

## Curriculum plan: I Media

# CONNECTED

### INTENT:

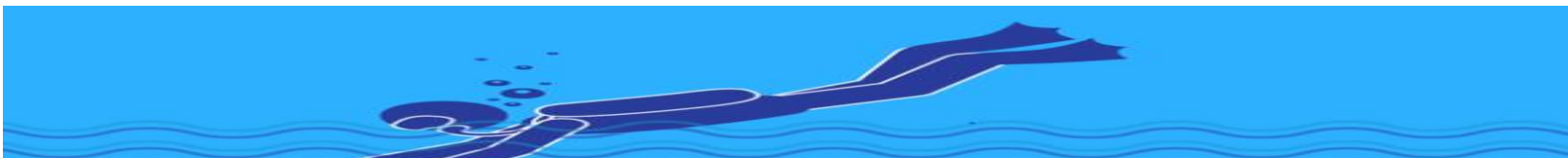


**“Design must seduce, shape, and perhaps more importantly, evoke an emotional response”  
April Greiman**

Studying Interactive Media at the King's provides students with a wide range of digital skills, from vision and design to marketing and communication. Skills that are applicable and sought-after across a wide range of sectors, from advertising to engineering, from broadcasting to journalism.

The high-quality curriculum we deliver equips students with the skills to use computational thinking and creativity to understand and change the world they live in. Interactive media has deep links with English, media, maths and design and technology, and provides insights into systems that can engage and please an audience.

In light of this, students will learn how to use and exploit a plethora of mediums where they will explore the latest technology used for film, photography, animation, web application, creating radio features or developing soundtracks exploring music technology and speech projects, as well as digital art and design.



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*\*\*Please click on the icons to access our online portal where you can learn more about each topic\*\**

## Half term points

|          | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2   |
|----------|---|--|---|---|---|--|
| <b>9</b> | <b>DG = Digital Graphics</b><br>Learning outcome 1<br><br><b>Learning to include:</b> <ul style="list-style-type: none"> <li>Purpose of DG</li> <li>audience of DG</li> <li>Properties of DG</li> <li>File formats of DG</li> <li>Colour of DG</li> </ul> | <b>PS = Photoshop skills</b><br><br><b>Learning to include:</b> <ul style="list-style-type: none"> <li>Introduction to PS</li> <li>Basic toolbar</li> <li>Layers</li> <li>Selection &amp; feather tools</li> <li>Shadow drop</li> <li>Image in text</li> </ul> | <b>DG = Digital Graphics</b><br>Learning outcome 1<br><br><b>Learning to include:</b><br>Learners to complete controlled assessment. <ul style="list-style-type: none"> <li>Purpose of DG</li> <li>Target audience of DG</li> <li>Properties of DG</li> <li>File formats of DG</li> <li>Colour of DG</li> </ul> | <b>DG = Digital Graphics</b><br>Learning outcome 2<br><br><b>Learning to include:</b> <ul style="list-style-type: none"> <li>Client requirements</li> <li>Target audience</li> <li>Work plan</li> <li>Visualisation diagrams</li> <li>Resources</li> <li>Legislation</li> </ul> <p><b>You Tube</b> <i>Links to each of the above topics can be found in the table at the bottom of this document.</i></p> | <b>DG = Digital Graphics</b><br>Learning outcome 2<br><br><b>Learning to include:</b><br>Learners to complete controlled assessment. <ul style="list-style-type: none"> <li>Client requirements</li> <li>Target audience</li> <li>Work plan</li> <li>Visualisation diagrams</li> <li>Resources</li> <li>Legislation</li> </ul> <p><b>You Tube</b> <i>Links to each of the above topics can be found in the table at the bottom of this document</i></p> | <b>DG = Digital Graphics</b><br>Learning outcome 3 & 4<br><br><b>Learning to include:</b><br>Learners to complete controlled assessment. <ul style="list-style-type: none"> <li>Creation of DG</li> <li>Evidence of tools used</li> <li>Evidence of client requirements</li> <li>Review of final DG</li> </ul> |



| Half term points  |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
| **Please click on the icons to access our online portal where you can learn more about each topic** |  |   |  |  |   |   |
| 10  | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2  |
|   | <b>Pre-production skills Exam</b>  | <b>Pre-production skills Exam</b>   | <b>Websites</b><br>Learning outcome 1  | <b>Websites</b><br>Learning outcome 1  | <b>Websites</b><br><b>Dreamweaver skills</b>  | <b>Websites</b><br>Learning outcome 2 & 3   |
|   | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>file formats</li> <li>target audiences</li> <li>mood boards</li> <li>mind maps</li> <li>shot types</li> <li>storyboards</li> <li>client requirements</li> <li>work plans</li> <li>visualisation diagrams</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>scripts</li> <li>copyrights &amp; legislation</li> <li>classification</li> <li>secondary research</li> <li>primary research</li> <li>conventions</li> <li>health &amp; safety</li> <li>file formats</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>purpose of websites</li> <li>features of websites</li> <li>devices to access</li> <li>connection methods</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>learners to complete controlled assessment linked to topics covered in term 3.</li> <li>purpose of websites</li> <li>features of websites</li> <li>devices to access</li> <li>connection methods</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>templates</li> <li>text</li> <li>images</li> <li>navigation links</li> <li>assets</li> <li>multimedia</li> <li>java</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>learners to complete controlled assessment linked to topics covered in term 5.</li> <li>work plan</li> <li>site map sketches</li> <li>visualisation diagrams</li> <li>testing</li> </ul> |
|   | <b>You Tube</b> Links to each of the above topics can be found in the table at the bottom of this document   | <b>You Tube</b> Links to each of the above topics can be found in the table at the bottom of this document  |  |  |   | <b>You Tube</b> Links to each of the above topics can be found in the table at the bottom of this document  |
|   |  | Students to sit exam in January   |  |  |   |   |

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| 11 | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|----|---|--|--|---|--|---|
|    | <b>Websites</b><br><b>Learning outcome 3 &amp; 4</b>  | <b>IMP = Interactive Multimedia Product</b><br><b>Learning outcome 1</b>   | <b>IMP = Interactive Multimedia Product</b><br><b>Learning outcome 2</b>   | <b>IMP = Interactive Multimedia Product</b><br><b>Learning outcome 3 &amp; 4</b>  | <b>R081 Exam Revision Re-sit</b>   | <b>R081 Exam Revision Re-sit</b>  |
|    | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• controlled</li> <li>• final review</li> <li>• final testing</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• controlled assessment.</li> <li>• purpose of imp</li> <li>• hardware &amp; software</li> <li>• connection &amp; bandwidth</li> <li>• platforms</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• controlled assessment.</li> <li>• client requirements</li> <li>• audience requirements</li> <li>• work plan</li> <li>• planning</li> <li>• assets</li> <li>• resources</li> <li>• visualisations</li> <li>• test plan</li> <li>• legislation</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• controlled assessment</li> <li>• master slide</li> <li>• create product</li> <li>• file and folders</li> <li>• complete test plan</li> <li>• review</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• file formats</li> <li>• target audiences</li> <li>• mood boards</li> <li>• mind maps</li> <li>• shot types</li> <li>• storyboards</li> <li>• client requirements</li> <li>• work plans</li> <li>• visualisation diagrams</li> </ul> | <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• scripts</li> <li>• copyrights &amp; legislation</li> <li>• classification</li> <li>• secondary research</li> <li>• primary research</li> <li>• conventions</li> <li>• health &amp; safety</li> <li>• file formats</li> </ul> |



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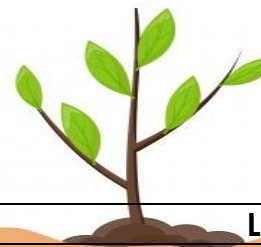


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| Unit   | Topic                          | Link to online platform   |
|--|--------------------------------|---|
| <b>Topics are covered in the units below</b> | Mind Maps theory               | <a href="https://www.youtube.com/watch?v=vZoOfe0erU&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=1">https://www.youtube.com/watch?v=vZoOfe0erU&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=1</a>     |
|  | Mind Maps exam question        | <a href="https://www.youtube.com/watch?v=jJ6YXyY1cO8&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=2">https://www.youtube.com/watch?v=jJ6YXyY1cO8&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=2</a>   |
| <b>Pre-production skills Exam</b>            | Mood boards theory             | <a href="https://www.youtube.com/watch?v=5YtAu1q-BgE&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=3">https://www.youtube.com/watch?v=5YtAu1q-BgE&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=3</a>   |
|  | Mood boards exam question      | <a href="https://www.youtube.com/watch?v=9hl6i3ThVto&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=4">https://www.youtube.com/watch?v=9hl6i3ThVto&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=4</a>   |
| <b>Digital Graphics (Learning outcome 2)</b> | Shot types                     | <a href="https://www.youtube.com/watch?v=G0R1o03MCgs&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=5">https://www.youtube.com/watch?v=G0R1o03MCgs&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=5</a>   |
|  | Work plans                     | <a href="https://www.youtube.com/watch?v=AttTgxHzr3w&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=18">https://www.youtube.com/watch?v=AttTgxHzr3w&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=18</a> |
| <b>Websites (Learning outcome 2)</b>         | Visualisation diagrams         | <a href="https://www.youtube.com/watch?v=60no00iBy0Y&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=16">https://www.youtube.com/watch?v=60no00iBy0Y&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=16</a> |
|  | Shot types (camera movement)   | <a href="https://www.youtube.com/watch?v=go5F5GfuRS4&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=8">https://www.youtube.com/watch?v=go5F5GfuRS4&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=8</a>   |
| <b>IMP (Learning outcome 2)</b>              | Shot types (lightning & sound) | <a href="https://www.youtube.com/watch?v=Vjky8iG2MIY&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=9">https://www.youtube.com/watch?v=Vjky8iG2MIY&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=9</a>   |
|  | Scripts theory                 | <a href="https://www.youtube.com/watch?v=T00CSHGSJtk&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=10">https://www.youtube.com/watch?v=T00CSHGSJtk&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=10</a> |
| <b>IMP (Learning outcome 2)</b>              | Scripts exam questions         | <a href="https://www.youtube.com/watch?v=dbkcVTd6MA&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=11">https://www.youtube.com/watch?v=dbkcVTd6MA&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=11</a>   |
|  | Storyboard theory              | <a href="https://www.youtube.com/watch?v=FxxEMzb2Neg&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=12">https://www.youtube.com/watch?v=FxxEMzb2Neg&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=12</a> |
| <b>IMP (Learning outcome 2)</b>              | Storyboard exam questions      | <a href="https://www.youtube.com/watch?v=itsQEJhV8-4&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=13">https://www.youtube.com/watch?v=itsQEJhV8-4&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=13</a> |
|  | Target audience                | <a href="https://www.youtube.com/watch?v=YUPpKSFJyxQ&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=14">https://www.youtube.com/watch?v=YUPpKSFJyxQ&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=14</a> |
| <b>IMP (Learning outcome 2)</b>              | File formats & compression     | <a href="https://www.youtube.com/watch?v=kbl4WTparrY&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=17">https://www.youtube.com/watch?v=kbl4WTparrY&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=17</a> |
|  | Health & Safety                | <a href="https://www.youtube.com/watch?v=4j3URHutMRc&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=19">https://www.youtube.com/watch?v=4j3URHutMRc&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=19</a> |
| <b>IMP (Learning outcome 2)</b>              | Client briefs                  | <a href="https://www.youtube.com/watch?v=CDv3TUfSikE&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=20">https://www.youtube.com/watch?v=CDv3TUfSikE&amp;list=PLoHS9P-kC-25RfU7aJQrILF28AilcGwu-&amp;index=20</a> |
|  | Conventions                    | <a href="https://www.youtube.com/watch?v=Mfmll10scj4">https://www.youtube.com/watch?v=Mfmll10scj4</a>   |
| <b>IMP (Learning outcome 2)</b>              | Sources                        | <a href="https://www.youtube.com/watch?v=El2POk1UL90">https://www.youtube.com/watch?v=El2POk1UL90</a>   |
|  | Copyrights & legislation       | <a href="https://www.youtube.com/watch?v=JiTTe5tPn6U">https://www.youtube.com/watch?v=JiTTe5tPn6U</a>   |

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