

# Computing

## Creative iMedia – R093

| Assessment Opportunities   | Literacy/Reading opportunities  | CEIAG Links  |
|--|---|--|
| <p>Students will be following the exam board learning outcomes to ensure they are prepared for the exam.</p> <p>Students will have mini quizzes after every 5 lessons. There will also be an end of topic test at the end of every test which will be based on exam style questions.</p> | <p><a href="#">Traditional Media</a></p> <p><a href="#">New Media</a></p> <p><a href="#">Products in the Media Industry 1</a></p> <p><a href="#">Products in the Media Industry 2</a></p> <p><a href="#">Products in the Media Industry 3</a></p> <p><a href="#">Products in the Media Industry 4</a></p> | <ul style="list-style-type: none"> <li>• <a href="#">Application analyst</a></li> <li>• <a href="#">Applications developer</a></li> <li>• <a href="#">UX designer</a></li> <li>• <a href="#">Web designer</a></li> <li>• <a href="#">Web developer</a></li> <li>• <a href="#">Graphics Designer</a></li> </ul> |

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## Cambridge National in Creative iMedia

### Scheme of work – R093 Creative iMedia in the media industry

#### About this scheme of work

**Our redeveloped Cambridge National in Creative iMedia Level 1/2 J834 is for first teaching from September 2022.**

This qualification provides lots of flexibility, allowing you to find the best route to suite your centre's needs. Our curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach
- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version
- links to our [curriculum planner's first model](#) which is one teacher teaching the qualification over two years, broken down into half terms
- each lesson's **key words**
- **ideas** for teaching and learning with useful **links**
- some 'warm up' teaching ideas if you're teaching over three years.



Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.

## Units and guided learning hours

Here is a reminder of the 7 units in the redeveloped Cambridge National in **Creative iMedia Level 1/2 J834**:

| Unit        | Unit title                                   | Guided learning hours (GLH) | How are they assessed?               | Mandatory or optional? |
|-------------|--|-----------------------------|--------------------------------------|------------------------|
| <b>R093</b> | <b>Creative iMedia in the media industry</b> | <b>48</b>                   | <b>OCR set and marked</b>            | <b>Mandatory</b>       |
| R094        | Visual identity and digital graphics         | 30                          | Centre-assessed tasks, OCR moderated | Mandatory              |
| R095        | Characters and comics                        | 42                          | Centre-assessed tasks, OCR moderated | Optional               |
| R096        | Animation with audio                         | 42                          | Centre-assessed tasks, OCR moderated | Optional               |
| R097        | Interactive digital media                    | 42                          | Centre-assessed tasks, OCR moderated | Optional               |
| R098        | Visual imaging                               | 42                          | Centre-assessed tasks, OCR moderated | Optional               |
| R099        | Digital games                                | 42                          | Centre-assessed tasks, OCR moderated | Optional               |

## Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 48 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes.
- Students can access some resources outside of lessons for any online homework or extension tasks.
- You will refer to the [specification](#) as the key document for detailed insight into the qualification's content and assessment requirements.

## First year of teaching

| Autumn 1  |   |   |   |  |   |                                    |
|---|---|---|---|--|---|------------------------------------|
| <b>Summary of what you will cover from the <a href="#">curriculum planner</a></b> |   | <b>R093:</b> Media industry sectors and products<br><br><b>R093:</b> How style, content and layout are linked to the purpose client requirements and how they are defined<br><br><b>R093:</b> Audience demographics and segmentation<br><br><b>R093:</b> Media codes used to convey meaning, create impact and/or engage audiences  |   |  |   |                                    |
| Lesson no.  | Topic areas/sub topic areas             | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br><br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units? |
| 1   | 1.1 Media industry sectors and products | <p>You could start the unit by introducing the different sectors that make up the media industry and their importance to the economy.</p> <p>In the first lesson you could introduce traditional media and what is contained in that sector.</p> <p>Students could:</p> <ul style="list-style-type: none"> <li>create a mind map of the traditional media sector with the products produced in each aspect as sub nodes</li> <li>create an infographic about traditional media</li> <li>research and create notes about how the traditional media sector</li> </ul> | <b>Traditional media</b><br><br><b>Film</b><br><br><b>Television</b><br><br><b>Radio</b><br><br><b>Print publishing</b> | <p>Summarise the key aspects of the Traditional Media sector</p> <p>Explain how Traditional media is changing and adapting</p> | <p><a href="http://thecreativeindustries.co.uk">Infographics Industries</a><br/>(thecreativeindustries.co.uk)</p> <p><a href="http://thecreativeindustries.co.uk">Employment figures</a><br/>(thecreativeindustries.co.uk)</p> <p><a href="http://techfunnel.com">Traditional Media vs. New Media: Which is Beneficial</a><br/>(techfunnel.com)</p> <p><a href="http://bbc.co.uk">BBC Bitesize - what is the media industry? - Industries overview</a><br/>(bbc.co.uk)</p> <p><a href="http://simplicable.com">12 Types of Media Industry</a><br/>(simplicable.com)</p> |                                    |

| Lesson no. | Topic areas/sub topic areas             | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units? |
|------------|---|---|--|---|--|------------------------------------|
|            |   | is growing/shrinking and the reasons for this.  |  |   | <a href="https://www.statista.com">Media industries (statista.com)</a><br><br><a href="https://www.piktochart.com">The fastest way to create visual content (piktochart.com)</a>   |                                    |
| 2          | 1.1 Media industry sectors and products | <p>In this lesson you could:</p> <ul style="list-style-type: none"> <li>introduce new media and what is contained in that sector.</li> </ul> <p>Students could:</p> <ul style="list-style-type: none"> <li>create a mind map of the new media sector with the products produced in each aspect as sub nodes</li> <li>create an infographic about new media</li> <li>research and create notes about how the new media sectors is growing/shrinking and the reasons for this.</li> </ul> | <p><b>New media</b></p> <p><b>Computer games</b></p> <p><b>Interactive media</b></p> <p><b>Internet</b></p> <p><b>Digital publishing</b></p> | <p>Summarise the key aspects of the New Media sector</p> <p>Explain how New media is growing and changing</p> | <p><a href="https://thecreativeindustries.co.uk">Infographics Industries (thecreativeindustries.co.uk)</a></p> <p><a href="https://thecreativeindustries.co.uk">Employment figures (thecreativeindustries.co.uk)</a></p> <p><a href="https://techfunnel.com">Traditional Media vs. New Media: Which is Beneficial (techfunnel.com)</a></p> <p><a href="https://bbc.co.uk">BBC Bitesize - what is the media industry? - Industries overview (bbc.co.uk)</a></p> <p><a href="https://simplicable.com">12 Types of Media Industry (simplicable.com)</a></p> <p><a href="https://www.statista.com">Media industries (statista.com)</a></p> |                                    |

| Lesson no. | Topic areas/sub topic areas             | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:                                  | Useful links/resources   | How does this link to other units? |
|------------|---|---|---|--|--|------------------------------------|
|            |   |   |   |  | <a href="#">The fastest way to create visual content</a><br>(piktochart.com)   |                                    |
| 3          | 1.1 Media industry sectors and products | <p>In this lesson you could get students to:</p> <ul style="list-style-type: none"> <li>• create knowledge organisers for each media product containing: <ul style="list-style-type: none"> <li>○ sector/aspect use</li> <li>○ real-world examples of use</li> <li>○ reason for use in that sector</li> </ul> </li> <li>• divide class up into small groups - each group produces a presentation about one media product that explains: <ul style="list-style-type: none"> <li>○ characteristics of the product</li> <li>○ use of product including example</li> <li>○ sector(s) that use the product</li> <li>○ target audiences of the product.</li> </ul> </li> </ul> <p>Presentations can then be put together to form a full resource for the class.</p> | <b>Video</b><br><b>Audio</b><br><b>Music</b><br><b>Animation</b><br><b>Special effects (SFX, VFX)</b><br><b>Digital imaging and graphics</b><br><b>Social media platforms/apps</b><br><b>Digital games</b><br><b>Comics and graphic novels</b><br><b>Websites</b><br><b>Multimedia</b><br><b>eBooks</b> | <p>Explain how a media product is used</p> <p>Explain which sectors use which media products</p> | <a href="#">BBC Bitesize - what is the media industry? - Industries overview</a><br>(bbc.co.uk)<br><a href="#">12 Types of Media Industry</a><br>(simplicable.com)<br><a href="#">30 Social Media Content Ideas and Examples for Brands</a><br>(hootsuite.com) |                                    |

| Lesson no. | Topic areas/sub topic areas                                  | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units?   |
|------------|--|---|---|---|--|--|
| 4          | 2.1 How style, content and layout are linked to the purpose. | <p>This lesson is about how the purpose of a media product affects the style, content, and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• identify the create a mind map of the conventions used to <b>advertise/promote</b> a product including: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation</li> </ul> </li> <li>• identify the create a mind map of the conventions used to <b>educate</b> including: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation</li> </ul> </li> <li>• provide small groups with a variety of products from each purpose. Ask them to create a set of conventions based on what they find out has been used.</li> </ul> | <p><b>Purpose</b></p> <p><b>Advertise/Promote</b></p> <p><b>Educate</b></p> | <p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p> | <p><a href="http://mediaknite.org">Advertising</a> (mediaknite.org)</p> <p><a href="http://bbc.co.uk">BBC Bitesize - advertising</a> (bbc.co.uk)</p> <p><a href="http://bbc.co.uk">BBC Bitesize - research</a> (bbc.co.uk)</p> <p><a href="http://mediaknite.org">Media codes and conventions</a> (mediaknite.org)</p> <p><a href="http://murraystilller.com">How to make meaningful media - media and meaning filmmaking Creativity</a> (murraystilller.com)</p> <p><a href="http://media-studies.tki.org.nz">Codes and conventions</a> (media-studies.tki.org.nz)</p> <p><a href="http://smashingmagazines.com">Colour theory for designers – part 1</a> (smashingmagazines.com)</p> <p><a href="http://blackbeardesign.com">Blog – understanding colour</a> (blackbeardesign.com)</p> <p><a href="http://bbc.co.uk">BBC Bitesize how to use language for effect</a> (bbc.co.uk)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |

| Lesson no. | Topic areas/sub topic areas                                  | Lesson ideas and activities   | Lesson key words                                    | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units?   |
|------------|--|---|---|---|---|--|
| 5          | 2.1 How style, content and layout are linked to the purpose. | <p>This lesson is about how the purpose of a media product affects the style, content and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• identify the create an infographic of the conventions used to <b>entertain</b> including: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation</li> </ul> </li> <li>• identify the create an infographic of the conventions used to <b>inform</b> including: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation.</li> </ul> </li> </ul> | <b>Purpose</b><br><b>Entertain</b><br><b>Inform</b> | <p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p> | <p><a href="http://mediaknite.org">Advertising</a> (mediaknite.org)</p> <p><a href="http://bbc.co.uk">BBC Bitesize - advertising</a> (bbc.co.uk)</p> <p><a href="http://mediaknite.org">Media codes and conventions</a> (mediaknite.org)</p> <p><a href="http://murraystiller.com">How to Make Meaningful Media - blog</a> (murraystiller.com)</p> <p><a href="http://media-studies.tki.org.nz">Codes and conventions</a> (media-studies.tki.org.nz)</p> <p><a href="http://smashingmagazines.com">Colour theory for designers – part 1</a> (smashingmagazines.com)</p> <p><a href="http://blackbeardesign.com">Blog – understanding colour</a> (blackbeardesign.com)</p> <p><a href="http://bbc.co.uk">BBC Bitesize how to use language for effect</a> (bbc.co.uk)</p> <p><a href="http://grammarly.com">Tone in language - blog</a> (grammarly.com)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |



| Lesson no. | Topic areas/sub topic areas                                  | Lesson ideas and activities   | Lesson key words                              | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units?   |
|------------|--|---|---|---|--|--|
|            |  |   |   |   | <a href="#">What Are the Different Types of Media - blog</a> (whatagraph.com)  |  |
| 6          | 2.1 How style, content and layout are linked to the purpose. | <p>This lesson is about how the purpose of a media product affects the style, content and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• identify the create an infographic of the conventions used to <b>influence</b> including: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation.</li> </ul> </li> </ul> | <p><b>Purpose</b></p> <p><b>Influence</b></p> | <p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p> | <p><a href="#">Advertising</a> (mediaknite.org)</p> <p><a href="#">BBC Bitesize - advertising</a> (bbc.co.uk)</p> <p><a href="#">Media codes and conventions</a> (mediaknite.org)</p> <p><a href="#">How to Make Meaningful Media - blog</a> (murraystiller.com)</p> <p><a href="#">Codes and conventions</a> (media-studies.tki.org.nz)</p> <p><a href="#">Colour theory for designers – part 1</a> (smashingmagazines.com)</p> <p><a href="#">Blog – understanding colour</a> (blackbeardesign.com)</p> <p><a href="#">BBC Bitesize how to use language for effect</a> (bbc.co.uk)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |

| Lesson no. | Topic areas/sub topic areas                       | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units?   |
|------------|---|---|---|---|--|--|
|            |   |   |   |   | <a href="http://grammarly.com">Tone in language - blog (grammarly.com)</a><br><br><a href="http://bbamantra.com">Types of Media (bbamantra.com)</a>  |  |
| 7          | 2.2 Client requirements and how they are defined. | <p>This lesson is about how a clients' requirements can be received and how to analyse these requirements.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• Use an existing client brief and analyse the keywords.</li> <li>• Create a mind map from the keywords that can be developed to show what is required to fulfil the requirements including: <ul style="list-style-type: none"> <li>○ explicit requirements</li> <li>○ implicit requirements</li> <li>○ requirements that are open to interpretation</li> <li>○ constraints.</li> </ul> </li> </ul> | <p><b>Requirements</b></p> <p><b>Format</b></p> <p><b>Keywords</b></p>                                | <p>Identify the keywords in a clients' requirements that will form their designs</p> <p>Explain how the requirements define the project development</p> | <p><a href="#">Past assignment briefs.(OCR)</a></p> <p><a href="#">Mindtools article</a></p> <p><a href="#">YouTube video - 7 Steps for Better Requirement Gathering/Elicitation</a></p> <p><a href="#">Briefing an agency best practice guide</a></p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |
| 8          | 2.2 Client requirements and how they are defined. | <p>This is lesson is about the different formats that can be used to provide a client brief.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• Divide the class into small groups, then using the internet and any</li> </ul>  | <p><b>Commission</b></p> <p><b>Formal</b></p> <p><b>Informal</b></p> <p><b>Meeting/discussion</b></p> | <p>Describe the different formats of client briefs</p> <p>Explain the advantages and disadvantages of each format</p>                                   | <p><a href="#">Types of briefs in the media industry warren music video (wordpress.com)</a></p> <p><a href="#">How to write a compelling creative brief</a></p> <p>Workamajig</p>  |  |

| Lesson no. | Topic areas/sub topic areas                | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units?   |
|------------|--|---|---|---|--|--|
|            |  | <p>other resources available could carry out research to find examples of client briefs (also called creative briefs or tenders) for each category.</p> <ul style="list-style-type: none"> <li>Students produce a summary slide about the characteristics of each format of client brief.</li> </ul>  | <p><b>Negotiated</b></p> <p><b>Written</b></p>  |   | <p><a href="https://www.scribd.com">7 Different Types of Brief scribd.com</a></p> <p><a href="https://www.hallingwordpress.com">The Various Types of Media Briefs Hallingwordpress.com</a></p>   |  |
| 9          | 2.3 Audience demographics and segmentation | <p>This lesson is about how audiences can be divided up into groups based different criteria.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>create a mini knowledge organiser for each of the different segmentations' classifications. <ul style="list-style-type: none"> <li>define each</li> <li>how will affect product design (link to 2.1 information)</li> </ul> </li> <li>split into small groups with each group researching a segmentation to produce a 3-slide presentation <ul style="list-style-type: none"> <li>title</li> </ul> </li> </ul> | <p><b>Segmentation</b></p> <p><b>Accessibility</b></p> <p><b>Age</b></p> <p><b>Ethnicity</b></p> <p><b>Gender</b></p> <p><b>Interests/lifestyle</b></p> <p><b>Location</b></p> <p><b>Socio-economic</b></p> | <p>Describe how audiences are segmented</p> <p>Explain why audience segmentation is used</p> <p>Explain how different audience groupings affect a media product designs and type.</p> | <p><a href="http://rajar.co.uk">Radio joint audience research (rajar.co.uk)</a></p> <p><a href="http://barb.co.uk">Television audience ratings (barb.co.uk)</a></p> <p><a href="http://pamco.co.uk">Publishers audience measurement (pamco.co.uk)</a></p> <p><a href="http://helixa.ai">Audience segmentation (helixa.ai)</a></p> <p><a href="http://adpushup.com">Audience segmentation for publishers (adpushup.com)</a></p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> |

| Lesson no. | Topic areas/sub topic areas   | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units?   |
|------------|---|--|--|---|--|--|
|            |   | <ul style="list-style-type: none"> <li>○ define</li> <li>○ effect on product.</li> </ul> <p>You could give students a media product such as a computer game, magazine advert and explain who the audience segment was for the product and how the product was designed to meet the segmentation group.</p> |  |   | <p><a href="http://thecompassforsbc.org">How to do audience segmentation</a><br/>(thecompassforsbc.org)</p> <p><a href="http://bbc.co.uk">BBC Bitesize target audience</a><br/>(bbc.co.uk)</p> | R099 Digital games   |
| 10         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | <p>This lesson is about media codes and conventions.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• define what technical and symbolic codes are</li> <li>• create an infographic or poster explaining what the different technical and symbolic codes are.</li> </ul>     | <p><b>Technical codes</b></p> <p><b>Symbolic codes</b></p> <p><b>Mise-en-scene</b></p> | <p>Explain the difference between technical and symbolic codes</p> <p>Explain how technical and symbolic codes are used to create meaning</p> | <p><a href="http://helveticamediuma.com">Media codes</a><br/>(helveticamediuma.com)</p> <p><a href="http://media.codes">Media codes and conventions</a><br/>(media.codes)</p>                  | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |
| 11         | 2.5 Media codes used to convey meaning, create                                | <p>This lesson is about using audio to create meaning, impact and engagement.</p> <p>You could get students to:</p>  | <p><b>Audio</b></p> <p><b>Music genre</b></p>  | <p>Explain how audio can be used to communicate</p>   | <p><a href="http://studiobinder.com">What is sound design for film</a><br/>(studiobinder.com)</p>  | R095 Characters and Comics   |

| Lesson no. | Topic areas/sub topic areas   | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units?  |
|------------|---|---|---|---|---|---|
|            | impact and/or engage audiences  | <ul style="list-style-type: none"> <li>in small groups review existing animations, films, advert etc and explain who audio has been used to enhance the product</li> <li>create a knowledge organiser about how audio is used to for different genres.</li> </ul>   | <b>Silence</b><br><b>Sound effects</b><br><b>Vocal intonation</b>             | mood, character and atmosphere.   | <a href="https://videomaker.com">Sound design - Videomaker</a> (videomaker.com)<br><br><a href="https://askinglot.com">What is an audio code</a> (askinglot.com)  | R096 Animation with audio<br><br>R097 Interactive digital media<br><br>R099 Digital games   |
| 12         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | <p>This lesson is about using typography and colour to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>examine different media products and discuss how fonts/emphasis/size are used</li> <li>create a factsheet about typography including fonts, emphasis, size, hierarchy</li> <li>create a presentation that contains a slide about different colours and how they are used to create meaning (links to 2.1)</li> <li>create a mind map of how colours are used for different purposes using real-world examples (links to 2.1).</li> </ul> | <b>Font</b><br><b>Emphasis</b><br><b>Size</b><br><b>Type</b><br><b>Colour</b> | <p>Explain how fonts are used and altered to create different meaning</p> <p>Explain how colours can be used to create meaning when used in different contexts.</p> | <p>Typography</p> <p><a href="https://fabrikbrands.com">Finding your font type</a> (fabrikbrands.com)</p> <p><a href="https://smashingmagazine.com">Why subtle typographic choices make all the difference</a> (smashingmagazine.com)</p> <p><a href="https://smashingmagazine.com">When typography speaks louder than words</a> (smashingmagazine.com)</p> <p><a href="https://betterwebtype.com">Free web typography lessons</a> (betterwebtype.com)</p> <p>Colour</p> <p><a href="https://blackbeardesign.com">Blog – understanding colour</a> (blackbeardesign.com)</p> | R094 Visual identity and digital graphics<br><br>R095 Characters and Comics<br><br>R096 Animation with audio<br><br>R097 Interactive digital media<br><br>R098 visual imaging<br><br>R099 Digital games |

| Lesson no. | Topic areas/sub topic areas   | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units?   |
|------------|---|---|--|--|---|--|
|            |   |   |  |  | <a href="#">Colour theory for designers – part 1</a><br>(smashingmagazines.com)   |  |
| 13         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | <p>This lesson looks at how camera techniques are used to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>reverse storyboard a short clip and explain why camera angle/shots/movements were used</li> <li>create a ‘Cheat sheet’ describing the different camera angles/shots/movements and how and why they are used.</li> </ul> | <b>Angles</b><br><br><b>Shots</b><br><br><b>Movement</b>   | <p>Explain how camera angles are used for specific purposes.</p> <p>Explain how camera shots are used for specific purposes.</p> <p>Explain how camera movements are used for specific purposes.</p> | <p><a href="#">Types of camera shots and angles with gifs</a><br/>(boards.com)</p> <p><a href="#">101 types of camera shots and angles</a><br/>(polarprofilters.com)</p> <p><a href="#">Ultimate guide to camera shots includes videos</a><br/>(studiobinder.com)</p> <p><a href="#">OCR lesson shot types used in storyboarding</a><br/>(ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |
| 14         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | <p>This lesson is about how lighting can be used to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>in small groups create a presentation explaining how different genres of media use different lighting style</li> </ul>  | <b>Light</b><br><br><b>Shade</b><br><br><b>Contrast</b><br><br><b>Darkness</b><br><br><b>Intensity</b> | <p>Explain how lighting can be used to communicate different meanings for different contexts</p>   | <p><a href="#">Film lighting techniques and examples</a><br/>(nofilmschool.com)</p> <p><a href="#">Basic cinematography lighting techniques - Film</a><br/>(adorama.com)</p> <p><a href="#">Lighting techniques - Film</a></p>  | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p>  |

| Lesson no. | Topic areas/sub topic areas   | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units?  |
|------------|---|--|--|---|---|---|
|            |   | <ul style="list-style-type: none"> <li>create a mind map of how lighting can be used to communicate meaning of characters, moods and atmosphere.</li> </ul>  | <b>Position</b>  |   | (nfi.edu)<br><br><a href="http://matrix.edu.ac">Film techniques lighting</a><br>(matrix.edu.ac)<br><br><a href="http://learn.unity.com">Introduction to lighting and rendering – Games</a><br>(learn.unity.com)<br><br><a href="http://digital-photography-school.com">Portrait lighting patterns for photographers</a><br>(digital-photography-school.com)                                     | R098 visual imaging<br>R099 Digital games   |
| 15         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | This lesson is about how animation, transition and content movement is used to create meaning, impact and engagement.<br><br>You could get students to: <ul style="list-style-type: none"> <li>create a knowledge organiser of how transitions can be used to create meaning with video and presentations</li> <li>create presentation explaining how transitions, content movement and animations are used in video and presentations.</li> </ul> | <b>Transition</b><br><br><b>Animation</b><br><br><b>Movement</b> | Identify the different transitions that can be used in film and presentation<br><br>Explain why transitions, movements and animations are used. | <a href="http://bitable.com">Video transitions</a><br>(bitable.com)<br><br><a href="http://musicgateway.com">How to film video transition</a><br>(musicgateway.com)<br><br><a href="http://nofilmschool.com">Characters lateral movement on film</a><br>(nofilmschool.com)<br><br><a href="http://356labs.com">How to add meaning to PowerPoint transitions and animations</a><br>(356labs.com) | R094 Visual identity and digital graphics<br><br>R095 Characters and Comics<br><br>R096 Animation with audio<br><br>R097 Interactive digital media<br><br>R098 visual imaging<br><br>R099 Digital games |

| Lesson no. | Topic areas/sub topic areas   | Lesson ideas and activities  | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources   | How does this link to other units?   |
|------------|---|--|---|--|--|--|
| 16         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | <p>This lesson is about how interactivity is used to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>review three media products and comment on how the audience interacts with the product these could include: <ul style="list-style-type: none"> <li>museum presentation</li> <li>online book/magazine</li> <li>website</li> <li>street advertisement.</li> </ul> </li> </ul> | <b>Interactivity</b><br><br><b>Touch</b><br><br><b>Gesture</b><br><br><b>Click</b><br><br><b>Type</b> | <p>Identify how audiences interact with a product</p> <p>Explain how interactivity engages the audience</p>              | <p><a href="http://getgist.com">Examples of interactive advertising</a> (getgist.com)</p> <p><a href="http://tiqets.com">Interactive museum</a> (tiqets.com)</p> <p><a href="http://nhm.ac.uk">Virtual museum</a> (nhm.ac.uk)</p> <p><a href="http://makeuseof.com">Free interactive film examples web control</a> (makeuseof.com)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |
| 17         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | <p>This lesson is about how graphic can be used to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>create flash cards of different signs and what they convey</li> <li>fact sheet of how colour in signs is used in the Highway Code</li> <li>create a quiz of recognisable logos and explain what they mean.</li> </ul>   | Graphic<br><br>Logo<br><br>Icon<br><br>Signage  | <p>Explain how graphics are used to communicate information</p> <p>How graphics are used to convey different meaning</p> | <p><a href="http://gov.uk">Traffic signs – The Highway Code</a> (gov.uk)</p> <p><a href="http://venngage.com">Common symbols and meanings and how to use them in design</a> (venngage.com)</p> <p><a href="http://99designs.co.uk">Top 10 logos and what you can learn from them/famous-logos/</a> (99designs.co.uk)</p>               | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p>                           |



| Lesson no. | Topic areas/sub topic areas   | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:               | Useful links/resources  | How does this link to other units?   |
|------------|---|--|--|---|---|--|
|            |   |  |  |   | <a href="http://99designs.co.uk">What is a logo</a><br>(99designs.co.uk)  | R099 Digital games   |
| 18         | 2.5 Media codes used to convey meaning, create impact and/or engage audiences | <p>This lesson is about how the codes and conventions link together to create meaning, impact and engagement.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>choose a business and create a timeline of how their logo has changed over time and explain how the codes and conventions have been used and changed</li> <li>create a presentation about how film posters have used code and conventions to be highly effective products</li> <li>create a knowledge organiser about how computer games use the codes and conventions to be effective products.</li> </ul> | <p><b>Codes</b></p> <p><b>Conventions</b></p> <p><b>Combined</b></p> <p><b>Meaning</b></p> <p><b>Impact</b></p> <p><b>Engagement</b></p> | Explain how the codes and conventions are used to create an effective product | <p><a href="http://blog.logomyway.com">History of the Amazon logo</a><br/>(blog.logomyway.com)</p> <p><a href="http://blog.logomyway.com">History of the Apple logo</a><br/>(blog.logomyway.com)</p> <p><a href="http://thelogocreative.co.uk">Evolution of video game graphics</a><br/>(thelogocreative.co.uk)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |

| Autumn 2   |                             |   |  |   |   |                                    |
|--|-----------------------------|---|--|---|---|------------------------------------|
| <b>Summary of what you will cover from the <a href="#">curriculum planner</a>:</b> |                             | <b>R094</b><br><b>R093:</b> Work planning documents used to support ideas generation<br><b>R093:</b> Documents used to design and plan media products   |  |   |   |                                    |
| Lesson no.   | Topic areas/sub topic areas | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units? |
| 1  | 3.1 Work planning           | This lesson is about the phases of a media production.<br><br>You could get students to: <ul style="list-style-type: none"> <li>create a 3-ring Venn diagram for with each ring related to a phase in each phase include:               <ul style="list-style-type: none"> <li>documents used (link to 3.2 and 3.3)</li> <li>job roles (link to 1.2)</li> </ul> </li> <li>create a short presentation explaining each phase of a media production.</li> </ul> | <b>Pre-production phase</b><br><br><b>Production phase</b><br><br><b>Post-production phase</b> | Explain the phases of a media production<br><br>Identify the documents used in each phase of a media production | <a href="http://mediacollege.com">The production process</a><br>(mediacollege.com)<br><br><a href="http://mediaknite.org">Media production process</a><br>(mediaknite.org)<br><br><a href="http://ipr.edu">Phases of film production</a><br>(ipr.edu)<br><br><a href="http://duomediaproductions.com">Pre-production process</a><br>(duomediaproductions.com)<br><br><a href="https://www.youtube.com/watch?v=...">Work plans – different approaches</a><br>(YouTube) |                                    |
| 2  | 3.1 Work planning           | This lesson is about the purpose and components of work plan.<br><br>You could get to: <ul style="list-style-type: none"> <li>review a coursework assignment and create a work plan for it.</li> </ul>  | <b>Task</b><br><br><b>Activity</b><br><br><b>Workflow</b><br><br><b>Milestone</b>              | Explain the purpose of a work plan<br><br>Explain the advantages of using a work plan                           | <a href="http://blog.logomyway.com">Work plans and schedules</a><br>(blog.logomyway.com)<br><br><a href="https://www.youtube.com/watch?v=...">Work plans – different approaches</a><br>(YouTube.com)  |                                    |

| Lesson no. | Topic areas/sub topic areas                    | Lesson ideas and activities  | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units?  |
|------------|--|--|---|---|--|---|
|            |  | <ul style="list-style-type: none"> <li>create a knowledge organiser about work plans explaining all the components.</li> </ul>   | <b>Contingency</b><br><br><b>Resources</b>  | Explain the role of the different components of a work plan<br><br>Create a workplan  | <a href="http://wrike.com">The perfect project plan for infographics</a> (wrike.com)<br><br><a href="http://bizfluent.com">Components of a work plan</a> (bizfluent.com)   |   |
| 3          | 3.2 Documents used to support ideas generation | This lesson is about the purpose, conventions, and components of a mind map.<br><br>You could get students to: <ul style="list-style-type: none"> <li>create a mind map for a past assignment</li> <li>create an annotated mind map explaining each of the roles of its components and how they make a document effective</li> <li>create a presentation explaining:               <ul style="list-style-type: none"> <li>purpose</li> <li>phase use</li> <li>users of document</li> <li>hardware and software needed to create a mind map.</li> </ul> </li> </ul> | <b>Mind map</b><br><br><b>Components</b><br><br><b>Digital</b><br><br><b>Physical</b><br><br><b>Effective</b><br><br><b>Users</b> | Explain the purpose of a mind map<br><br>Explain how a mind map is created<br><br>Explain how a mind map can be made effective for the end user<br><br>Identify the users of a mind map | <a href="http://mindmapping.com">How to make a mind map</a> (mindmapping.com)<br><br><a href="http://mindtools.com">Mind mapping a useful tool</a> (mindtools.com)<br><br><a href="http://venngage.com">Mind map templates</a> (venngage.com)<br><br><a href="http://canva.com">Canva mind map maker</a> (canva.com)<br><br><a href="http://mindmup.com">Free online mind mapping</a> (mindmup.com)<br><br><a href="http://mindmeister.com">Collaborative mind mapping</a> (mindmeister.com) | R094 Visual identity and digital graphics<br><br>R095 Characters and Comics<br><br>R096 Animation with audio<br><br>R097 Interactive digital media<br><br>R098 visual imaging<br><br>R099 Digital games |
| 4          | 3.2 Documents used to support ideas generation | This lesson is about the purpose, conventions, and components of a mood board.   | <b>Mood board</b><br><br><b>Components</b>  | Explain the purpose of a mood board   | <a href="http://522productions.com">Purpose of mood boards</a> (522productions.com)  | R094 Visual identity and digital graphics   |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units?  |
|------------|-----------------------------|---|--|---|---|---|
|            |                             | <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create a mood board for a past assignment</li> <li>• create an annotated mood board explaining each of the roles of its components and how they make a document effective</li> <li>• create a presentation explaining: <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ phase use</li> <li>○ users of document</li> <li>○ hardware and software needed to create a mood board.</li> </ul> </li> </ul> | <p><b>Digital</b></p> <p><b>Physical</b></p> <p><b>Effectiveness</b></p> <p><b>Users</b></p> | <p>Explain how a mood board is created</p> <p>Explain how a mood board can be made effective for the end user</p> <p>Identify the users of a mood board</p> | <p><a href="#">What is a mood board</a> (YouTube.com)</p> <p><a href="#">How to create mood board for film</a> (premiumbeat.com)</p> <p><a href="#">How to create mood boards that inspire</a> (creativebloq.com)</p> <p><a href="#">How to create a mood board for games</a> (gamestorming.com)</p> <p><a href="#">OCR lesson creating a mood board</a> (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p> <p><a href="#">Canva – how to make a mood board</a> (canva.com)</p> <p><a href="#">Create better mood boards</a> (milanote.com)</p> | <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |

| Lesson no. | Topic areas/sub topic areas                    | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units?   |
|------------|--|---|---|--|---|--|
|            |  |   |   |  | <a href="http://toptal.com">Guide to mood boards (toptal.com)</a><br><br><a href="https://www.youtube.com/watch?v=5R011111111">5 reasons why mood boards are essential (YouTube.com)</a>  |  |
| 5          | 3.2 Documents used to support ideas generation | <p>This lesson is about the purpose, conventions, and components of an asset log.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create an asset log for a Johns Diner assets</li> <li>• create an annotated asset log explaining each of the roles of its components and how they make a document effective</li> <li>• create a presentation explaining: <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ phase use</li> <li>○ users of document</li> <li>○ hardware and software needed to create an asset log.</li> </ul> </li> </ul> | <b>Asset log</b><br><br><b>Components</b><br><br><b>Effectiveness</b><br><br><b>Users</b> | <p>Explain the purpose of an asset log</p> <p>Explain how an asset log is created</p> <p>Explain how an asset log can be made effective for the end user</p> <p>Identify the users of an asset log</p> | <a href="http://ocr.org.uk">OCR lesson creating a digital sound sequence (ocr.org.uk) *</a><br><br><small>* These links refer to current specification resources but they are relevant to the new specification.</small><br><br><a href="http://ocr.org.uk">OCR lesson audio assets for creating a digital sound sequence (ocr.org.uk) *</a><br><br><small>* These links refer to current specification resources but they are relevant to the new specification.</small><br><br><a href="http://terabyteit.co.uk">What is an asset and why should you be logging them (terabyteit.co.uk)</a> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |
| 6          | 3.2 Documents used to support ideas generation | <p>This lesson is about the purpose, conventions, and components of a flow chart.</p> <p>You could get students to:</p>   | <b>Flow chart</b><br><br><b>Components</b>  | <p>Explain the purpose of a flow chart</p>   | <a href="http://lucidchart.com">Tutorial - what is a flowchart (lucidchart.com)</a>   | <p>R094 Visual identity and digital graphics</p>   |

| Lesson no. | Topic areas/sub topic areas                    | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources   | How does this link to other units?  |
|------------|--|--|--|--|--|---|
|            |  | <ul style="list-style-type: none"> <li>create a flow chart for a digital presentation interactivity</li> <li>create an annotated flow chart explaining each of the roles of its components and how they make a document effective</li> <li>create a presentation explaining: <ul style="list-style-type: none"> <li>purpose</li> <li>phase use</li> <li>users of document</li> <li>hardware and software needed to create a flow chart.</li> </ul> </li> </ul>                                       | <b>Effectiveness</b><br><br><b>Users</b>   | <p>Explain how a flow chart is created</p> <p>Explain how a flow chart can be made effective for the end user</p> <p>Identify the users of a flow chart</p>                            | <a href="#">Flowchart example for video games</a><br>(creately.com)<br><br><a href="#">Game development</a><br>(YouTube)   | R095 Characters and Comics<br><br>R096 Animation with audio<br><br>R097 Interactive digital media<br><br>R098 visual imaging<br><br>R099 Digital games                        |
| 7          | 3.2 Documents used to support ideas generation | <p>This lesson is about the purpose, conventions, and components of a script.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>create an annotated script explaining each of the roles of its components and how they make a document effective</li> <li>create a presentation explaining: <ul style="list-style-type: none"> <li>purpose</li> <li>phase use</li> <li>users of document</li> <li>hardware and software needed to create a script.</li> </ul> </li> </ul> | <b>Script</b><br><br><b>Components</b><br><br><b>Effectiveness</b><br><br><b>Users</b> | <p>Explain the purpose of a script</p> <p>Explain how a script is created</p> <p>Explain how a script can be made effective for the end user</p> <p>Identify the users of a script</p> | <a href="#">OCR lesson the content of scripts</a><br>(ocr.org.uk) *<br><br>* These links refer to current specification resources but they are relevant to the new specification.<br><br><a href="#">BBC Bitesize creative writing</a><br>(bbc.co.uk)<br><br><a href="#">Script elements and scene heading</a><br>(screenwriting.info) | R094 Visual identity and digital graphics<br><br>R095 Characters and Comics<br><br>R096 Animation with audio<br><br>R097 Interactive digital media<br><br>R098 visual imaging |

| Lesson no. | Topic areas/sub topic areas                    | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units?   |
|------------|--|---|--|--|---|--|
|            |  |   |  |  | <a href="#">Elements of screenplay formatting</a><br>(screencraft.org)<br><br><a href="#">Scripts for many BBC programmes</a><br>(bbc.co.uk)<br><br><a href="#">Advertising scripts and corresponding radio ads</a><br>(campaignlive.co.uk)   | R099 Digital games   |
| 8          | 3.2 Documents used to support ideas generation | <p>This lesson is about the purpose, conventions, and components of a storyboard.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create a storyboard for an existing TV title sequence</li> <li>• create an annotated storyboard explaining each of the roles of its components and how they make a document effective</li> <li>• create a presentation explaining:               <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ phase use</li> <li>○ users of document</li> <li>○ hardware and software needed to create a storyboard.</li> </ul> </li> </ul> | <b>Storyboard</b><br><br><b>Components</b><br><br><b>Effectiveness</b><br><br><b>Users</b> | <p>Explain the purpose of a storyboard</p> <p>Explain how a storyboard is created</p> <p>Explain how a storyboard can be made effective for the end user</p> <p>Identify the users of a storyboard</p> | <a href="#">Storyboard definition and example</a><br>(boards.com)<br><br><a href="#">OCR lesson shot types used in storyboarding</a><br>(ocr.org.uk) *<br><br><p>* These links refer to current specification resources but they are relevant to the new specification.</p> <a href="#">How long does it take to produce an animation</a><br>(studiopigeon.com)<br><br><a href="#">Free e-books on video making</a><br>(videomaker.com) | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |

| Lesson no. | Topic areas/sub topic areas                    | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units?   |
|------------|--|--|--|--|---|--|
|            |  |  |  |  | <a href="https://www.vyond.com/what-is-a-storyboard-and-why-do-you-need-one/">What is a storyboard and why do you need one</a> (vyond.com)  |  |
| 9          | 3.2 Documents used to support ideas generation | <p>This lesson is about the purpose, conventions, and components of a visualisation diagrams.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create a visualisation diagram for an existing poster or magazine advert</li> <li>• create an annotated visualisation diagram explaining each of the roles of its components and how they make a document effective</li> <li>• create a presentation explaining: <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ phase use</li> <li>○ users of document</li> <li>○ hardware and software needed to create a visualisation diagram.</li> </ul> </li> </ul> | <p><b>Visualisation diagram</b></p> <p><b>Components</b></p> <p><b>Effectiveness</b></p> <p><b>Users</b></p> | <p>Explain the purpose of a visualisation diagram</p> <p>Explain how a visualisation diagram is created</p> <p>Explain how a visualisation diagram can be made effective for the end user</p> <p>Identify the users of a visualisation diagram</p> | <p><a href="https://quizizz.com/quiz/visualisation-diagram-quiz/">Visualisation diagram quiz</a> (quizizz.com)</p> <p>Website examples:<br/> <a href="https://www.speckyboy.com/web-mobile-wireframe-sketch-examples/">Web mobile wireframe sketch examples</a> (speckyboy.com)</p> <p><a href="https://www.tympanus.net/planning-your-web-design-with-sketches/">Planning your web design with sketches</a> (tympanus.net)</p> <p><a href="https://www.youtube.com/watch?v=...">Video on Star Wars visualisations, storyboarding and scripts</a> (YouTube)</p> <p><a href="https://www.canvas.pantone.com/concept-art-sketches-for-games-and-interactives/">Concept art sketches for games and interactives</a> (canvas.pantone.com)</p> <p><a href="https://ocr.org.uk/ocr-lesson-visualisation-diagram/">OCR lesson visualisation diagram</a> (ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |



| Lesson no. | Topic areas/sub topic areas                    | Lesson ideas and activities  | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources   | How does this link to other units?   |
|------------|--|--|---|--|--|--|
| 10         | 3.2 Documents used to support ideas generation | <p>This lesson is about the purpose, conventions, and components of a wireframe layout.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create a wireframe layout for an existing website or magazine page</li> <li>• create an annotated wireframe layout explaining each of the roles of its components and how they make a document effective</li> <li>• create a presentation explaining:               <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ phase use</li> <li>○ users of document</li> <li>○ hardware and software needed to create a wireframe layout.</li> </ul> </li> </ul> | <p><b>Wireframe layout</b></p> <p><b>Components</b></p> <p><b>Effectiveness</b></p> <p><b>Users</b></p> | <p>Explain the purpose of a wireframe layout</p> <p>Explain how a wireframe layout is created</p> <p>Explain how a wireframe layout can be made effective for the end user</p> <p>Identify the users of a wireframe layout</p> | <p><a href="http://edrawsoft.com">Wireframe theory</a> (edrawsoft.com)</p> <p><a href="http://webdesign.tutsplus.com">Beginners guide to wireframing</a> (webdesign.tutsplus.com)</p> <p><a href="http://figma.com">Wireframe kits</a> (figma.com)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |

## Second year of teaching

| Spring 2   |   |   |  |   |  |   |
|--|---|---|--|---|--|---|
| <b>Summary of what you will cover from the <a href="#">curriculum planner</a>:</b> |   | <b>R096</b><br><b>R093:</b> Distribution platforms and media to reach audiences<br><b>R093:</b> Properties and formats of media files   |  |   |  |   |
| Lesson no.   | Topic areas/sub topic areas                             | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)   | Useful links/resources   | How does this link to other units?  |
| 1  | 4.1 Distribution platforms and media to reach audiences | This lesson is about using online platforms for distribution.<br><br>You could get students to: <ul style="list-style-type: none"> <li>• research into the online platforms used at home and in business for media products</li> <li>• create a fact sheet explaining the characteristics and uses of               <ul style="list-style-type: none"> <li>○ Apps</li> <li>○ multimedia</li> <li>○ Web</li> </ul> </li> <li>• explain why these platforms are used – advantages and disadvantages based on:               <ul style="list-style-type: none"> <li>○ audience reach</li> <li>○ carrying capacity</li> <li>○ speed of transmission.</li> </ul> </li> </ul> | <b>Characteristics</b><br><br><b>Apps</b><br><br><b>Multimedia</b><br><br><b>Web</b> | Explain how online platforms are used to deliver media products<br><br>How the characteristics of the platforms effects the choice of platform for a media product. | Information source suggestions<br><br><a href="http://flippingbook.com">Top content distribution channels</a><br>(flippingbook.com)<br><br><a href="http://shapemyapp.com">Advantages of news distribution through apps over print</a><br>(shapemyapp.com)<br><br><a href="http://medim.com">Key characteristics of a successful mobile app for every business</a><br>(medim.com)<br><br><a href="http://ittechsols.wordpress.com">Some essential characteristics of mobile applications</a><br>(ittechsols.wordpress.com)<br><br><a href="http://w3c.github.io">Media distribution</a><br>(w3c.github.io) | R094 Visual identity and digital graphics<br><br>R095 Characters and Comics<br><br>R096 Animation with audio<br><br>R097 Interactive digital media<br><br>R098 visual imaging<br><br>R099 Digital games |

| Lesson no. | Topic areas/sub topic areas                             | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units?   |
|------------|---|---|--|---|---|--|
| 2          | 4.1 Distribution platforms and media to reach audiences | <p>This lesson is about using physical platforms for distribution.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>research into the online platforms used at home and in business for media products</li> <li>create a fact sheet explaining the characteristics and uses of <ul style="list-style-type: none"> <li>computer</li> <li>interactive TV</li> <li>kiosks</li> <li>mobile devices</li> </ul> </li> <li>explain why these platforms are used – advantages and disadvantages based on: <ul style="list-style-type: none"> <li>audience reach</li> <li>carrying capacity</li> <li>speed of transmission.</li> </ul> </li> </ul> | <b>Characteristics</b><br><b>Computer</b><br><b>Interactive TV</b><br><b>Kiosks</b><br><b>Mobile devices</b> | <p>Explain how physical platforms are used to deliver media products</p> <p>How the characteristics of the platforms effects the choice of platform for a media product</p> | <p>Information source suggestion</p> <p><a href="http://cammxlimited.co.uk">Interactive kiosks utilizing social media</a><br/>(cammxlimited.co.uk)</p> <p><a href="http://oemkiosks.com">The value of multimedia kiosks for companies</a><br/>(oemkiosks.com)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |
| 3          | 4.1 Distribution platforms and media to reach audiences | <p>This lesson is about using physical media for distribution.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>research into the physical media used at home and in business for media products</li> <li>create a fact sheet explaining the characteristics and uses of <ul style="list-style-type: none"> <li>CD/DVD</li> <li>memory stick</li> </ul> </li> </ul>   | <b>Characteristics</b><br><b>CD/DVD</b><br><b>Memory Stick</b><br><b>Paper based</b>                         | <p>Explain how physical media are used to deliver media products</p> <p>How the characteristics of the media effects the choice of platform for a media product</p>         | <p>Information source suggestion</p> <p><a href="http://teach-ict.com">Systems and storage devices</a><br/>(teach-ict.com)</p> <p><a href="http://marketingevolution.com">Marketing essentials in advertising media</a><br/>(marketingevolution.com)</p>          | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p>                           |

| Lesson no. | Topic areas/sub topic areas  | Lesson ideas and activities   | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units?   |
|------------|--|---|--|---|---|--|
|            |  | <ul style="list-style-type: none"> <li>○ paper.</li> <li>○ explain why these platforms are used – advantages and disadvantages based on:</li> <li>○ audience reach</li> <li>○ carrying capacity</li> <li>○ speed of transmission.</li> </ul>  |  |   | <a href="#">Print media features, benefits and examples</a> (lifesjust.com)   | R099 Digital games   |
| 4          | 4.2 Properties and formats of file formats<br><br>4.2.4 File compression | <p>This lesson is about file compression.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create a Venn Diagram style image of file compression with the differences between Lossy and Lossless Compression</li> <li>• create a help sheet to use in coursework units that would help them make decisions about using Lossy/ Lossless compression for their work</li> <li>• explain lossy and lossless compression in less than 280 characters.</li> </ul> | <b>Compression</b><br><br><b>Lossy</b><br><br><b>Lossless</b>                | <p>Explain what file compression is</p> <p>Explain the differences between Lossy and Lossless compression</p> | <p>Technical information</p> <p><a href="#">BBC Bitesize encoding images</a> (bbc.co.uk)</p> <p><a href="#">Difference between lossy compression and lossless comprehension</a> (geeksforgeeks.org)</p> <p><a href="#">Compression techniques</a> (isaacomputerscience.org)</p> | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p> |
| 5          | 4.2 Properties and formats of file formats<br><br>4.2.1 Image files      | <p>This lesson is about the images file properties and formats.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create an Infographic explaining: <ul style="list-style-type: none"> <li>○ DPI/PPI</li> <li>○ Pixels</li> </ul> </li> </ul>  | <b>DPI/PPI</b><br><br><b>Pixel</b><br><br><b>Raster</b><br><br><b>Bitmap</b> | <p>Explain what DPI/PPI mean</p> <p>Explain how image quality is dependent on DPI/PPI and resolution</p>      | <p><a href="#">File types and formats information</a></p> <p><a href="#">Docs, web and media formats</a> (developer.mozilla.org)</p> <p><a href="#">Image file types</a></p>  | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p>   |

| Lesson no. | Topic areas/sub topic areas  | Lesson ideas and activities  | Lesson key words                                  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units?   |
|------------|--|--|---|---|---|--|
|            |  | <ul style="list-style-type: none"> <li>○ Raster</li> <li>○ Bitmap</li> <li>○ Vector</li> <li>● list the different file types and their use in a key facts sheet for use in coursework or real-world situations.</li> </ul>   | <b>Vector</b>                                     | <p>Explain the difference between Raster, Bitmap and Vector image files</p> <p>Explain the reasons for using different image file types</p> <p>Explain how compression effects image file type selection</p> <p>Select appropriate file formats for different contexts.</p> | <p>(digitalinformationworlds.com)<br/><a href="#">Native file formats</a><br/>(guides.lib.umich.edu)</p> <p>OCR resources<br/><a href="#">Lesson compatibility of images</a></p> <p><a href="#">Lesson file formats and properties</a><br/>(ocr.org.uk) *</p> <p>* These links refer to current specification resources but they are relevant to the new specification.</p> | <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> <p>R099 Digital games</p>  |
| 6          | <p>4.2 Properties and formats of file formats</p> <p>4.2.2 Audio files</p> | <p>This lesson is about the audio file properties and formats.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>● create a presentation that explains sample rate and bit depth including how these affect sound quality</li> <li>● create a mind map of the main audio files types that could be used for media production including their key features.</li> </ul> | <p><b>Bit depth</b></p> <p><b>Sample rate</b></p> | <p>Explain what sample rate is</p> <p>Explain what bit depth is</p> <p>Explain how sound quality is affected by sample rate and bit depth</p> <p>Explain how file compression affects audio quality</p>   | <p>File types and formats information</p> <p><a href="#">Audio file format right needs</a><br/>(makeuseof.com)</p> <p><a href="#">Audio file types</a><br/>(canto.com)</p> <p><a href="#">Audio file formats explained</a><br/>(masteringthemix.com)</p>  | <p>R094 Visual identity and digital graphics</p> <p>R095 Characters and Comics</p> <p>R096 Animation with audio</p> <p>R097 Interactive digital media</p> <p>R098 visual imaging</p> |

| Lesson no. | Topic areas/sub topic areas  | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units?  |
|------------|--|--|--|--|---|---|
|            |  |  |  | Identify the properties of file types<br><br>Select appropriate file formats for different contexts.   |   | R099 Digital games  |
| 7          | 4.2 Properties and formats of file formats<br><br>4.2.3 Moving image files | This lesson is about the moving image file properties and formats.<br><br>You could get students to: <ul style="list-style-type: none"> <li>create a mind map of animation and film file types</li> <li>create a presentation that explains frame rate and the impact on product quality, file size, together with SD, HD, UHD 4K and 8K</li> <li>create a knowledge organiser that identifies and explains moving file types including: <ul style="list-style-type: none"> <li>frame rate</li> <li>SD, HD, UHD 4K and 8K</li> <li>file types <ul style="list-style-type: none"> <li>animation</li> <li>video</li> </ul> </li> <li>compression</li> <li>selection of file types for different purposes in coursework and real-world situations.</li> </ul> </li> </ul> | <b>Frame Rate</b><br><br><b>Resolution</b><br><br><b>Animation</b><br><br><b>Video</b> | Explain what frame rate means<br><br>Explain what is meant by and the differences between SD, HD, UHD, 4K and 8K<br><br>Explain how frame rate affects product quality<br><br>Identify different video and animation file types<br><br>Explain how file compression affects moving image quality<br><br>Select appropriate file formats for different contexts | File types and formats information<br><br><a href="https://developer.mozilla.org/en-US/docs/Web/Media/Formats_and_image_types">Web, Media formats and image types</a> (developer.mozilla.org)<br><br><a href="https://whale-agency.com/different-types-of-animation-formats/">Different types of animation formats</a> (whale-agency.com)<br><br><a href="https://medium.com/best-file-formats-for-animation-on-websites/">Best file formats for animation on websites</a> (medium.com)<br><br><a href="https://fileformatforanimation.weebly.com/file-format-animation/">File format animation</a> (fileformatforanimation.weebly.com)<br><br><a href="https://videomaker.com/video-formats-explained/">Video formats explained</a> (videomaker.com)<br><br><a href="https://adobe.com/discover-best-video-format/">Discover best video format</a> (adobe.com) | R094 Visual identity and digital graphics<br>R095 Characters and Comics<br>R096 Animation with audio<br>R097 Interactive digital media<br>R098 visual imaging<br>R099 Digital games |

| Summer 1   |  |   |  |  |   |                                    |
|--|--|---|--|--|---|------------------------------------|
| <b>Summary of what you will cover from the <a href="#">curriculum planner</a>:</b> |  | <b>R096</b><br><b>R093:</b> Research methods and data<br><b>R093:</b> Legal considerations  |  |  |   |                                    |
| Lesson no.   | Topic areas/sub topic areas                        | Lesson ideas and activities   | Lesson key words                                       | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units? |
| 1  | 2.4 Sources of research and types of research data | This lesson looks at how research is carried out when developing a media product.<br><br>You could get students to: <ul style="list-style-type: none"> <li>• create a card sort or primary and secondary sources</li> <li>• describe what primary source research is and define as a class</li> <li>• create a help sheet about each of the primary and secondary sources</li> <li>• devise two types of primary source research tasks to conduct over the week – for example Vox pop and interview, questionnaire and focus group. Research topic, method and documentation to be devised and created in class along with a plan for analysis</li> </ul> | <b>Primary sources</b><br><br><b>Secondary sources</b> | Explain the differences between primary and secondary sources<br><br>Describe the advantages and disadvantages of primary and secondary sources and data | <a href="#">Video – primary vs secondary sources</a><br>(YouTube)<br><br><a href="#">Video – understanding primary and secondary sources</a><br>(YouTube)<br><br><a href="#">BBC Bitesize research</a><br>(bbc.co.uk) |                                    |

| Lesson no. | Topic areas/sub topic areas                        | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units? |
|------------|--|--|--|--|---|------------------------------------|
|            |  | <ul style="list-style-type: none"> <li>in pairs bullet point all the different types of secondary sources they could use in their research for a project (e.g. books, websites, blogs, films, magazines, textbooks).</li> </ul>  |  |  |   |                                    |
| 2          | 2.4 Sources of research and types of research data | <p>This lesson looks at how information and data can be split into qualitative and quantitative types.</p> <p>You could define the terms.</p> <p>You could get your students to:</p> <ul style="list-style-type: none"> <li>create flash cards about qualitative and quantitative including               <ul style="list-style-type: none"> <li>how it can be collected</li> <li>advantages</li> <li>disadvantages</li> </ul> </li> </ul> | <b>Qualitative data</b><br><br><b>Quantitative data</b>              | <p>Explain the differences between qualitative and quantitative information and data</p> <p>Describe the advantages and disadvantages of qualitative and quantitative information and data</p> | <p><a href="#">Video - Quantitative vs. Qualitative Research</a> (YouTube)</p> <p><a href="#">Video – Quantitative and Qualitative what’s the difference</a> (YouTube)</p> <p><a href="#">Quantitative and Qualitative research</a> (scribbr.com)</p> |                                    |
| 3          | 3.4.1 Legal Considerations to protect individuals  | <p>This lesson is about privacy and permissions.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>create a factsheet about processes for getting permission to file/record in the UK</li> </ul>  | <b>Privacy</b><br><br><b>Permissions</b><br><br><b>Release forms</b> | <p>Explain what privacy and permissions are</p> <p>Explain how permissions must be gained before filming/recording</p>   | <p>Legal consideration theory and advice</p> <p><a href="#">Photographer’s rights</a> (blpawards.org)</p> <p><a href="#">GDPR and taking photographs in public places</a> (suzanneddible.com)</p>   |                                    |



| Lesson no. | Topic areas/sub topic areas                       | Lesson ideas and activities  | Lesson key words               | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources  | How does this link to other units? |
|------------|---|--|--------------------------------|---|---|------------------------------------|
|            |   | <ul style="list-style-type: none"> <li>in small groups research into how recording an event could take place.</li> </ul>   |                                | Explain a user's privacy right  | <a href="http://institute-of-photography.com">Your rights as a photographer</a><br>(institute-of-photography.com)<br><br><a href="http://theiac.org.uk">Filming in public</a><br>(theiac.org.uk)<br><br><a href="http://bytestart.co.uk">Dos and don'ts when filming in public spaces</a><br>(bytestart.co.uk)<br><br><a href="http://channel4.com">OfCom broadcasting code</a><br>(channel4.com)<br><br><a href="http://screenhi.co.uk">Production consent</a><br>(screenhi.co.uk)<br><br><a href="http://studiobinder.com">Actor release guide</a><br>(studiobinder.com)<br><br><a href="http://premiumbeat.com">Free Talent Release Form for Film and Video Productions</a><br>(premiumbeat.com) |                                    |
| 4          | 3.4.1 Legal Considerations to protect individuals | This lesson is about defamation.<br><br>You could get students to: <ul style="list-style-type: none"> <li>produce a presentation about the differences between libel and slander</li> <li>research case studies about Libel and Slander in the UK</li> </ul> | <b>Libel</b><br><b>Slander</b> | Explain what libel and slander are<br><br>Explain the difference between libel and slander<br><br>Explain effect of considering libel | Legal consideration theory and advice<br><br><a href="http://hiscox.co.uk">What is defamation</a><br>(hiscox.co.uk)<br><br><a href="http://channel4.com">Defamation</a><br>(channel4.com)   |                                    |

| Lesson no. | Topic areas/sub topic areas                       | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units? |
|------------|---|---|---|---|--|------------------------------------|
|            |   | <ul style="list-style-type: none"> <li>create an infographic about defamation, libel and slander in the media.</li> </ul>   |   | and slander on media production   | <a href="http://hja.net">Can I sue someone for defamation on social media?</a> (hja.net)<br><br><a href="http://igniyte.co.uk">Can you sue for defamation on social media?</a> (igniyte.co.uk)   |                                    |
| 5          | 3.4.1 Legal Considerations to protect individuals | <p>This lesson is about data protections.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>explain their rights as individuals regarding their data</li> <li>create a presentation for a client explaining what they need to do to comply with media usage of personal data.</li> </ul> | <b>Data subjects</b><br><br><b>Collection</b><br><br><b>Storage</b><br><br><b>Usage</b> | <p>Explain how data must be protected when collected, stored and used</p> <p>Explain how creative media organisations can comply with data protection regulations</p> | <a href="http://ico.org.uk">Guide to data protection</a> (ico.org.uk)<br><br>Industry based information<br><a href="http://grcworldforums.com">GDPR – what does it mean for the media industry</a> (grcworldforums.com)<br><br><a href="http://productionguildaccounting.com">Introduction to GDPR</a> (productionguildaccounting.com)<br><br><a href="http://vigilantesoftware.co.uk">Why does GDPR matter in the media industry</a> (vigilantesoftware.co.uk)<br><br><a href="http://aspectfilmandvideo.co.uk">Video production and GDPR</a> (aspectfilmandvideo.co.uk)<br><br><a href="http://ico.org.uk">Data protection and journalism</a> (ico.org.uk) |                                    |
| 6          | 3.4.2 Intellectual property rights                | <p>This lesson is about intellectual property rights.</p> <p>You could get students to:</p>   | <b>Intellectual Property</b><br><br><b>Patent</b>                                       | <p>Explain what IP is</p> <p>Explain how IP can be protected</p>  | Information source suggestion<br><a href="http://gov.uk">Intellectual property – an overview</a> (gov.uk)  |                                    |

| Lesson no. | Topic areas/sub topic areas        | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to: | Useful links/resources  | How does this link to other units? |
|------------|------------------------------------|--|--|---|---|------------------------------------|
|            |                                    | <ul style="list-style-type: none"> <li>create a factsheet about intellectual property and the creative media industry</li> <li>research how IP has been affected by the digital age</li> <li>create an infographic explaining IP, Patents and Trademarks.</li> </ul> | <b>Trademark</b>   | Explain the effects of IP being taken/ used illegally           | <a href="http://burges-salmon.com">A guide to intellectual property rights in the UK</a><br>(burges-salmon.com)<br><br>Industry based information<br><a href="http://udl.co.uk">A guide to intellectual property in the creative industries</a><br>(udl.co.uk)<br><br><a href="http://designcouncil.org.uk">Protect your creativity with Intellectual Property</a><br>(designcouncil.org.uk)  |                                    |
| 7          | 3.4.2 Intellectual property rights | This lesson is about intellectual property rights.<br><br>You could get students to: <ul style="list-style-type: none"> <li>create a help sheet explaining how to comply with IP requirements.</li> </ul>  | <b>Creative Commons</b><br><br><b>Fair deal/usage</b><br><br><b>Watermarks</b><br><br><b>Symbols</b><br><br><b>Permissions</b> | Explain the different ways that permissions to use protect IP   | Information source suggestion<br><a href="http://creativecommons.org">Creative commons licenses explained</a><br>(creativecommons.org)<br><br><a href="https://www.youtube.com/watch?v=...">Creative commons licensing explained</a><br>(YouTube)<br><br><a href="http://bl.uk">Fair use copyright explained – British Library</a><br>(bl.uk)<br><br><a href="http://bhphotovideo.com">The pros and cons of watermarks on photographs</a><br>(bhphotovideo.com) |                                    |

| Lesson no. | Topic areas/sub topic areas                         | Lesson ideas and activities  | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units? |
|------------|---|--|---|---|--|------------------------------------|
| 8          | 3.4.3 Regulation, certification, and classification | <p>This lesson is about industry regulation.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>in pairs create a presentation about the different organisations that regulate the creative media industry</li> <li>create a knowledge organiser about the different organisations that regulate the creative media industry</li> <li>produce a guide to the classifications for different media products and how they are decided.</li> </ul> | <b>ASA</b><br><b>OFCOM</b><br><b>BBFC</b><br><b>PEGI</b>                          | <p>Explain the roles of different organisations in regulating the creative media industry</p>   | <p>Information source suggestion</p> <p><a href="https://www.asa.org.uk">The Advertising Standards Authority (ASA) is the UK's independent regulator of advertising across all media</a> (asa.org.uk)</p> <p><a href="https://www.ofcom.gov.uk">Ofcom is the regulator for communications services</a> (ofcom.org.uk)</p> <p><a href="https://www.bbfc.co.uk">British Board of Film Classification (BBFC)</a> (bbfc.co.uk)</p> <p><a href="https://www.pegi.info">The Pan-European Game Information (PEGI) age rating system was established to help European parents make informed decisions on buying computer games</a> (pegi.info)</p> |                                    |
| 9          | 3.4.4 Health and safety                             | <p>This lesson is about health and safety</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>create flash cards about Locations Recces and Risk Assessments</li> <li>produce safety leaflets about working: <ul style="list-style-type: none"> <li>with computer</li> <li>when filming</li> </ul> </li> </ul>  | <b>Risk</b><br><b>Mitigate</b><br><b>Location Recce</b><br><b>Risk Assessment</b> | <p>Identify health and safety risks in the pre-production and production phases</p> <p>Explain how to mitigate the risks identified</p> | <p>Information source suggestion</p> <p><a href="https://www.hse.gov.uk">Health and safety in the film, theatre and broadcasting industries</a> (hse.gov.uk)</p> <p><a href="https://www.bbc.com">Information and resources to help you manage safety within the BBC</a></p>   |                                    |

| Lesson no. | Topic areas/sub topic areas         | Lesson ideas and activities  | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:   | Useful links/resources   | How does this link to other units? |
|------------|-------------------------------------|--|---|---|--|------------------------------------|
|            |                                     | <ul style="list-style-type: none"> <li>○ working at heights</li> <li>○ working with heavy equipment.</li> </ul>  |   |   | <p>(bbc.co.uk)</p> <p><a href="#">BBC Bitesize health and safety when working with computers</a><br/>(bbc.co.uk)</p> <p><a href="#">Computers and your health</a><br/>(photpea.com)</p> <p><a href="#">Moving image education – production health and safety</a><br/>(movingimageeducation.org)</p> <p><a href="#">HSE – working at height</a><br/>(hse.gov.uk)</p> <p><a href="#">Film production hazards</a><br/>(YouTube)</p> |                                    |
| 10         | 1.2 Job roles in the media industry | <p>You could introduce the different roles that are involved in the media industry and how you can divide them up into three aspects.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>● research into each job roles and produce a pen portrait for each job role to include: <ul style="list-style-type: none"> <li>○ main responsibilities</li> <li>○ phase(s) of production</li> </ul> </li> </ul> | <p><b>Creative</b></p> <p><b>animator</b></p> <p><b>content creator</b></p> <p><b>copy writer</b></p> <p><b>graphic designer</b></p> <p><b>illustrator/graphic artist</b></p> | <p>Explain the different creative roles and their main responsibilities involved in media production</p> <p>Explain how each creative role contributes to a media production.</p> | <p><a href="#">Job Roles in the Creative Media Industry – Victoria Richardson Media</a><br/>(victoriarichardson.media.wordpress.com)</p> <p><a href="#">Creative and Cultural Skills</a><br/>(ccskills.org.uk)</p> <p><a href="#">The Creative Industries</a><br/>(thecreativeindustries.co.uk)</p>  |                                    |

| Lesson no. | Topic areas/sub topic areas         | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources  | How does this link to other units? |
|------------|-------------------------------------|--|--|--|---|------------------------------------|
|            |                                     | <ul style="list-style-type: none"> <li>○ contributions to production</li> <li>● create relationship/Venn Diagram of the three phases of pre-production/production/post-production and place job roles in each.</li> </ul>  | <b>photographer</b><br><b>script writer</b><br><b>web designer</b>   |  | <a href="https://www.reed.co.uk">Jobs in the media industry</a><br>(reed.co.uk)<br><br><a href="https://www.behance.net">Adobe Behance – creative jobs</a><br>(behance.net)<br><a href="https://www.screenskills.com">Paid placements for new entrants into film and television</a><br>(screenskills.com)<br><br><a href="https://www.creativeskillseurope.eu">Creative Skills Europe – audio-visual and live job sectors</a><br>(creativeskillseurope.eu)  |                                    |
| 11         | 1.2 Job roles in the media industry | You could get students to: <ul style="list-style-type: none"> <li>● in small groups research into each job role and produce an infographic about the job role including:               <ul style="list-style-type: none"> <li>○ main responsibilities</li> <li>○ phase(s) of production</li> <li>○ contributions to production.</li> </ul> </li> </ul> | <b>Technical</b><br><b>camera operator</b><br><b>games programmer/developer</b><br><b>sound editor</b><br><b>audio technician</b><br><b>video editor</b><br><b>web developer</b> | Explain the different technical roles and their main responsibilities involved in media production<br><br>Explain how each technical role contributes to a media production. | <a href="https://www.victoriarichardson.media.wordpress.com">Job Roles in the Creative Media Industry – Victoria Richardson Media</a><br>(victoriarichardson.media.wordpress.com)<br><br><a href="https://www.ccskills.org.uk">Creative and Cultural Skills</a><br>(ccskills.org.uk)<br><br><a href="https://www.thecreativeindustries.co.uk">The Creative Industries</a><br>(thecreativeindustries.co.uk)<br><br><a href="https://www.reed.co.uk">Jobs in the media industry</a><br>(reed.co.uk)<br><br><a href="https://www.behance.net">Adobe Behance – creative jobs</a><br>(behance.net) |                                    |

| Lesson no. | Topic areas/sub topic areas         | Lesson ideas and activities   | Lesson key words  | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources   | How does this link to other units? |
|------------|-------------------------------------|---|---|--|--|------------------------------------|
|            |                                     |   |   |  | <a href="https://piktochart.com">Piktochart – visual content maker</a><br>(piktochart.com)<br><br><a href="https://screenskills.com">Paid placements for new entrants into film and television</a><br>(screenskills.com)<br><br><a href="https://creativeskillseurope.eu">Creative Skills Europe – audio-visual and live job sectors</a><br>(creativeskillseurope.eu)  |                                    |
| 12         | 1.2 Job roles in the media industry | You could get your students to: <ul style="list-style-type: none"> <li>create job adverts for each job role explaining what skills and experience they need candidates to have. It could also include the roles that they would be expected to follow if employed.</li> </ul> | <b>Senior Roles</b><br><br><b>Campaign manager</b><br><br><b>Creative director</b><br><br><b>Director</b><br><br><b>Editor</b><br><br><b>Production manager</b> | Explain the different technical roles and their main responsibilities involved in media production<br><br>Explain how each technical role contributes to a media production. | <a href="https://victoriarichardson.media.wordpress.com">Job Roles in the Creative Media Industry – Victoria Richardson Media</a><br>(victoriarichardson.media.wordpress.com)<br><br><a href="https://ccskills.org.uk">Creative and Cultural Skills</a><br>(ccskills.org.uk)<br><br><a href="https://thecreativeindustries.co.uk">The Creative Industries</a><br>(thecreativeindustries.co.uk)<br><br><a href="https://reed.co.uk">Jobs in the media industry</a><br>(reed.co.uk)<br><br><a href="https://behance.net">Adobe Behance – creative jobs</a><br>(behance.net)<br><br><a href="https://www.reed.co.uk/jobs/video-film-set-jobs">Video - Film set jobs</a> |                                    |

| Lesson no. | Topic areas/sub topic areas         | Lesson ideas and activities  | Lesson key words   | Lesson outcome(s)<br>At the end of the lesson, will be able to:  | Useful links/resources   | How does this link to other units? |
|------------|-------------------------------------|--|--|--|--|------------------------------------|
|            |                                     |  |  |  | (YouTube)<br><br><a href="#">Video - Creative Director</a><br>(YouTube)<br><br><a href="#">Video - The Filmmaker's Army: crash course Film Production</a><br>(YouTube)<br><br><a href="#">Paid placements for new entrants into film and television</a><br>(screenskills.com)  |                                    |
| 13         | 1.2 Job roles in the media industry | This lesson is about production sizes and how job roles can vary and mix depending on the size of production. You could get students to: <ul style="list-style-type: none"> <li>research the job roles involved in making a TV show for a national organisation such as Sky or BBC and compare the job roles involved in filming a local TV show.</li> <li>create an infographic that illustrates the changing job roles depending on the size of media production.</li> </ul> | <b>Creative</b><br><br><b>Technical</b><br><br><b>Senior Roles</b> | Explain how the different jobs can be combined depending on the size of production<br><br>Explain why some people have more than one job role in a production. | <a href="#">Piktochart – visual content maker</a><br>(piktochart.com)<br><br><a href="#">Job Roles in the Creative Media Industry – Victoria Richardson Media</a><br>(victoriarichardson.media.wordpress.com)<br><br><a href="#">Creative and Cultural Skills</a><br>(ccskills.org.uk)<br><br><a href="#">The Creative Industries</a><br>(thecreativeindustries.co.uk)<br><br><a href="#">Jobs in the media industry</a> |                                    |



| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)<br>At the end of the lesson, will be able to: | Useful links/resources   | How does this link to other units? |
|------------|-----------------------------|-----------------------------|------------------|---|--|------------------------------------|
|            |                             |                             |                  |   | (reed.co.uk)<br><a href="#">Adobe Behance – creative jobs</a><br>(behance.net) |                                    |

| Summer 2   |                             |                                   |                  |   |                        |                                    |
|--|-----------------------------|-----------------------------------|------------------|---|------------------------|------------------------------------|
| Summary of what you will cover from the <a href="#">curriculum planner</a> : |                             | R093: Examination                 |                  |   |                        |                                    |
| Lesson no.   | Topic areas/sub topic areas | Lesson ideas and activities       | Lesson key words | Lesson outcome(s)<br>At the end of the lesson, will be able to: | Useful links/resources | How does this link to other units? |
| 1  |                             | Revision and sit the examination. |                  |   |                        |                                    |

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