

Potential Future careers in iMedia

Graphic designer
Web designer
Digital production
Media, broadcast and production

CYCLE 2

Revisit core knowledge and understanding of pre production, production and post production for examination R093.

CYCLE 3

Final examination – R093 Creative iMedia in the media industry.

CYCLE 1

Complete coursework – Unit R095 Characters and comics.

11

CYCLE 3

Begin coursework – Unit R095 Characters and comics.

CYCLE 2

Developing knowledge and skills in the genre of characters and comics. Focusing on production and post production methods.

CYCLE 2

Developing skills in image manipulation software and creating digital products. Focusing on production methods.

CYCLE 3

Begin coursework – Unit R094 Visual identity and digital graphics.

10

CYCLE 1

Complete coursework Unit R094 Visual identity and digital graphics.

CYCLE 1

Exploring visual identities and digital products with a focus on pre production.

9

Foundation knowledge and skills in year 7 and 8:
- To use image manipulation using photo editing software.
- To create a digital product from a scenario/design brief.

learning in practical, real-life situations, such as:

- developing visual identities for clients.
- planning and creating original digital graphics.
- planning, creating and reviewing original digital.
- media products.

Key concepts



Software



Diversity in digital design



Creative problem solving



Retrieval and recall



Old and new media



Planning effective digital products



Time management

What do we do?

The media industry is huge. The advent of the internet has meant that the traditional media sector has characters 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 the production of them.

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 to create a digital 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 followed throughout both Non-Examined Assessments (NEA).

What skills and cultural capital do students gain in iMedia?

Students learn how the media industry works. They learn the processes and roles of key aspects through prep production, production and post production. They learn how digital products 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. Tier two and tier vocabulary are introduced, referenced and used throughout theory lessons and subsequently used independently by students within both of their Non-Examined assessments.

How is the iMedia curriculum designed?

The course is composed of three parts – 2 NEA tasks and a final written examination. The unit weighting is 60% NEA and 40% written examination. 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 underpins independent work in both NEA units and is revisited in year 11 for the final examination. Skills developed in year 9 are revisited in year 10 prior to NEA completion. When learning practical software, students are assessed by completion of a practical task.

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

Unit 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

Unit R095 'Comic books and characters'. This unit looks at how comic books and characters are created. Students will learn to design and create original characters that convey emotion and personality. They will also learn to set characters within stories of their own making which flow logically and engage the reader. Students will also learn to use conventions of comics to tell characters' stories across multiple pages.

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

We do not teach or cover programming or any other aspects of 'backroom' computer science theory. iMedia focuses on the media industry and utilises industry standard software to achieve these goals. 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 Technology curriculum 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. Year 9 is devoted to acquiring the knowledge, skills and understanding for the terminal exam and to ensure that all students are equipped to work independently and achieve the highest outcome possible in both NEA units.