

Ian Ramsey CE Academy: Vocational Creative iMedia Curriculum Progression Model

| CURRICULUM OVERVIEW | Curriculum What we study. Why study it. Why study it now. | | | | | | How we teach the curriculum | What we expect from the curriculum |
|---------------------|--|--|---|--|---|---|--|---|
| | Setting | | Designing | | Planning | | Delivering | |
| Year 10 and 11 | What: Purpose and creation of pre-production documents What: Pupils need to learn about the documents that they will need to create and how to create them. This forms the basis for the completion of the work within this qualification. | What: Pre-production planning What: Pupils need to be able to digest and interpret client requirements for a specific brief. They will learn how to use primary and secondary sources of information appropriately; how to identify target audiences through a range of different characteristics; how to interpret and use legislation appropriately in the planning stage of digital production. | What: Reviewing pre-production documents What: As pupils have learnt the purpose of and when to use different pre-production documents and skills, they must now be able to analyse the effectiveness of different documents. | What: The purpose and properties of digital graphics What: Pupils begin exploring the use of digital graphics before looking at the different types of digital graphics and the properties that they have. They will also draw on their previous learning to look at how different digital graphics are planned. | What: Planning, creating and evaluating digital graphics What: The creation of a digital asset is not one-dimensional. It is entirely cyclical. Pupils need to be able to know what they are going to create and then reflect. This allows them to improve their creation by using their clear knowledge of what the client requires. | What: Understanding and planning a digital game concept What: 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 development of digital games over time. | The learning that takes place builds on each of the previous topics by drawing clear and obvious links. This is why recall is a big part of the teaching that takes place. The units that we study allow pupils to build on previous learning by interleaving our curriculum topics between the exam board units. This means that when pupils complete their tasks, they are using their learning from the entire course, not just the snippets of learning that have been taking place. The emphasis of this course is 50% 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. | Assessment for Learning is used in all lessons to provide evidence for use 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 about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment Summative Assessment This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall. |
| | Why now: It forms the foundations of the skills used within pre-production. | Why now: As pupils now know the techniques they need to use, learning when and how to use them is the next step. | Why now: This is the last remaining learning outcome from the examination unit. It relies on the pupils having learnt about the other aspects of the course. | Why now: Exploring digital graphics at their foundation level utilising the necessity for | Why now: This brings together their knowledge of graphic development in order to complete their assessment effectively. | Why now: This is the beginning of their game development learning. We cover the basics so that the learning in the future can be effective. | | |
| | What: Design a digital game concept | What: Reviewing a game proposal | What: Hardware, software and peripherals | What: Creation of a game | What: Reviewing the creation of a game | | | |
| | What: 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 development from creating a basic game objective, to deciding when a sound will play and why. | What: If you can't see what's 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. | 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. | What: This is the culmination of many hours of 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. | What: 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. | | | |
| | Why now: Designing a game takes time and skill. The more planning that takes place, the easier the development of the game will be. | 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. | | | |

