



Curriculum Map – Dawlish College

Subject: Core IT

Year group: Year 9

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Declarative Knowledge – ‘Know What’</i>	Graphic Design Industry	Planning tools/Technical Graphics (Photoshop)	Graphics use/purpose/properties	Websites	Animation 1	Digital assets
	Au1.1 Mind maps		Sp1.1 Significant uses	Sp2.1 Flowcharts	Su1.1 Intro to Wick editor	Su2.1 Properties of sound
	Au1.2 Mood boards	Au2.1 Work plans/Gantt Charts	Sp1.2 Graphic design analysis	Sp2.2 Web design conventions	Su1.2 Adding and changing backgrounds	Su2.2 Photoshop – abstract polyscapes
	Au1.3 Visualisations			Sp2.3 Website creation tools	Su1.3 Tweening	Su2.3 Interpreting the brief (Welcome to Devon)
	Au1.4 Pre-production documents	Au2.2 Text Warping	Sp1.3 Target audiences and segmentation	Sp2.4 Legalities of websites – creative commons/royalty free	Su1.4 Using Audacity	Su2.4 Re-purposing downloadable assets
	Au1.5 Scripts – Shot types	Au2.3 Layers and FX	Sp1.4 Raster and Vector	Sp2.5 Legalities – copyright and trademarks	Su1.5 Exporting projects	Su2.5 Blending photoshop with Wick editing
	Au1.6 Scripts – Writing a script	Au2.4 Layer masks	Sp1.5 Colour spaces/Resolution			Su2.6 Exporting for Print and Web use
		Au2.5 Hue and Saturation	Sp1.6 Image compression			
		Au2.6 Blending modes	Sp1.7 File types			



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Skills	Sequential Knowledge – 'Know How'					
	Au1.1 Mind Maps	Au2.1 Work plans/Gantt charts	Sp1.1 Significant uses	Sp2.1 Flowcharts	Su1.1 Introduction to Wick editor	Su2.1 Properties of sound
	<ul style="list-style-type: none"> Types of mind map Suitability of mind maps Understanding mind maps Designing a mind map Presenting a mind map 	<ul style="list-style-type: none"> Types used today Cost differences in types Skill levels needed for various types Impact and audience of different types Gantt and cost savings 	<ul style="list-style-type: none"> Identifying different graphics types Choosing the most suitable Importing outside graphics and their compatibility 	<ul style="list-style-type: none"> Defining flow charts Simple flow charts in everyday use Media flowcharts Flowcharts in Spotify 	<ul style="list-style-type: none"> The interface Finding the toolbars Creating a project from scratch Importing assets 	<ul style="list-style-type: none"> Sound file types Sample rates Bit depth Manipulation of sound files Software interface for sound
	Au1.2 Mood boards <ul style="list-style-type: none"> Defining a mood board Best layout for a mood board Focus or Clutter Sources for a mood board Presenting a mood board 	Au2.2 Text warping <ul style="list-style-type: none"> Choices for effect Importing additional styles Appropriate use Colour choice Shadow and fade 	Sp1.2 Graphic design analysis <ul style="list-style-type: none"> What layouts Why chose certain styles Which colours to use Font choices How to choose across platforms House styles vs customised 	Sp2.2 Web design conventions <ul style="list-style-type: none"> The basics of web design What can a good website look like Commercial websites Wireframes Grid layouts 	Su1.2 Adding and changing backgrounds <ul style="list-style-type: none"> Finding suitable images Removing the old backgrounds Smoothing the edges Correct layer placement Locking layers Hiding layers 	Su2.2 Photoshop – abstract polyscapes <ul style="list-style-type: none"> Deciding on a theme Setting the story Deciding on the assets Developing the blending Injecting realism
	Au1.3 Visualisations <ul style="list-style-type: none"> Types of visualisation Suitability of various visualisations Understanding clients needs Designing an effective visualisation Presenting a visualisation 	Au2.3 Layers/FX <ul style="list-style-type: none"> Making the image deeper Creating layers of image Timings of different layers and assets Overuse of layers 	Sp1.3 Target audiences and segmentation <ul style="list-style-type: none"> Who is the audience Why consider the audience 	Sp2.3 Website creation tools <ul style="list-style-type: none"> Using Google Slides as a base Choosing layers and levels Metalinks and hyperlinks Navigation effectiveness 	Su1.3 Tweening <ul style="list-style-type: none"> Planning movement Effective movement Smoothing the assets Animated typography Mirroring Blending 	Su2.3 Interpreting the brief (Welcome to Devon) <ul style="list-style-type: none"> Exploring the base brief Offering alternate ideas Rationalising ideas into final choices Identifying issues and solutions
	Au1.4 Pre-production documents	Au2.4 Layer masks		Sp2.4 Legalities – creative commons/royalty free <ul style="list-style-type: none"> The law - basics What is creative commons 	Su1.4 Using Audacity <ul style="list-style-type: none"> Why we use 	Su2.4 Re-purposing



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	<ul style="list-style-type: none"> Understanding the necessities Barriers to effective use Best tools to use decisions Presenting to the client 	<ul style="list-style-type: none"> Effective usage Repeat effects Disappearing assets Recovering lost assets 	<ul style="list-style-type: none"> General acknowledge ment of various audiences Stereotyping Restrictions 	<ul style="list-style-type: none"> What is royalty free use Limitations to free use 	<p>Audacity</p> <ul style="list-style-type: none"> Importing sound Manipulating sound Realism in a digital world Unedited vs edited sound use 	<p>downloadable assets</p> <ul style="list-style-type: none"> Deciding on the assets Choosing suitable alternatives Adjusting the variables for use Saving the assets
	<p>Au1.5 Shot types</p> <ul style="list-style-type: none"> Low angle Wide angle/Extreme wide angle Two-shot Over the shoulder Close up/Medium close up/Extreme close up High angle 	<p>Au2.5 Hue and saturation</p> <ul style="list-style-type: none"> Transparency of image Tweaking an image Incremental movement Depth of field links 	<p>Sp1.4 Rastor and Vector</p> <ul style="list-style-type: none"> Rastor examples Vector examples Usage of each Compatibility Crating rastors and vectors Off-the-shelf use 	<p>Sp2.5 Legalities – copyright and trademarks</p> <ul style="list-style-type: none"> What is copyright What is trademark How to identify protected assets Use of protected assets Penalties for improper use 	<p>Su.1.5 Exporting projects</p> <ul style="list-style-type: none"> Identifying the final audience Test export Tweaking for final export Presenting the project in the best format 	<p>Su2.5 Blending photoshop with Wick editing</p> <ul style="list-style-type: none"> Bringing in new assets Building the assets into Wick Deciding on the desired outcome Adding alternatives in mirrored projects Removing an old asset Reshooting a scene
	<p>Au1.6 Writing a script</p> <ul style="list-style-type: none"> Choosing the subject Choosing the media Using briefs to inform Deciding on the message Presenting the project 	<p>Au2.6 Blending modes</p> <ul style="list-style-type: none"> Choosing compatible elements Decision making on elements needed Adding the elements to best effect Removing or adjusting current elements Exporting a final project 	<p>Sp1.5 Colour spaces/resolution</p> <ul style="list-style-type: none"> Colours and compatibility The colour wheel Colour no-no's Blending for effect Resolution levels Memory space 			<p>Su2.6 Exporting for Print and Web use</p> <ul style="list-style-type: none"> Deciding on appropriate export style Choosing the desired size of print
			<p>Sp1.6 File types</p> <ul style="list-style-type: none"> Renaming files Pushing files into new folders Pushing files across folders Archiving and 			



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			deleting unwanted files			<ul style="list-style-type: none">• Exporting for test• Exporting for sale• Adjusting post-export and customer feedback
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	<p>The factors identified below are referred to throughout the curriculum:</p> <p>Developing Knowledge and Understanding of the application of topic to the real world.</p> <p>Objectives focus on:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of concepts and theories 2. Apply knowledge and understanding of concepts and issues to a variety of contexts 3. Analyse and evaluate information and issues to demonstrate understanding of activities through judgements and draw conclusions 					
Key Questions	<p>Who is a client?</p> <p>What will they want?</p> <p>How much will they pay?</p> <p>What is a mood board?</p> <p>What is the best type of mood board?</p> <p>What media can you use on a mood board?</p> <p>How do you develop a mind map?</p> <p>Should you use colour or B+W for a mind map?</p> <p>Can a mind map be digital?</p> <p>What parameters should you focus on in design decisions?</p> <p>What are the limitations</p>	<p>What are the most popular types of planning tool?</p> <p>What is a Gantt Chart?</p> <p>What styles have gone out of fashion?</p> <p>What skills are needed for creating technical graphics?</p> <p>What is a .psd?</p> <p>What are the drawbacks of Photoshop?</p> <p>How do you choose the best assets to use?</p> <p>Why is consistency important?</p> <p>Can you overuse layers?</p> <p>How do you recover a</p>	<p>What are the major file types used by a student and by a business?</p> <p>How can you access external files easily?</p> <p>Why should we consider the client</p> <p>Why use Rastor or Vector?</p> <p>Is compression important</p> <p>How compatible are these files across platforms?</p> <p>Why do you need a clean file directory?</p>	<p>What is a good flowchart layout to use?</p> <p>Can I find a pre-designed flowchart?</p> <p>What makes a good website?</p> <p>What tools are the most useful in web design?</p> <p>What are the greatest challenges in web design?</p> <p>Why do we protect assets in law?</p> <p>Who decides on protection?</p> <p>How do we punish the cheaters?</p>	<p>What is Wick?</p> <p>Can I access Wick outside of school?</p> <p>What are the difficult things using Wick?</p> <p>Why do we need to change backgrounds?</p> <p>Ho do you import an asset?</p> <p>What makes an effective movement smooth?</p> <p>Why do we need well-rendered assets for a project?</p> <p>What is the best platform for a digital product?</p> <p>What alternatives are there for use?</p>	<p>What different sound assets are there for use?</p> <p>Do sound assets also have protected status?</p> <p>Can I make my own sound assets?</p> <p>What changes and developments have there been in the media industry?</p> <p>Has AI increased in use and output recently?</p> <p>What are the cost issues facing creators?</p> <p>How does detail affect memory needs?</p> <p>What is the issue of over-rendering?</p> <p>How important is the use</p>



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	<p>of design decision making?</p> <p>What industry should you choose for your advert creation?</p> <p>What are the best tools to use for the advert creation?</p>	<p>lost asset and how could you mitigate this?</p> <p>How do you export a final project for best use?</p>				<p>of text in a project?</p> <p>Who benefits from the use of text?</p> <p>Are some export files incompatible?</p>
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Assessment/ Measure of success	<p>In-class assessments</p> <p>Individual topic project completion (by outcome)</p>	<p>In-class assessments</p> <p>Creation of a work plan</p> <p>Effective manipulation of assets</p>	<p>In-class assessments</p> <p>Submission of suitable graphics and properties</p>	<p>In-class assessments</p> <p>Completion of effective flowchart/work plan</p>	<p>In-class assessments</p> <p>Successful completion of activities set</p> <p>Development of skills</p>	<p>In-class assessments</p> <p>Completion of activities and final project</p>
Addressing gaps, errors, misconceptions	<p>Address at source (time allowing)</p> <p>Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions</p> <p>Model through exemplars (historical or shared current student material (Impero)</p> <p>Use of class experts and building resilience through trial and error</p>	<p>Address at source (time allowing)</p> <p>Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions</p> <p>Model through exemplars (historical or shared current student material (Impero)</p> <p>Use of class experts and building resilience through trial and error</p>	<p>Address at source (time allowing)</p> <p>Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions</p> <p>Model through exemplars (historical or shared current student material (Impero)</p> <p>Use of class experts and building resilience through trial and error</p>	<p>Address at source (time allowing)</p> <p>Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions</p> <p>Model through exemplars (historical or shared current student material (Impero)</p> <p>Use of class experts and building resilience through trial and error</p>	<p>Address at source (time allowing)</p> <p>Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions</p> <p>Model through exemplars (historical or shared current student material (Impero)</p> <p>Use of class experts and building resilience through trial and error</p>	<p>Address at source (time allowing)</p> <p>Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions</p> <p>Model through exemplars (historical or shared current student material (Impero)</p> <p>Use of class experts and building resilience through trial and error</p>



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Link to prior learning	Working for a client and creating projects to be sold Design of mood boards in Art File formatting for portability Creating and delivering a project for assessment	Decision making on topic choice to create a project Basic manipulation of IT tools Links to layers and manipulation in Photoshop	Creating files to place work in Basic navigation around online and offline file systems Exploration of graphics software File formatting in previous topics (Autumn and further back in Year 7 and 8)	Mathematics curriculum History of websites Resilience work in previous topics and through PSHE	Building up skills learned from year 7 and 8 through progressive challenges Links to previous work in the Art curriculum Some mathematical work regarding ratios and sizing	Next level work, building on previous projects Resilience work practiced throughout Years 7 and 8, both in this subject and in the wider curriculum Links to Mathematics to decide on files rates, resolution levels, light levels and memory use
Preparation to later learning	Use of everyday tools in IT, including presenting Decision making skills Research skills Links to the OCR iMedia course as an option in Year 10	Project decision making for summer 2 Resilience to overcome problems Problem solving Links to the OCR iMedia course as an option in Year 10	Organisation of files for GCSE subjects Ability to link files to pass to teachers and moderators as and when necessary Access to files for revision Links to the OCR iMedia course as an option in Year 10	Potential use in the world of work as a specific career choice Links to the OCR iMedia course as an option in Year 10	Useful for other subjects regarding presentations and projects at GCSE level Potential use in the world of work as a specific career choice Links to the OCR iMedia course as an option in Year 10	Decision making skills, useful across the curriculum Research skills Potential use in the world of work as a specific career choice Links to the OCR iMedia course as an option in Year 10



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Literacy/ Numeracy/ SMSC/ Character	<p>Literacy: Reading of source material, research as well as group and class discussion.</p> <p>Numeracy: Calculations used in Technical Graphics/Coding/Photoshop/Stop Motion Animation</p> <p>SMSC:</p> <p>Spiritual development: students explore use of various IT tools to develop understanding and are encouraged to explore these concepts and challenge the actions taken. Enabling students to develop empathy of opinions and allow them to take into consideration other people aims, values, principles, and beliefs</p> <p>Moral development: Students evaluate, comment upon and discuss various moral issues relating to IT practices and procedures. Students consider the political, social, environmental and technological issues arising from a media decision.</p> <p>Social development: Development of team working skills through collaborative work and research</p> <p>Cultural development: Students look at the changes in society and how they can affect It and how IT affects them.</p> <p>Character: case studies and mini projects will look at firms that have demonstrated various characteristics including confidence, resilience, aspiration, and initiative. Students will also have the opportunity to develop these through their activities.</p>
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