CURI

documents

qualification.

Why now:

production.

concept

and

10

Year

What:

Ian Ramsey CE Academy: Vocational Creative iMedia Curriculum Progression Model

Curriculum What we study. Why study it. Why study it now.

What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the intent is the curriculum. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.

Creative iMedia offers pupils to delve into the world of digital production skills. It opens different pathways of thinking to fact that the creation of digital product doesn't just happen at the creation stage. There are a range of different pre-production skills that pupils learn about. This is then interwoven into the fabric of the other course aspects in the production of digital graphics and digital skills. Pupils will be able to complete this qualification with the foundation of skills they need to move into digital asset production.

How we teach the curriculum

How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught

What we expect from curriculum

How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?

Delivering

Assessment for Learning is used in all lessons to provide evidence for use by on each of the previous topics by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.

Formative Assessment

This is used to provide information to build on previous learning by about what pupils know, understand, interleaving our curriculum topics and can do. This is used by both the between the exam board units. This teacher and the pupil to determine means that when pupils complete where pupils are in their learning and how to continue to develop their learning from the entire course, not knowledge and skills within the subject. just the snipping of learning that has | This will include:

- Questioning
- (written and verbal)
- Pupil self-assessment

year to evaluation pupils' achievement.

Setting What: Purpose and creation What: Pre-production of pre-production planning

What:

Pupils needs to learn about Pupils need to be able to the documents that they will digest and interpret client need to create and how to requirements for a specific brief. They will learn how to create them. This forms that basis for the completion of use primary and secondary the work within this of information appropriately; how identify target audiences through a range of different

Why now:

proposal

characteristics; how to

interpret and use legislation

appropriately in the planning stage of digital production.

As pupils now know the

techniques they need to use,

learning when and how to

use them is the next step.

What: Reviewing a game

What: If you can't see what's

As pupils have learnt the

What: Reviewing pre-

production documents

Designing

purpose of and when to use different pre-production documents and skills, they must now be able to analyse the effectiveness of different documents.

This is the last remaining

learning outcome from the

examination unit. It relies on

the pupils having learnt

about the other aspects of

What: Hardware, software

What: Before you create a

game, you need to know

what the game will be played

on. Analysing the range of

hardware, software and

peripherals available and

their impact on game

development is a necessity to

create a great game.

the course.

and peripherals

to

properties of digital graphics What:

What: The purpose and

Pupils begin exploring the use of digital graphics before looking at the different types of digital graphics and the to be able to know what they properties that they have. They will also draw on their previous learning to look at are planned.

Exploring digital graphics at

their foundation level

utilising the necessity for

What: Creation of a game

What: This is the culmination

of many hours planning, and

this is the fun experimental

stage where pupils will

create a game for a client.

They will need to use their

learning from across the

game development topic and

combine this programming

skill to meet their objectives.

graphics

What: The creation of a digital asset is not one-dimensional. It is entirely cyclical. Pupils need are go, create and then reflect. This allows them to improve their creation by how different digital graphics using their clear knowledge of what the clients requires.

This brings together their

development in order to

complete their assessment

knowledge of

effectively.

What: Planning, creating

and evaluating

Planning

concept

What:

What: Understanding and

In order for pupils to create a

game, they need to fully

understand the options

available to them. This topic

will allow them to delve into

the creative world of digital

game creation in a way that

underpins their learning with

an understanding of the

digital

development of

games over time.

planning a digital game

This is the beginning of their game development learning. We cover the basics so that the learning in the future can be effective.

Why now:

on game design. We are always utilising our pre-production skills to develop and create games that meet the needs of clients to show real world application of the theory we are teaching.

Game development is cyclical, and games will go through many stages of development and evaluation. Pupils will be able to check their progress against the client brief and explain how and why they have met the needs of their client.

graphic

What: Reviewing the creation of a game

- Effective teacher feedback
- Peer feedback

Summative Assessment

This is also used at key points in each They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.

Planning makes perfect. The concept of this unit is to make sure pupils can design an effective game. This means when they come to create one, it will be better. We will cover the range of factors that need to be considered in game

It forms the foundations of

the skills used within pre-

What: Design a digital game

wrong with a plan, you will never be able to create a truly great game that people love to play. Making sure pupils grasp what a game needs to do and that the plan matches this is imperative within the world of game development from creating a development. basic game objective, to deciding when a sound will

Why now:

Now the game is planned out, pupils will need to be able to check that their plan will meet the needs of their client.

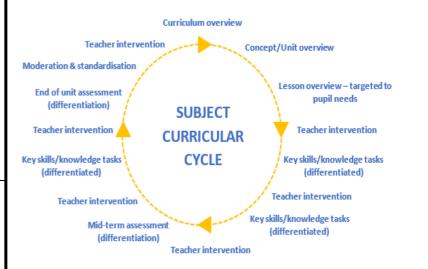
Why now:

To move on from the planning stage just covered, pupils need to learn this final stage of theory so that their game meets the needs of the client.

Why now:

The planning stage is now complete, pupils must show off their creativity to make their unique game for a specific client brief.

Why now: This is the end of pupil learning on the course. Checking that they have met the needs of the client and being able to say why is the final demonstration of their learning.



play and why. Why now:

Designing a game takes time and skill. The more planning that takes place, the easier the development of the game will be.

this way.

The learning that take place builds

drawing clear and obvious links.

This is why recall is a big part of the

The units that we study allow pupils

their tasks, they are using their

The emphasis of this course is 50%

teaching that takes place.

been taking place.