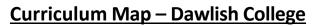


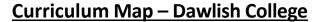
Subject: Core IT Year group: Year 9

	Autı	ımn	Sp	ring	Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Declarative Knowledge – 'Know What'	Autumn 1 Graphic Design Industry Au1.1 Mind maps Au1.2 Mood boards Au1.3 Visualisations Au1.4 Pre-production documents Au1.5 Scripts – Shot types		Spring 1 Graphics use/purpose/properties Sp1.1 Significant uses Sp1.2 Graphic design analysis Sp1.3 Target audiences and segmentation Sp1.4 Raster and		Summer 1 Animation 1 Su1.1 Intro to Wick editor Su1.2 Adding and changing backgrounds Su1.3 Tweening Su1.4 Using Audacity	Summer 2 Digital assets Su2.1 Properties of sound Su2.2 Photoshop — abstract polyscapes Su2.3 Interpreting the brief (Welcome to Devon) Su2.4 Re-purposing
	Au1.6 Scripts — Writing a script	Au2.5 Hue and Saturation Au2.6 Blending modes	Vector Sp1.5 Colour spaces/Resolution Sp1.6 Image compression Sp1.7 File types	Sp2.5 Legalities – copyright and trademarks	Su.1.5 Exporting projects	Su2.5 Blending photoshop with Wick editing Su2.6 Exporting for Print and Web use





Skills	Au1.1 Mind Maps	Au2.1 Work plans/Gantt	Sn1 1 Significant uses	Sp2.1 Flowcharts	Su1 1 Introduction to	Su2.1 Properties of sound
	 Types of mind 	charts	·	Defining flow	Wick editor	•
Skills Sequential Knowledge – 'Know How'	Au1.1 Mind Maps Types of mind map Suitability of mind maps Understanding mind maps Designing a mind map Presenting a mind map Presenting a mood board Best layout for a mood board Focus or Clutter Sources for a mood board Presenting a mood board Focus or Clutter Sources for a mood board Presenting a mood board Presenting a mood board Understanding clients needs Designing an effective	Types used today Cost differences in types Skill levels needed for various types Impact and audience of different types Gantt and cost savings Au2.2 Text warping Choices for effect Importing additional styles Appropriate use Colour choice Shadow and fade Au2.3 Layers/FX Making the image deeper Creating layers of image	Sp1.1 Significant uses Identifying different graphics types Choosing the most suitable Importing outside graphics and their compatibility Sp1.2 Graphic design analysis What layouts Why chose certain styles Which colours to use Font choices How to choose across platforms House styles vs customised	Sp2.1 Flowcharts Defining flow charts Simple flow charts in everyday use Media flowcharts Flowcharts in Spotify Sp2.2 Web design conventions The basics of web design What can a good website look like Commercial websites Wireframes Grid layouts Sp2.3 Website creation tools Using Google Slides as a base Choosing layers and levels Metalinks and hyperlinks Navigation effectiveness	Su1.1 Introduction to Wick editor The interface Finding the toolbars Creating a project from scratch Importing assets Su1.2 Adding and changing backgrounds Finding suitable images Removing the old backgrounds Smoothing the edges Correct layer placement Locking layers Hiding layers Hiding layers Su1.3 Tweening Planning movement Effective movement Smoothing the assets	Su2.1 Properties of sound Sound file types Sample rates Bit depth Manipulation of sound files Software interface for sound Su2.2 Photoshop – abstract polyscapes Deciding on a theme Setting the story Deciding on the assets Developing the blending Injecting realism Su2.3 Interpreting the brief (Welcome to Devon) Exploring the base brief Offering alternate ideas Rationalising ideas into final choices
			Sp1.3 Target audiences and segmentation • Who is the audience • Why consider the audience	_	_	ideas into final choices Identifying issues and solutions Su2.4 Re-purposing





•	Understanding
	the necessities

- Barriers to effective use
- Best tools to use decisions
- Presenting to the client

Au1.5 Shot types

- Low angle
- Wide angle/Extreme wide angle
- Two-shot
- Over the shoulder
- Close up/Medium close up/Extreme close up
- High angle

Au1.6 Writing a script

- Choosing the subject
- Choosing the media
- Using briefs to inform
- Deciding on the message
- Presenting the project

- Effective usage
- Repeat effects
- Disappearing assets
- Recovering lost assets

Au2.5 Hue and saturation

- Transparency of image
- Tweaking an image
- Incremental movement
- Depth of field links

Au2.6 Blending modes

- Choosing compatible elements
- Decision making on elements needed
- Adding the elements to best effect
- Removing or adjusting current elements
- Exporting a final project

- General acknowledge ment of various audiences
- Stereotyping
- Restrictions

Sp1.4 Rastor and Vector

- Rastor examples
- Vector examples
- Usage of each
- Compatibility
- Crating rastors and vectors
- Off-the-shelf use

Sp1.5 Colour spaces/resolution

- Colours and compatibility
- The colour wheel
- Colour no-no's
- Blending for effect
- Resolution levels
- Memory space

Sp1.6 File types

- Renaming files
- Pushing files into new folders
- Pushing files across folders
- Archiving and

What is royalty free use

 Limitations to free use

Sp2.5 Legalities – copyright and trademarks

- What is copyright
- What is trademark
- How to identify protected assets
- Use of protected assets
- Penalties for improper use

Audacity

- Importing sound
- Manipulating sound
- Realism in a digital world
- Unedited vs edited sound use

Su.1.5 Exporting projects

- Identifying the final audience
- Test export
- Tweaking for final export
- Presenting the project in the best format

downloadable assets

- Deciding on the assets
- Choosing suitable alternatives
- Adjusting the variables for use
- Saving the assets

Su2.5 Blending photoshop with Wick editing

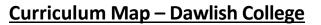
- Bringing in new assets
- Building the assets into Wick
- Deciding on the desired outcome
- Adding alternatives in mirrored projects
- Removing an old asset
- Reshooting a scene

Su2.6 Exporting for Print and Web use

- Deciding on appropriate export style
- Choosing the desired size of print



deleting unwanted	 Exporting for
files	test
	 Exporting for
	sale
	 Adjusting post-
	export and
	customer
	feedback





The factors identified below are referred to throughout the curriculum:

Developing Knowledge and Understanding of the application of topic to the real world.

Objectives focus on:

1. Demonstrate knowledge and understanding of concepts and theories

	2. Apply knowledge ar	= -	s and issues to a variety of con to demonstrate understand		gements and draw conclus	iions
Key Questions	Who is a client? What will they want?	What are the most popular types of planning tool?	What are the major file types used by a student and by a business?	What is a good flowchart layout to use? Can I find a pre-designed	What is Wick? Can I access Wick outside of school?	What different sound assets are there for use?
	How much will they pay? What is a mood board?	What is a Gantt Chart? What styles have gone out of fashion?	How can you access external files easily? Why should we consider	flowchart? What makes a good website?	What are the difficult things using Wick?	Do sound assets also have protected status?
	What is the best type of mood board?	What skills are needed for creating technical	the client Why use Rastor or Vector?	What tools are the most useful in web design?	Why do we need to change backgrounds?	Can I make my own sound assets?
	What media can you use on a mood board?	graphics? What is a .psd?	Is compression important How compatible are these	What are the greatest challenges in web design? Why do we protect assets	Ho do you import an asset? What makes an effective	What changes and developments have there been in the media industry?
	How do you develop a mind map?	What are the drawbacks of Photoshop?	files across platforms? Why do you need a clean file directory?	in law? Who decides on	movement smooth? Why do we need well-	Has Al increased in use and output recently?
	Should you use colour or B+W for a mind map? Can a mind map be	How do you choose the best assets to use?		protection? How do we punish the cheaters?	rendered assets for a project? What is the best	What are the cost issues facing creators?
	digital? What parameters	Why is consistency important?		cheaters:	platform for a digital product?	How does detail affect memory needs?
	should you focus on in design decisions?	Can you overuse layers?			What alternatives are there for use?	What is the issue of over-rendering?
	What are the limitations	How do you recover a				How important is the use



I	of design decision	lost asset and how				of text in a project?
	making?	could you mitigate				or text in a project:
	making.	this?				Who benefits from the
	What industry should					use of text?
	you choose for your	How do you export a				
	advert creation?	final project for best				Are some export files
		use?				incompatible?
	What are the best tools					
	to use for the advert					
	creation?					
Assessment/	In-class assessments	In-class assessments	In-class assessments	In-class assessments	In-class assessments	In-class assessments
Measure of						
success	Individual topic	Creation of a work	Submission of suitable	Completion of effective	Successful completion of	Completion of activities
	project completion	plan	graphics and properties	flowchart/work plan	activities set	and final project
	(by outcome)					
		Effective manipulation			Development of skills	
		of assets				
Addressing gaps	, Address at source	Address at source	Address at source (time	Address at source (time	Address at source (time	Address at source
errors,	(time allowing)	(time allowing)	allowing)	allowing)	allowing)	(time allowing)
misconceptions	(1 1 1 1 0)	(* * * * * * * * * * * * * * * * * * *	3,	5,	3,	(* * * * * * * * * * * * * * * * * * *
•	Use subsequent Do	Use subsequent Do	Use subsequent Do Now	Use subsequent Do Now	Use subsequent Do	Use subsequent Do
	Now to revisit smaller	Now to revisit smaller	to revisit smaller gaps/	to revisit smaller gaps/	Now to revisit smaller	Now to revisit smaller
	gaps/ errors	gaps/ errors	errors /misconceptions	errors /misconceptions	gaps/ errors	gaps/ errors
	/misconceptions	/misconceptions			/misconceptions	/misconceptions
			Model through	Model through		
	Model through	Model through	exemplars (historical or	exemplars (historical or	Model through	Model through
	exemplars (historical	exemplars (historical	shared current student	shared current student	exemplars (historical or	exemplars (historical
	or shared current	or shared current	material (Impero)	material (Impero)	shared current student	or shared current
	student material	student material		lles of alone supports and	material (Impero)	student material
	(Impero)	(Impero)	Use of class experts and	Use of class experts and building resilience through	l land af alama	(Impero)
	Use of class even outs	Lice of class ownerts	building resilience	trial and error	Use of class experts and	Lice of class ownerts and
	Use of class experts and building resilience	Use of class experts and building resilience	through trial and error	unai anu emoi	building resilience through trial and error	Use of class experts and building resilience
	through trial and	through trial and error			uniough that and error	through trial and error
	error	till ough that and effor				tinough that and entor
	CITOI			1		



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



Literacy/
Numeracy/
SMSC/
Character

Literacy: Reading of source material, research as well as group and class discussion.

Numeracy: Calculations used in Technical Graphics/Coding/Photoshop/Stop Motion Animation

SMSC:

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

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.

Social development: Development of team working skills through collaborative work and research

Cultural development: Students look at the changes in society and how they can affect It and how IT affects them.

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.