

Year 10 R093 Theory	Year 11 R094 Controlled Assessment
Term 1	Term 1
Intro to iMedia R093 – Media Industry Media Sectors and Products; Job Roles; Media Codes	R094 Visual Identity Practice tasks for NEA; Colour, logo, graphics and typography theory
Term 2	Term 2
R093 – Media Industry Purposes	R094 Visual Identity Controlled Assessment Task 1; Illustrator Lessons
Term 3	Term 3
R093 – Media Industry Audiences	R094 Visual Identity Controlled Assessment Task 2;
Term 4	Term 4
R093 – Media Industry Client Requirements	R094 Visual Identity Controlled Assessment Task 3; Photoshop Lessons
Term 5	Term 5
R093 – Media Industry Primary and Secondary Research	R094 Visual Identity Controlled Assessment finalising and catchup
Term 6	Term 6
R093 – Media Industry Work Plans; Idea Generation	Intro to next unit (TBC)

Overview

Year 10	Year 11
Term 1	Term 1
<ul style="list-style-type: none"> Understand the media industry sectors and products: <ul style="list-style-type: none"> Know the different sectors that form the media industry and how these are evolving Know the types of products produced by, and used in, different sectors Know that the same product can be used by different sectors Understand job roles in the media industry <ul style="list-style-type: none"> How each role contributes to the creation of media products Know the main responsibilities of each role in the creation of media products Know that some job roles are specific to preproduction, production or post-production phases Know that some job roles span multiple production phases Why the size and scale of projects/productions means that individuals may perform more than one role 	<ul style="list-style-type: none"> Understand the purpose, elements and design of visual identity To include: <ul style="list-style-type: none"> What is meant by visual identity That visual identity is used to communicate the nature of brands and business' services or products The component features of visual identity The elements of visual identity How visual identity relates to brand identity How visual identity elements are influenced by business type, brand values and brand positioning How visual identity elements are combined to shape perception and create emotional response That visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market That if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose Using appropriate elements to create visual identity suitable for different target audiences/consumers
Term 2	Term 2
<ul style="list-style-type: none"> Understand how style, content and layout are linked to the purpose <ul style="list-style-type: none"> Know the different purposes of media products How style, content and layout are adapted to meet each purpose Understand how Media codes are used to convey meaning, create impact and/or engage audiences <ul style="list-style-type: none"> Know the different technical, symbolic and written codes used to convey meaning, create impact and/ or engage audiences How codes are used to convey meaning, create impact and/or engage audiences How the codes used relate to audience, purpose and context How the combination of content and codes work together to convey meaning, create impact and engagement 	<ul style="list-style-type: none"> Topic Area 1 (Controlled Assessment): Develop Visual Identity Examples of tools and techniques used to create may include: <ul style="list-style-type: none"> Setting the canvas size - expanding or modifying Using layout tools to help the placement of assets e.g. grids, guides and rulers Using drawing tools e.g. shapes, colour fill, gradients Using brightness and contrast, levels, colour balance, hue, saturation Using selections based on shape, colour or edge contrast Using layers to structure a graphic, create, merge, rename, change opacity Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures Using retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush Using typography to add information e.g. text, font styles, sizes and effects Using filters and effects to enhance the visual appeal e.g. stylise, monochrome, colour toning, vignette, sharpen
Term 3	Term 3
<ul style="list-style-type: none"> Understand audience demographics and segmentation <ul style="list-style-type: none"> Know the different categories of audience segmentation Know examples of the way audiences are grouped for each segmentation type 	<ul style="list-style-type: none"> Topic Area 2 (Controlled Assessment): Plan digital graphics for products To include: <ul style="list-style-type: none"> Creating mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board Creating digital

<ul style="list-style-type: none"> • The reasons for, and benefits of, audience segmentation • How audience characteristics influence the design and production of media products 	<p>mood boards using digital images collected from web and other sources, placed on documents/slides in software applications • Using mind maps drawn out on paper or using software applications to expand ideas and identify details • Using concept sketches to develop ideas • Using visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications</p>
Term 4	Term 4
<ul style="list-style-type: none"> • Understand client requirements and how they are defined • How to recognise keywords and information in client briefs • Know the requirements in client briefs that inform planning • Why requirements in client briefs can constrain planning and production • How to interpret requirements in client briefs to generate ideas and plan • Know the different ways that client briefs are communicated 	<ul style="list-style-type: none"> • Topic Area 3 (Controlled Assessment): Create visual identity and digital graphics
Term 5	Term 5
<ul style="list-style-type: none"> • Understand research methods, sources and types of data • The reasons for, and benefits of, conducting research • The advantages and disadvantages of primary and secondary research and data • How research is carried out using different methods and/or sources • The advantages and disadvantages of each primary research method and secondary research source • The differences between qualitative and quantitative data/information 	<ul style="list-style-type: none"> • Controlled Assessment finalise for moderation and catchup
Term 6	Term 6
<ul style="list-style-type: none"> • Understand work planning <ul style="list-style-type: none"> • Know the purpose of work planning • Know the components of workplans • The role of workplan components in work planning • The advantages of using workplans • How workplans are used to manage time, tasks, activities and resources for individuals and large teams • Documents used to support ideas generation <ul style="list-style-type: none"> • Know the purpose of each document • Know the components and conventions of each document 	<ul style="list-style-type: none"> • Introduction to next unit (tbc)

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| <ul style="list-style-type: none">• Know the hardware and software used to create each document• Know the users of each document• When each document is appropriate for use• What makes each document effective• How to improve the effectiveness of documents for users in given contexts | |
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