning Outcome 1: Understand the properties and features of multipage websites</b></p> <ul style="list-style-type: none"> <li>• the purpose and component features of multipage websites in the public domain</li> <li>• the devices used to access web pages i.e.: <ul style="list-style-type: none"> <li>o laptops and personal computers</li> <li>o mobile devices and smartphones</li> <li>o tablets</li> <li>o games consoles</li> <li>o digital television</li> </ul> </li> <li>• the methods of internet connection i.e.: <ul style="list-style-type: none"> <li>o wired broadband</li> <li>o wi-fi (e.g. private local area networks, public hotspots)</li> <li>o wireless broadband (e.g. 3G, HSDPA, 3GPP, LTE).</li> </ul> </li> </ul>	<p><b>Learning Outcome 2: Be able to plan a multipage website</b></p> <ul style="list-style-type: none"> <li>• interpret client requirements for a multipage website (e.g. to inform, entertain, promote or sell products and/or services), based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)</li> <li>• understand target audience requirements for a multipage website</li> <li>• produce a work plan for the creation of a multipage website, to include: <ul style="list-style-type: none"> <li>o tasks</li> <li>o activities</li> <li>o workflow</li> <li>o timescales</li> <li>o resources</li> <li>o milestones</li> <li>o contingencies</li> </ul> </li> <li>• create a site map with navigation links</li> </ul>

**Learning Outcome 2: Be able to plan a multipage website**

- how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to assets used in multipage websites (e.g. images, graphics, corporate logos, music and video clips), whether sourced or created.

**Learning Outcome 3: Be able to create multipage websites using multimedia components**

- how to use version control when creating multipage websites.

- produce a visualisation diagram for a web page identifying the house style
- identify the assets needed to create a multipage website (e.g. backgrounds, banners, buttons, shapes, text, fonts)
- identify the resources needed to create and publish a multipage website (e.g. internet access, web server, domain name, computer system and software)
- prepare assets for use in web pages
- create and maintain a test plan to test a multipage website during production.

**Learning Outcome 3: Be able to create multipage websites using multimedia components**

- create suitable folder structures to organise and save web pages and asset files using appropriate naming conventions
- source and import assets (e.g. graphics, image, texture, sound, video, animation, text)
- create a suitable master page as a template for a multipage website
- use a range of tools and techniques in web authoring software to create a multipage website
- insert assets into web pages to create planned layouts (e.g. text, lists, tables, graphics, moving images, embedded content)
- create a navigation system (e.g. using a navigation bar, buttons, hyperlinks)
- save a multipage website in a format appropriate to the software being used
- publish a multipage website to a location appropriate to client requirements.

**Learning Outcome 4: Be able to review a multipage website**

- review a multipage website against a specific brief
- identify areas for improvement and further development of a multipage website (e.g. text, graphics, moving images, embedded content).

**Development  
homework**

1 Booklet per unit LO

- Keyword definitions/dual coding fill in
- Career research tasks
- Famous person to do with that topic research tasks
- Exam style questions / practice tasks related to the content of the topic
- Page for pupil to create knowledge Organiser for topic



Topic Title/ Question:				
Lesson	Big questions/ learning objective/ key knowledge	Key skills <i>Literacy (including vocabulary and reading)</i> <i>Numeracy</i>	Resources	Personal Development <i>(Cross curricular, Jesuit Values, SMSCV, cultural capital, T&amp;L priorities)</i>
1	[lesson objective/ enquiry question] [Key knowledge/Big Questions]			
2				
3				
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11				

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