

Long term planning grid IT

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 9	<p>Photography and image editing - 50 things challenge.</p> <p><b>Duration:</b> 15 lessons (3 additional).</p> <p><b>What students will learn:</b></p> <ul style="list-style-type: none"> <li>How to source, create and edit digital graphics with a focus on digital photography.</li> <li>The underlying processes of planning, creating and reviewing within iMedia and applied to photography and image editing.</li> </ul>	<p>Vector graphics and image editing – Brand it!</p> <p><b>Duration:</b> 15 lessons (3 additional).</p> <p><b>What students will learn:</b></p> <ul style="list-style-type: none"> <li>How to create and edit digital graphics, with a focus on vectors.</li> <li>The underlying processes of planning, creating and reviewing within iMedia and applied to vector images.</li> </ul> <p>To give pupils the opportunity to know:</p> <ul style="list-style-type: none"> <li>Tools and techniques that are used in Adobe Illustrator to create and edit vector graphics.</li> <li>How to create vector graphics that are effective, suit the audience and purpose and meet the requirements of the client brief.</li> </ul>	<p>Web design – Get it online!</p> <p><b>Duration:</b> 30 lessons.</p> <p><b>What students will learn:</b></p> <ul style="list-style-type: none"> <li>How to create a website including basic tools and techniques and advanced features.</li> <li>The underlying processes of planning, creating and reviewing within iMedia and applied to web design.</li> </ul> <p>To give pupils the opportunity to know:</p> <ul style="list-style-type: none"> <li>Tools and techniques that are used in Adobe Dreamweaver to create and edit webpages and website.</li> <li>How to create a website that is effective,</li> </ul>	<p>Web design – Get it online!</p> <p><b>Duration:</b> 30 lessons.</p> <p><b>What students will learn:</b></p> <ul style="list-style-type: none"> <li>How to create a website including basic tools and techniques and advanced features.</li> <li>The underlying processes of planning, creating and reviewing within iMedia and applied to web design.</li> </ul> <p>To give pupils the opportunity to know:</p> <ul style="list-style-type: none"> <li>Tools and techniques that are used in Adobe Dreamweaver to create and edit webpages and website.</li> <li>How to create a website that is effective,</li> </ul>	<p>Digital video sequence – Lights-Camera-Action!</p> <p><b>Duration:</b> 30 lessons.</p> <p><b>What students will learn:</b></p> <ul style="list-style-type: none"> <li>How to create a digital video sequence including basic tools and techniques and advanced features.</li> <li>The underlying processes of planning, creating and reviewing within iMedia and applied to digital video sequences.</li> </ul> <p>To give pupils the opportunity to know:</p> <ul style="list-style-type: none"> <li>Tools and techniques that are used in Adobe Premiere Pro to create and edit a digital video sequence.</li> <li>How to create a digital video sequence that is effective and meets the requirements of the client brief.</li> </ul> <p>To give pupils the opportunity to understand:</p>	<p>Digital video sequence – Lights-Camera-Action!</p> <p><b>Duration:</b> 30 lessons.</p> <p><b>What students will learn:</b></p> <ul style="list-style-type: none"> <li>How to create a digital video sequence including basic tools and techniques and advanced features.</li> <li>The underlying processes of planning, creating and reviewing within iMedia and applied to digital video sequences.</li> </ul> <p>To give pupils the opportunity to know:</p> <ul style="list-style-type: none"> <li>Tools and techniques that are used in Adobe Premiere Pro to create and edit a digital video sequence.</li> <li>How to create a digital video</li> </ul>

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	<p>To give pupils the opportunity to know:</p> <ul style="list-style-type: none"> <li>• A variety of different ways to source digital images and graphics.</li> <li>• How to create digital photographs.</li> <li>• Version control.</li> <li>• Technical compatibility of images.</li> <li>• Tools and techniques that can be used in image editing software.</li> <li>• Saving and exporting graphics in different file formats.</li> </ul> <p>To give pupils the opportunity to understand:</p>	<p>To give pupils the opportunity to understand:</p> <ul style="list-style-type: none"> <li>• Tools and techniques used in Adobe Illustrator for creating vector graphics can be used throughout the Adobe suite and with other graphics.</li> <li>• The cycle of planning, creation and review applies throughout iMedia in each unit.</li> </ul> <p>To give pupils the opportunity to reflect upon:</p> <ul style="list-style-type: none"> <li>• How and why tools are used to create vector graphics.</li> <li>• Their learning journey and SMART targets.</li> </ul> <p><b>Assessment:</b> Pupils will be assessed on their initial logo and initial planning documents (lesson 6). Pupils will be assessed on their planning documents, two versions of their logo, poster and review (lesson 17).</p>	<p>suitable for audience and purpose and meets the requirements of the client brief.</p> <p>To give pupils the opportunity to understand:</p> <ul style="list-style-type: none"> <li>• When it is appropriate to use basic tools and techniques or advanced ones to best suit audience and purpose.</li> <li>• The cycle of planning, creation and review applies throughout Creative iMedia in each unit.</li> </ul> <p>To give pupils the opportunity to reflect upon:</p> <ul style="list-style-type: none"> <li>• What makes an effective website.</li> <li>• Their learning journey and SMART targets.</li> </ul> <p><b>Assessment:</b></p>	<p>suitable for audience and purpose and meets the requirements of the client brief.</p> <p>To give pupils the opportunity to understand:</p> <ul style="list-style-type: none"> <li>• When it is appropriate to use basic tools and techniques or advanced ones to best suit audience and purpose.</li> <li>• The cycle of planning, creation and review applies throughout Creative iMedia in each unit.</li> </ul> <p>To give pupils the opportunity to reflect upon:</p> <ul style="list-style-type: none"> <li>• What makes an effective website.</li> <li>• Their learning journey and SMART targets.</li> </ul>	<ul style="list-style-type: none"> <li>• When it is appropriate to use basic tools and techniques or advanced ones to best suit audience and purpose.</li> <li>• The cycle of planning, creation and review that applies throughout Creative iMedia in each unit.</li> </ul> <p>To give pupils the opportunity to reflect upon:</p> <ul style="list-style-type: none"> <li>• What makes an effective digital video sequence.</li> <li>• Their learning journey and SMART targets.</li> </ul> <p><b>Assessment:</b> Pupils will be assessed on their video game promotional digital video sequence “How to win at ... (choice of online or offline game)” and how suitable for audience (14-18 year olds) and purpose (to promote that game) it is (lesson 8).  Pupils will be assessed on their planning documents, digital video sequence and review (lesson 14).</p>	<p>sequence that is effective and meets the requirements of the client brief.</p> <p>To give pupils the opportunity to understand:</p> <ul style="list-style-type: none"> <li>• When it is appropriate to use basic tools and techniques or advanced ones to best suit audience and purpose.</li> <li>• The cycle of planning, creation and review that applies throughout Creative iMedia in each unit.</li> </ul> <p>To give pupils the opportunity to reflect upon:</p> <ul style="list-style-type: none"> <li>• What makes an effective digital video sequence.</li> <li>• Their learning journey and SMART targets.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The process and opportunities of a cycle of planning, creation and review.</li> </ul> <p>To give pupils the opportunity to reflect upon:</p> <ul style="list-style-type: none"> <li>• How and why tools are used to improve graphics.</li> <li>• Their learning journey and SMART targets.</li> </ul> <p><b>Assessment:</b></p> <p>Pupils will be assessed on the photographs that they have taken (lesson 8).</p> <p>Pupils will be assessed on their planning documents,</p>		<p>Pupils will take part in a computer-based assessment of basic tools and techniques from this unit (lesson 8).</p> <p>Pupils will be assessed on their planning documents, collected and created assets, website and review (lesson 17).</p>	<p><b>Assessment:</b></p> <p>Pupils will take part in a computer-based assessment of basic tools and techniques from this unit (lesson 8).</p> <p>Pupils will be assessed on their planning documents, collected and created assets, website and review (lesson 14).</p>		<p><b>Assessment:</b></p> <p>Pupils will be assessed on their video game promotional digital video sequence “How to win at ... (choice of online or offline game)” and how suitable for audience (14-18 year olds) and purpose (to promote that game) it is (lesson 8).</p> <p>Pupils will be assessed on their planning documents, digital video sequence and review (lesson 14).</p>
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	photographs, slideshow and review (lesson 17).					
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