

What do we do?

The media industry is huge. The advent of the internet has meant that the traditional media sector has evolved and new media sectors have come into existence providing work for individual freelance creatives as well as large teams in design houses and multinational companies. In Creative iMedia we study the different Media types and learn to understand and use the different mechanisms and tools by which media is used to influence and impact audiences. In particular we focus on graphical images and animation.

How does iMedia equip students with powerful knowledge?

Creative iMedia equips students with the ability to recognise structure and techniques within media products such as graphical images and film. It enables them to create and manipulate images and animation to create a product. The product must be created to meet the requirements of a client and the students skills and judgement must be used to design a product that appeals to a target audience. This real-life scenario is played throughout both Non-Examined Assessments (NEA) at KS4 and is introduced through the 2 cycles in KS3.

What skills and cultural capital do students gain in iMedia?

Students learn how the film industry works. They learn the role of directors, editors and producers in film production. They learn how films are designed, created and edited to have an impact on the viewer. They learn to read the content of a scene and understand how direction has created a message or mood which is largely unwritten but uses technical and symbolic codes to convey meaning and to enhance the impact on and experience of the viewer.

How do we support literacy in iMedia?

Students are encouraged to research content from the internet and to use reasoned judgement when assessing the value of the content. All work is completed on MS OneNote (at present) so spelling and grammar checking is always available. Key words are presented in the format of the lesson plan and where they are present, students are required to research their meaning and to use them in subsequent tasks. Frequent revisiting of keywords in lessons embeds the meaning of jargon and empowers students in its use.

How is the iMedia curriculum designed?

The course is composed of three parts – 2 NEAs and a final exam. The unit weighting is 25%, 35% and 40% respectively. The requirements of this course mean that students not only have to learn content for written assessment but also have to acquire skills in using the software to create media products. In delivering the course we strive to achieve a balance between written/learning content and skills development, and the application of skills to create a product from a client brief.

How do you use spaced practice / retrieval practice?

Content covered in year 9 is revisited in year 11 for the final exam. Skills developed in year 9 are revisited in year 10 prior to NEA completion in years 10 and 11. When learning practical software skills (animation and graphic manipulation) students are assessed by completion of a practical task.

What content do you cover and how is this delivered over time?

R093 'Creative iMedia in the Media Industry' is a compulsory unit which comprises the content for the final exam in year 11. This Unit explores the sectors and roles in the media industry with a focus on film. It explores distribution platforms and intellectual property law. We look at the meaning of a client, audience demographics, research methods, properties of file types and media codes, pre-production documents, regulation and health and safety on site.

Unit R094 'Visual identity and digital graphics' is also compulsory. It looks at the purpose of design and layout, how assets are used and then moves into tools and techniques of graphical software. This unit is NEA. Students have to create a product according to a client brief – 25%.

Unit R096 'Animation with Audio'. This unit looks at how animation is created – types and techniques. It explores sound files and how sound is used to enhance visuals. This unit is an optional NEA. Students have to create a product according to a client brief – 35%.

What content do you not cover (that others might) and why?

We do not cover content from the optional units as it is not required and will not be assessed, however opportunities for discussion about the gaming industry (for example) are explored as and when the content and questions arise. Links to real life interests and experience of the students are always valued in the learning process, especially when they are contiguous to our learning journey and offer models and examples that aid learning, understanding and retention of knowledge.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

In year 7, as part of the Creative Tech offer we work with students to produce a graphic image. Students learn that a brief provided by a client is a business opportunity. They learn to interpret the brief, identify the client's requirements and describe a potential target audience. They learn the basic skills and use industry standard software to manipulate vector and bitmap images to create a product that meets the client brief. In year 8 we build upon the skills acquired in year 7 by creating assets for use in an animation. Student learn the basics of animation and follow a script to create their own product. Both cycles in KS3 are design to prepare and introduce students to the Creative iMedia course – a Cambridge Nationals course taught at Level 2 in years 9, 10, 11. Year 9 is devoted to acquiring the knowledge and understanding for the terminal exam and revision will happen in Cycle 2, year 11.

CYCLE 2
Revision and preparation for final assessment R093.

CYCLE 3
Revision and GCSE exams

Potential Future careers in iMedia

Software designer
Media
Animation
Film maker



CYCLE 1
Complete the NEA R094: Visual Identity and Digital Graphics

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CYCLE 3
Completion of NEA R094 and preparation for NEA R094: Visual Identity and Digital Graphics NEA

CYCLE 2
NEA: R096 Animation with Sound

CYCLE 2
R09: preparation for Animation with Sound, acquiring software skills in animation and sound

CYCLE 3
R096: understanding animation methods and equipment, sound recording techniques and using assets in animation

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CYCLE 1
Pre-production documents, camera angles, storyboards and scripts. Preparation for NEA

CYCLE 1
R093 – Creative iMedia and the Media Industry

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CYCLE 3
Creative Tech Unit 3

CYCLE 2
Creative Tech practical unit in technology rooms

CYCLE 2
A Postcard from Devon – Students create a postcard to meet a client's requirements using software

CYCLE 3
Creative Tech practical unit in technology rooms

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CYCLE 1
Animation – students learn to use animation software to create a product.

CYCLE 1
Introduction to IT at West Exe

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