OCR – Creative iMedia

| Intent | | |
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| Learners will explore the media industry, gaining an understanding of the roles, tools, and techniques used in media careers. They will develop practical skills by designing visual identities for clients, creating original digital graphics, planning, producing, and evaluating interactive multimedia products, applying design principles and adhering to legal, ethical, and technical standards | | |
| **Implementation** | | |
| Qualification aims to inspire learners and develop their understanding of the media industry, including visual identity, planning, and creating digital graphics. Over two years, learners complete three units: two mandatory units, one assessed by a written exam and one through coursework, and an optional unit on interactive multimedia. Learners have already covered website design and graphic design in KS3 modules, allowing them to recall and build on these skills to a higher level when completing the coursework unit. | | |

| Year 10 | Autumn Term | Spring Term | Summer Term |
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| Topic | R093 - Creative iMedia in the media industry – Part One | R097 - Interactive Multimedia Products | R094 - Visual identity and digital graphics |
| BIQ Question | How do media professionals plan and create products that engage audiences and meet client expectations? | How can you design and create an interactive multimedia product that meets a client's brief, engages a target audience, and works effectively across digital platforms? | How can I plan and research a digital graphic that meets a client brief, reflects a brand's identity, and considers the audience and legal requirements? |
| Overview | Learners will explore the media industry, its sectors, and job roles, while developing skills to plan and create media products. They will study target audiences, client requirements, and visual identity, using pre-production documents to design professional, engaging media content. | Learners will explore interactive multimedia products, interpret client briefs, and plan productions using pre-production documents. They will create and combine multimedia assets, apply design principles, and use appropriate hardware and software while following legal, ethical, and health and safety requirements. Learners will produce, test, and evaluate their products against the brief, identifying improvements to enhance functionality and usability. | Learners will explore how visual identity communicates brand values and influences audiences. They will focus on interpreting client briefs, researching ideas, and planning digital graphics while considering legal, ethical, and safe use of digital assets. |
| Content<br><br>Declarative Knowledge – 'Know What' | **Media Industry and Job Roles**<br>• Main sectors: film, television, radio, publishing, gaming, digital/web; evolving via technology, convergence, and new platforms.<br>• Media products: range within sectors; some used across multiple sectors.<br>• Target audiences and purposes of media products.<br>• Distribution and consumption across traditional and digital channels; impact of technology and globalisation.<br>• Job roles: responsibilities, phase-specific or spanning multiple phases; size/scale may require multi-role work<br><br>**Work Planning and Pre-Production Documents**<br>• Work plans: purpose, components (tasks, activities, resources, timescales, milestones, contingencies), role in project management, advantages.<br>• Pre-production documents (moodboards, mind maps, visualisation diagrams, storyboards, scripts, work plans): purpose, components, conventions, hardware/software used, intended users, appropriate contexts, characteristics of effective documents, improving effectiveness. | **Interactive Multimedia Products:**<br>• Interactive multimedia products: What they are and their purpose.<br>• Types of products: Websites, apps, kiosks, presentations, menus, learning tools.<br>• Client brief: What it contains and its role in guiding production.<br>• Target audience: Who they are and how they influence design and functionality.<br>Pre-production documents: Work plans, visualisation diagrams, storyboards, structure diagrams, test plans.<br>• Assets & resources: Images, audio, video, text, animation; technical compatibility and sourcing.<br>• Design principles: Layout, hierarchy, typography, colour, balance, contrast, accessibility, usability.<br>• Software tools & techniques: Tools used to create and edit multimedia products.<br>• Hardware & peripherals: Purpose and use in creation and viewing of products.<br>Technical considerations: Bandwidth, connection speed, data transfer, optimisation.<br>• Legal & ethical requirements: Copyright, intellectual property, licences, permissions, data protection, health & safety.<br>• File formats & management: Exporting, saving, naming conventions, folder structures, format suitability for platforms.<br>• Production planning: Tasks, workflows, milestones, contingencies.<br>• Evaluation: Reviewing the product, success criteria, fitness for purpose, identifying improvements. | **Visual identity and digital graphics**<br>• Digital graphics: What they are and their purpose in branding.<br>• Visual identity & branding: Logos, colours, fonts, imagery.<br>• Client brief: What it contains and its role in design.<br>• Target audience: Who they are and how they influence design choices |
| Skills<br><br>Procedural Knowledge – 'Know How' | **Media Industry and Job Roles**<br>• Identify and apply appropriate job roles to different phases of media production.<br>• Allocate tasks according to role responsibilities and project size/scale.<br>• Adapt roles and responsibilities when individuals perform multiple functions.<br>**Work Planning and Pre-Production Documents**<br>• Create work plans: define tasks, activities, resources, timescales, milestones, contingencies.<br>• Use work plans to manage time, tasks, activities, and resources for individuals and teams.<br>• Produce pre-production documents (moodboards, mind maps, visualisation diagrams, storyboards, scripts, work plans) using appropriate hardware/software.<br>• Apply conventions, structure, and effective characteristics to each document.<br>• Select and adapt documents to suit project context, audience, and user needs. | **Interactive Multimedia Products:**<br>• Interpreting a client brief: Analyse requirements, purpose, and target audience.<br>• Planning production: Create work plans with tasks, activities, timescales, milestones, and contingencies.<br>• Pre-production documents: Produce moodboards, visualisation diagrams, storyboards, structure diagrams, and test plans.<br>• Sourcing and creating assets: Gather, create, or repurpose images, audio, video, text, and animations.<br>• Using software tools: Apply editing and authoring software to develop multimedia products.<br>• Using hardware & peripherals: Operate computers, tablets, cameras, microphones, and other devices.<br>• Combining assets: Integrate multiple asset types into a coherent, interactive product.<br>• Applying design principles: Use layout, hierarchy, typography, colour, balance, contrast, accessibility, and usability effectively.<br>• Testing and troubleshooting: Test functionality, navigation, interactivity, and technical performance; make corrections as needed.<br>• Managing technical constraints: Optimise files for bandwidth, connection speed, and platform requirements.<br>• Saving, exporting & file management: Save and export products in appropriate formats, maintain folder structures, follow naming conventions.<br>• Applying legal & ethical requirements: Ensure copyright, IP, licences, permissions, and health & safety compliance.<br>• Evaluating the product: Review against the brief, assess strengths and weaknesses, and identify improvements. | **Develop visual identity and plan digital graphics for products**<br>• Interpret a client brief to identify purpose, requirements, and target audience.<br>• Research and develop ideas that reflect a brand's visual identity.<br>• Source or create digital assets safely and legally. |
| Prior domains | • Questions from past papers are given regularly to build familiarity with exam format.<br>• Learners will be taught how to structure answers for larger-mark and extended-response questions.<br>• Full exam paper administered as a mock in November to prepare for final assessment. | • Learners will complete practice coursework to embed knowledge, skills, and understanding.<br>• Coursework will then be completed, moderated, and submitted for formal assessment in the June series | • Learners will complete practice coursework to embed knowledge, skills, and understanding. |

| Year 11 | Autumn Term | Spring Term | Summer Term |
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| **Topic** | **R094 - Visual identity and digital graphics** | **R093 - Creative iMedia in the media industry – Part Two** | |
| **BIQ Question** | How can I create, refine, and evaluate a digital graphic that meets a client brief, engages the target audience, and follows legal and technical requirements? | How can media products be created, refined, and shared to meet client, audience, and industry requirements? | |
| **Overview** | Learners will build on their Year 1 planning and research skills to produce digital graphics that reflect a client's visual identity. They will use image editing tools and design principles to create professional outcomes, manage digital assets effectively, follow legal, ethical, and technical requirements, and review their work to ensure it meets the client brief and identifies areas for improvement. | Learners will apply their knowledge of the media industry to plan, create, and evaluate their own media products. They will manage resources, use pre-production documents and digital tools, follow legal and safety requirements, and ensure their products meet client and audience needs. | |
| **Content**<br><br>Declarative Knowledge – 'Know What' | **Visual identity and digital graphics**<br>• Pre-production documents: Moodboards, mind maps, visualisation diagrams, storyboards, scripts.<br>• Digital assets: Images, graphics, text, fonts, colours; technical compatibility.<br>• Design principles: Contrast, alignment, hierarchy, balance.<br>• Software tools & techniques: What tools can be used to create graphics.<br>• Legal & ethical requirements: Copyright, intellectual property, data protection; health & safety.<br>• File formats & version control: Naming conventions, saving, exporting for print/web.<br>• Production planning: Tasks, workflows, milestones, contingencies.<br>• Evaluation: How to review graphics and identify improvements. | **Legal, Intellectual Property, Regulation, and Health & Safety**<br>• Legal considerations: copyright, IP, data protection, libel, privacy; compliance requirements; impact of publishing inaccurate information.<br>• Intellectual property: meaning, legislation, protection, respecting others' IP, securing own IP, avoiding infringement, risks of using third-party content.<br>• Regulation, certification, classification: types of media, purpose, regulatory bodies, examples, impacts on production.<br>• Health & safety: common risks/hazards, mitigation, risk assessments, location recces<br>**Distribution Platforms and Media File Properties**<br>• Platforms/media: characteristics, advantages/disadvantages, impact on file format selection.<br>• Image files: DPI/PPI, resolution, pixel dimensions, raster/bitmap vs vector, uncompressed vs compressed (lossy/lossless), format suitability.<br>• Audio files: sample rate, bit depth, sound quality, audio compression, uncompressed vs compressed (lossy/lossless), format suitability.<br>• Video/animation files: frame rate, SD/HD/UHD/4K/8K, effects of frame rate on quality, file types, uncompressed vs compressed (lossy/lossless), format suitability.<br>• Compression: lossy vs lossless, reasons for use. | |
| **Skills**<br>Procedural Knowledge – 'Know How' | **Develop visual identity and Plan digital graphics for products**<br>• Plan a digital graphic using pre-production documents (moodboard, mind map, visualisation diagram, storyboard).<br>• Research and develop ideas that reflect a brand's visual identity.<br>• Source or create digital assets safely and legally.<br>• Use image editing software to combine and edit assets effectively.<br>• Apply design principles to create balanced, engaging graphics.<br>• Manage files and versions using clear naming conventions and version control.<br>• Ensure technical compatibility of assets and exports (file types, resolution, format).<br>• Follow legal, ethical, and health & safety guidelines during production.<br>• Review and evaluate a digital graphic against the client brief and identify improvements.<br>• Export final graphics in suitable formats for print and web. | **Legal, Intellectual Property, Regulation, and Health & Safety**<br>• Apply legal requirements (copyright, IP, data protection, libel, privacy) in media production.<br>• Protect intellectual property and respect others' rights; secure your own IP where needed.<br>• Evaluate risks of using third-party content; avoid infringement.<br>• Follow regulatory and classification guidelines; comply with certification and classification requirements.<br>• Identify and mitigate health and safety risks; perform risk assessments and location recces.<br>**Distribution Platforms and Media File Properties**<br>• Select appropriate distribution platforms and media based on product characteristics, audience, and context.<br>• Choose suitable file formats for images, audio, video, and animation considering quality, compression, and platform requirements.<br>• Adjust image properties: DPI/PPI, resolution, pixel dimensions, raster vs vector, lossy/lossless compression.<br>• Adjust audio properties: sample rate, bit depth, compression type, format suitability.<br>• Adjust video/animation properties: frame rate, resolution (SD/HD/UHD/4K/8K), compression type, format suitability.<br>• Apply lossy or lossless compression effectively to balance quality and file size | |
| **Assessment** | • Learners will complete practice coursework to embed knowledge, skills, and understanding.<br>• Coursework will then be completed, moderated, and submitted for formal assessment in the June series | • Questions from past papers are given regularly to build familiarity with exam format.<br>• Learners will be taught how to structure answers for larger-mark and extended-response questions.<br>• Full exam paper administered as a mock in February to prepare for final assessment. | |