

## Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing a visual Identity	Using pre-production tools to plan a media product	Creating a media product	Analysing and reviewing a media product	Examination pre	Introduction to website development

## iMedia GCSE

Students in iMedia will be interested in learning in practical, real-life situations, such as: developing visual identities for clients, planning and creating original digital graphics, planning, creating and reviewing original digital media products. This qualification will also help develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful, exploring different options and choosing the best way forward to solve a problem, exploring and generating original ideas to find imaginative solutions to problems, selecting the best tools and techniques to use to solve a problem, understand the appropriate use of media to convey meaning, use of planning techniques to complete tasks in an organised way which meet deadlines.

## iMedia GCSE

Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment
1.1 Media industry sectors and products	<p>You could start the unit by introducing the different sectors that make up the media industry and their importance to the economy.</p> <p>In the first lesson you could introduce traditional media and what is contained in that sector.</p> <p>Students could:</p> <ul style="list-style-type: none"> <li>• create a mind map of the traditional media sector with the products produced in each aspect as sub nodes</li> <li>• create an infographic about traditional media</li> <li>• research and create notes about how the traditional media sector is growing/shrinking and the reasons for this.</li> </ul>	<p>Summarise the key aspects of the Traditional Media sector</p> <p>Explain how Traditional media is changing and adapting</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> </ul>
2.1 How style, content and layout are linked to the purpose.	<p>This lesson is about how the purpose of a media product affects the style, content, and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• identify the create a mind map of the conventions used to <b>advertise/promote</b> a product including: <ul style="list-style-type: none"> <li>○ colour</li> </ul> </li> </ul>	<p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation</li> <li>● identify the create a mind map of the conventions used to <b>educate</b> including: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation</li> </ul> </li> </ul> <p>provide small groups with a variety of products from each purpose. Ask them to create a set of conventions based on what they find out has been used.</p>		<ul style="list-style-type: none"> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
2.1 How style, content and layout are linked to the purpose.	<p>This lesson is about how the purpose of a media product affects the style, content and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>● identify the create an infographic of the conventions used to <b>influence</b> including: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ language type and tone</li> <li>○ positioning of elements</li> <li>○ style of representation.</li> </ul> </li> </ul>	<p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
2.3 Audience demographics and segmentation	<p>This lesson is about how audiences can be divided up into groups based different criteria.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>● create a mini knowledge organiser for each of the</li> </ul>	<p>Describe how audiences are segmented</p> <p>Explain why audience segmentation is used</p> <p>Explain how different audience groupings affect a media product designs and type.</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> </ul>

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	<p>different segmentations' classifications.</p> <ul style="list-style-type: none"> <li>○ define each</li> <li>○ how will affect product design (link to 2.1 information)</li> </ul> <ul style="list-style-type: none"> <li>● split into small groups with each group researching a segmentation to produce a 3-side presentation <ul style="list-style-type: none"> <li>○ title</li> <li>○ define</li> <li>○ effect on product.</li> </ul> </li> </ul> <p>You could give students a media product such as a computer game, magazine advert and explain who the audience segment was for the product and how the product was designed to meet the segmentation group.</p>		<ul style="list-style-type: none"> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
2.5 Media codes used to convey meaning, create impact and/or engage audiences	<p>This lesson is about media codes and conventions.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>● define what technical and symbolic codes are</li> </ul> <p>create an infographic or poster explaining what the different technical and symbolic codes are.</p>	<p>Explain the difference between technical and symbolic codes</p> <p>Explain how technical and symbolic codes are used to create meaning</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
3.1 Work planning	<p>This lesson is about the phases of a media production.</p> <p>You could get students to:</p>	<p>Explain the phases of a media production</p> <p>Identify the documents used in each phase of a media production</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> </ul>

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	<ul style="list-style-type: none"> <li>• create a 3-ring Venn diagram for with each ring related to a phase in each phase include:               <ul style="list-style-type: none"> <li>○ documents used (link to 3.2 and 3.3)</li> <li>○ job roles (link to 1.2)</li> </ul> </li> </ul> <p>create a short presentation explaining each phase of a media production.</p>		<ul style="list-style-type: none"> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
3.2 Documents used to support ideas generation	<p>This lesson is about the purpose, conventions, and components of a mind map.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• create a mind map for a past assignment</li> <li>• create an annotated mind map explaining each of the roles of its components and how they make a document effective</li> <li>• create a presentation explaining:               <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ phase use</li> <li>○ users of document</li> </ul> </li> </ul> <p>hardware and software needed to create a mind map.</p>	<p>Explain the purpose of a mind map</p> <p>Explain how a mind map is created</p> <p>Explain how a mind map can be made effective for the end user</p> <p>Identify the users of a mind map</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
4.1 Distribution platforms and media to reach audiences	<p>This lesson is about using online platforms for distribution.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>• research into the online platforms used at home and in business for media products</li> <li>• create a fact sheet explaining the characteristics and uses of               <ul style="list-style-type: none"> <li>○ Apps</li> <li>○ multimedia</li> </ul> </li> </ul>	<p>Explain how online platforms are used to deliver media products</p> <p>How the characteristics of the platforms effects the choice of platform for a media product.</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Web</li> <li>● explain why these platforms are used – advantages and disadvantages based on:               <ul style="list-style-type: none"> <li>○ audience reach</li> <li>○ carrying capacity</li> </ul> </li> </ul> <p>speed of transmission.</p>		<ul style="list-style-type: none"> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
4.2 Properties and formats of file formats	<p>This lesson is about file compression.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>● create a Venn Diagram style image of file compression with the differences between Lossy and Lossless Compression</li> <li>● create a help sheet to use in coursework units that would help them make decisions about using Lossy/ Lossless compression for their work</li> </ul> <p>explain lossy and lossless compression in less than 280 characters.</p>	<p>Explain what file compression is</p> <p>Explain the differences between Lossy and Lossless compression</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> <li>-</li> </ul>