

Long term planning grid IT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Unit R082: Creating digital graphics</p> <p>Duration 30 lessons</p> <p>What students will learn: Understand how digital graphics are used, including: magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games Understand what a client brief is Identify the resources needed to create a digital graphic including: digital camera, Internet, scanner, computer system and software Identify the assets needed to create a digital graphic including: photographs, scanned images, library images, graphics and logos Most students will be able to:</p>	<p>Unit R082: Creating digital graphics</p> <p>Duration 25 lessons</p> <p>What students will learn: At the end of this Learning Aim all students should be able to:</p> <ul style="list-style-type: none"> • Understand where images and graphics can be sourced from • Create a new document with correct properties • Make use of the paintbrush tool and change brushes • Be able to change the brightness and contrast of an image <p>Most students will be able to:</p>	<p>Unit R082: Creating digital graphics</p> <p>Duration 30 lessons coursework time</p> <p>Students will learn: Using the theory taught from last term student will begin R082 coursework for the rest of the Autumn Term.</p> <p>The assessment will be internally marked and monitored. The use of feedback is not allowed only generic feedback is permitted.</p> <p>What do learners need to produce (evidence) Examples of format of evidence (this list is not exhaustive) Written or presentation files • Electronic file/evidence • Written/typed report or recorded analysis Client requirements • Written report, presentation, audio</p>	<p>Unit R082: Creating digital graphics</p> <p>Duration 25 lessons coursework time.</p> <p>Students will learn: Using the theory taught from last term student will begin R082 coursework for the rest of the Autumn Term.</p> <p>The assessment will be internally marked and monitored. The use of feedback is not allowed only generic feedback is permitted.</p> <p>What do learners need to produce (evidence) Examples of format of evidence (this list is not exhaustive) Written or presentation files • Electronic file/evidence • Written/typed report or recorded analysis Client requirements • Written report, presentation, audio</p>	<p>Unit R081 Pre-production Content Understand the purpose and uses for mood boards</p> <p>Duration: 30 Lessons What students will learn: At the end of this Learning Aim all students should be able to: Understand the purpose and uses for mood boards Understand the purpose and uses for mind maps / spider diagrams Describe the content of mind maps / spider diagrams Understand the purpose and uses for visualisation diagrams Understand the purpose and uses for storyboards Understand the purpose and uses for scripts Be able to use suitable naming conventions including version control and organisational requirements Most students will be able to:</p>	<p>Unit R081 Pre-production Content Understand the purpose and uses for mood boards</p> <p>Duration: 25 Lessons</p> <p>What students will learn: Revision material, past papers and for R081. The assessment will be from mock exam data and teacher assessment.</p>

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	<p>Understand why digital graphics are used, including: to entertain, to inform, to advertise, to promote and to educate Understand how different purposes and audiences influence the design and layout of digital graphics including the use of: Colour Composition White space Styles Understand the properties of digital graphics and their suitability for use in creating images, including: Pixel dimensions DPI / resolution Understand the properties of digital graphics and their suitability for use in creating images, including: Pixel dimensions DPI / resolution</p>	<ul style="list-style-type: none"> • Source appropriate images for use in a digital graphic • Create assets for use in a digital graphic • Understand technical features of assets including pixel dimensions, DPI and resolution • Understand how to use an assets table • Understand features of graphic products such as: <ul style="list-style-type: none"> – Rule of thirds – Margins • Compile an image using basic techniques such as: <ul style="list-style-type: none"> – Crop and move 	<p>commentary Planning documents • Planning documents on how to create the digital graphic e.g. client discussion, written brief, specification, purpose and timescales</p> <ul style="list-style-type: none"> • A visualisation diagram or sketch of what the learner intends to create e.g. scanned drawings or sketches • Work plans in a spreadsheet or project file type Digital graphics • Digital graphics in a jpg, tif, png, pdf or possibly gif file type • Screen captures will need to evidence the creation process, using an appropriate range of tools and techniques. <p>The final work in its intended format is essential Review • Written report, presentation or verbal recording</p>	<p>commentary Planning documents • Planning documents on how to create the digital graphic e.g. client discussion, written brief, specification, purpose and timescales</p> <ul style="list-style-type: none"> • A visualisation diagram or sketch of what the learner intends to create e.g. scanned drawings or sketches • Work plans in a spreadsheet or project file type Digital graphics • Digital graphics in a jpg, tif, png, pdf or possibly gif file type • Screen captures will need to evidence the creation process, using an appropriate range of tools and techniques. <p>The final work in its intended format is essential Review • Written report, presentation or verbal recording</p>	<p>Create a mood board Create a mind map / spider diagram Describe the content of visualisation diagrams including images, graphics, logos and text Create a visualisation diagram Identify and explain the use of camera shots including close up, mid shots and long shots; camera angles including over the shoulder, low angle and aerial; camera movement including pan, tilt, zoom and using a track and dolly; lighting including types and direction; camera types including still cameras, video cameras, virtual cameras Describe the content of storyboards Create a storyboard Describe the content of scripts Understand the properties and limitations of file formats for still images, audio, moving images – including video and animation</p>	
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<p>Interpret client requirements for a digital graphic based on a specific brief Be able to determine the target audience requirements for a digital graphic Produce a work plan for an original graphics creation Produce a visualisation diagram for a digital graphic Understand how legislation applies to images used in digital graphics, whether sourced or created including: Copyright Trademarks</p> <p>Some students will be able to: Understand the properties of digital graphics and their suitability for use in creating images, including: Pixel dimensions DPI / resolution</p>	<ul style="list-style-type: none"> - Text - Eraser - Layers • Be able to add shapes and change their stroke and fill • Apply filters to a layer • Be able to isolate images including: <ul style="list-style-type: none"> - Image selection - Selection tools: Magic wand, magnetic lasso, colour selection • Understand features of graphic products such as: <ul style="list-style-type: none"> - Giving objects space and highlighting key factors 			<p>Be able to identify appropriate file formats for pre-production documents and final products in line with client requirements Some students will be able to: Review a mood board and identify areas for improvement Review a mind map / spider diagram and identify areas for improvement Review a visualisation diagram and identify areas for improvement Review a storyboard and identify areas for improvement Analyse a script and identify areas for improvement</p> <p>Previous Learning Basic knowledge of IT or Computing learned during Key Stage 3. Vocabulary Vocabulary associated with this Learning Aim, such as: Pre-productions, mood board, mind map, visualisation diagram, storyboard, script,</p>	
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<p>Understand how legislation applies to images used in digital graphics, whether sourced or created including: Intellectual property use Permissions and implications of use</p> <p>Previous Learning Basic knowledge of image editing will be beneficial when making use of these resources. Whilst the resources assume no specific prior knowledge, there is ample scope for students to extend their work into more advanced techniques and concepts.</p> <p>Vocabulary Vocabulary associated with this Learning Aim, such as: Client requirements, brief, target audience,</p>	<ul style="list-style-type: none"> • Understand how assets are saved to ensure technical compatibility with a final graphic – including file format, pixel dimensions, DPI and resolution • Be able to export graphics with formats and properties appropriate for: <ul style="list-style-type: none"> – Print – Web – Multimedia • Be able to use version control <p>Some students will be able to:</p> <ul style="list-style-type: none"> • Use other advanced tools: <ul style="list-style-type: none"> – Layer styles – Adjustment layers – Text special effects – tracking and leading 			<p>voiceover, still image, graphic, typography, colour scheme/palette, scene, timing, close up, mid shot, long shot, extreme close up, extreme long shot, over the shoulder, low angle, high angle, aerial, pan, tilt, zoom, track and dolly, lighting, dialogue, internal location, external location, virtual camera, emotion, file format, file extension, versions.</p> <p>Assessment Homework is given for each lesson. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions. Students need a lot of practice in answering questions in a way that will gain high marks. A good command and use of technical language will be expected in the exam, and some expansion of every</p>	
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<p>work plan, Gantt chart, tasks, activities / sub-tasks, workflow, timescales, resources, milestones, contingencies, visualisation diagram, assets, photographs, scanned images, library images, graphics, logos, resources, digital camera, internet, scanner, computer system, software, graphics tablet, legislation, copyright, trademarks, logos, intellectual property, permissions, model release form</p> <p>Assessment Homework is given for each lesson. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions.</p>	<ul style="list-style-type: none"> • Be able to use the following tools and techniques: <ul style="list-style-type: none"> – Masks – Clone/Heal <p>Previous Learning Basic knowledge of image editing will be beneficial when making use of these resources. Whilst the resources assume no specific prior knowledge, there is ample scope for students to extend their work into more advanced techniques and concepts.</p> <p>Vocabulary Vocabulary associated with this Learning Aim, such as: Pixel dimensions, DPI, resolution, asset sourcing, asset creating, stock, stock library, compatibility, isolating, asset table, print safe area, margin, rule of thirds, move, transform, crop, layers, opacity,</p>			<p>point that is made is frequently required to score good marks. Reference back to the brief is also required throughout.</p> <p>Studying the mark schemes and examiners' comments for past exam papers and looking at sample strong and weak answers provided by the Exam Board is very useful in order to fully understand the expectations of students.</p> <p>Final Assessment Students will sit a summative test at the end of the learning aim which should take about one hour.</p> <p>These tests are designed to reflect the style of questions which will be experienced in an external examination. They also aim to give opportunities for all students to demonstrate the knowledge of the subject from Pass to Distinction levels.</p> <p>Please be aware that whilst these tests will give a good indication of your student's</p>	
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	<p>This unit is assessed by a practical assessment set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of consolidating learning from the lessons. Marks are given so that students and teachers can gauge acquired knowledge and areas of misconception, rather than as a predictor of performance in the actual practical assessment.</p>	<p>eraser, adjustment layers, text, effective, brush, shape, text, filter, brightness, contrast, tracking, leading, selection, magic wand, magnetic lasso, colour selection, black & white, layer styles, masks, clone, heal, feathering, colour balance, gradient fill, review, export, TIFF, PDF, version control, brief, requirements, review, improvements</p> <p>Assessment Homework is given for each lesson. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions.</p> <p>This unit is assessed by a practical assessment set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of</p>			<p>progress, they cannot predict an exact outcome from an external examination as: the questions will only cover material from some of the learning outcomes on the specification – the external examination may join material from different learning outcomes to form one question; the performance of students on a particular examination paper will dictate how difficult it is to obtain a pass, merit or distinction.</p>	
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