

KS4 ICT CREATIVE I MEDIA YEAR PLANNER (LTP) – YEAR 11

Term	Module Title	Learning Content / Skills	Assessment Schedule*	Home Learning Support
Autumn 1	R085	<p>R085 - Creating a multipage website This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.</p> <p>LO1: Understand the properties and features of</p> <ul style="list-style-type: none"> • the purpose and component features of multipage websites in the public domain • the devices used to access web pages • the methods of internet connection <p>LO2: Be able to plan a multipage website</p> <ul style="list-style-type: none"> • interpret client requirements for a multipage website • understand target audience requirements for a multipage website • produce a work plan for the creation of a multipage website. create a site map with navigation links • produce a visualisation diagram for a web page identifying the house style • identify the assets needed to create a multipage website (e. • identify the resources needed to create and publish a multipage website (e.g. internet access, web server, domain name, computer system and software) • prepare assets for use in web pages • create and maintain a test plan to test a multipage website during production. 	<p>Students will be assessed on the following pieces of work:</p> <ul style="list-style-type: none"> • Purpose and audience of websites • Devices to access webpages • Methods of internet connection <p>Peer assessment is done regularly as part of the lesson to show case the work of others and provide targets and reflection.</p> <p>Reflection time will be given to students to work on their targets which will allow for an improvements in their grades on work which has already been marked.</p> <p>Students will be assessed on the following pieces of work:</p> <ul style="list-style-type: none"> • Client brief • Workplan • Sitemap • Visualisation diagram • Test plan 	<p>Looking at different website designs and layouts. What makes a good website? What do you like about the design?</p> <p>Look at site maps and visualisation diagrams for other websites. What do they all include? Where else test plans used?</p>

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		<p>legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to assets used in multipage websites (e.g. images, graphics, corporate logos, music and video clips), whether sourced or created.</p> <p>LO3 - Be able to create multipage websites using multimedia components</p> <p>Learning how to use Adobe Dreamweaver to create an effective website following tutorials.</p>	<ul style="list-style-type: none"> Legislation 	<p>Where else are legislations applied?</p> <p>Continue practicing using adobe dreamweaver and using the online tutorials from Adobe.</p>
Autumn 2	R085	<p>R085 – Web development</p> <p>LO3: Be able to create a digital graphic</p> <ul style="list-style-type: none"> create suitable folder structures to organise and save web pages and asset files using appropriate naming conventions source and import assets (e.g. graphics, image, texture, sound, video, animation, text) create a suitable master page as a template for a multipage website use a range of tools and techniques in web authoring software to create a multipage website insert assets into web pages to create planned layouts (e.g. text, lists, tables, graphics, moving images, embedded content) 	<p>Students will be completing a 10-hour controlled assessment set by OCR and completed internally.</p> <p>All work will be marked by class teacher and will be moderated by exam board.</p>	<p>Continue practicing using adobe Dreamweaver and using the online tutorials from Adobe.</p>

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Spring 1	R092	<p>This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game</p> <p>LO1: Understand game creation hardware, software and peripherals</p> <ul style="list-style-type: none"> • the capabilities and limitations of a range of software used for 2D and 3D game creation (e.g. game engines, game editors, app development, software development kits (SDK)) 	<p>Students will be assessed on the following pieces of work:</p> <ul style="list-style-type: none"> • Gaming software • Gaming Hardware and peripherals <p>Peer assessment is done regularly as part of the lesson to show case the work of others and provide targets and reflection.</p>	<p>Research gaming hardware and software - which is the most popular and used globally.</p>

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		<ul style="list-style-type: none"> • the range of hardware and peripherals required to create and test digital games (e.g. computer systems, speakers, interface controls, simulator, target platform test bed). <p>Learning Outcome 2: Be able to plan the creation of a digital game</p> <p>:</p> <ul style="list-style-type: none"> • interpret client requirements for a digital game (e.g. platform, genre, visual style, intended age rating) based on a specific brief (e.g. by client discussion, reviewing a written brief or specification) • understand target audience requirements for digital games • identify key aspects of game creation, i.e.: <ul style="list-style-type: none"> ○ game objectives ○ original concept and narrative ○ audio and visual style for the genre ○ assets required ○ hardware including peripherals ○ software • create and maintain a test plan to debug and test a digital game during production • plan the structure of a game (e.g. game flow diagram, pathways, character creation, game play and scoring systems) • source and store assets for inclusion in the game (e.g. component images, textures, video, sound, animation, scripting, sprites). <p>how legislation (e.g. copyright, trademarks, intellectual property use, permissions and implications of use) applies to the use of assets (e.g. images, graphics, sounds) ideas and</p>	<p>Reflection time will be given to students to work on their targets which will allow for an improvements in their grades on work which has already been marked.</p> <p>Students will be assessed on the following pieces of work:</p> <ul style="list-style-type: none"> • Client brief • Test plan • Legislation 	<p>Use Youtube to find examples of how games are planned before development.</p>
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		<p>Learning Outcome 3: Be able to create a digital game digital games. Learn how to use game maker following the tutorials online.</p>		<p>Continue practicing using game maker studio and using the online tutorials to further develop your skills.</p>
Spring 2	R092	<p>Learning Outcome 3: Be able to create a digital game</p> <ul style="list-style-type: none"> • identify software features needed for the creation of a game (e.g. use of libraries, drag and drop, object properties, event and actions, triggers, collisions) • use geometric parameters to manipulate objects and environments (e.g. conversion, scale, creation, grid settings, spatial relationships) • edit properties to set parameters of objects and environments (e.g. names, transparency, visibility, effects, colour, textures) • import assets (e.g. graphics, image, texture, sound, video, animation, text) • set up interaction (e.g. collision, triggers, activating an object, behaviours, pop-up messages, shake, fades and sounds) • create game-play controls (e.g. mouse/keyboard, dialogue activation, start/pause/exit facilities) 	<p>Students will be completing a 10-hour controlled assessment set by OCR and completed internally.</p> <p>All work will be marked by class teacher and will be moderated by exam board.</p>	<p>Continue practicing using game maker studio and using the online tutorials to further develop your skills.</p>

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