RECOVERY CURRICULUM

Subject: IMedia
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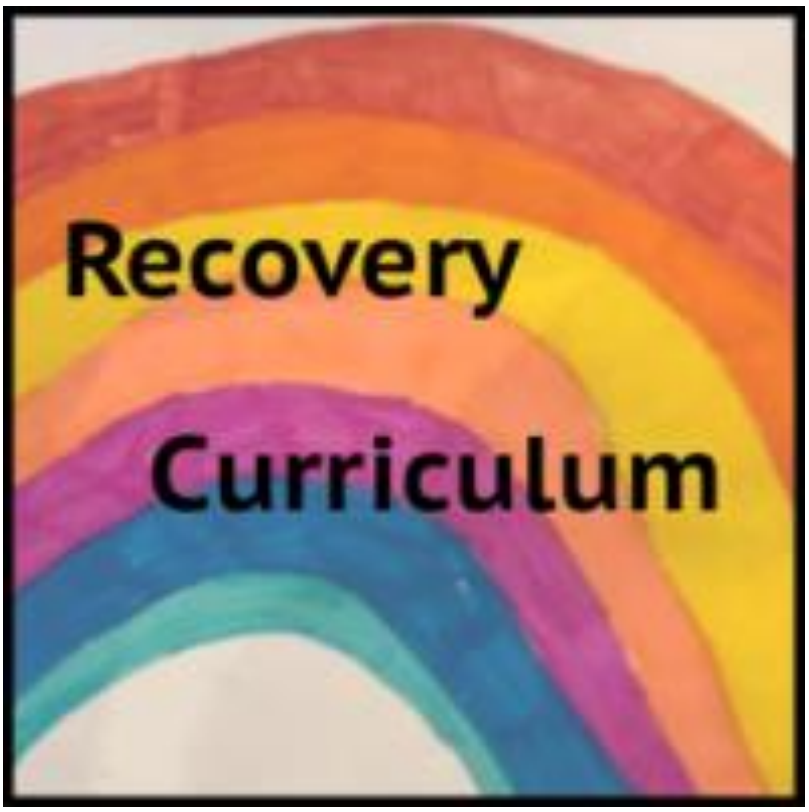

Subject:	IMedia	Teacher:	Lead: GMA
Year:	10	Class:	All
Unit title:	R081 – Pre-production skills		
Duration:	Term 1		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

To provide learners with essential knowledge and a range of creative media skills to create fit-for-purpose creative media products based on a real world context.

To provide learners with transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education contributing to their personal development and future economic well-being.

To introduce pupils to the course structure and layout.

To prepare pupils for the R081 exam.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious:
Learning to create to specification, and project management by Utilising creative media for fulfilling client brief, learning now creative skills and developing personal expression.

Brave:

Learners are challenged to use a range of creative media software to meet user requirements and step out of their comfort zone by developing skills that they may need in later life.

Kind:
The course is client based and encourages learners to consider the needs of customers based on a real world context. Whilst fostering independence pupils have to ensure that the needs of others are met to ensure success.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
R081Preproduction skills Purpose, uses and content of: Mood boards, mind maps, visualisation diagrams and storyboards. Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations	**Learning Outcome 1: Understand the purpose and content of pre-production** **Learning Outcome 2: Be able to plan pre-production**

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

Employment skills: Project management and organisation.

Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.

Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.

Implementation

GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	**Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?

Use of knowledge audit to tailor learning in future terms or adapt learning based on pupil needs. Identified there may knowledge/skill gaps in core computer science principles that need to be addressed/revisited Identify computer access outside of school, so pupils can be supported by the academy if needed.	The results of the knowledge audit will determine if a group needs to revisit a year 9 topic or spend extended time on a topic in GCSE. Knowledge audits will determine which pupils will require more support in specific topics for example: 1 to 1, teacher support, scaffolded answers or support from a peer. Audit review will determine if wider planning needs to be amended, E.G. revisiting a topic of spending more time on a topic. **R081 exam unit is being taught first as cannot teach other units as in line with exam guidance**
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Ability to understand the purpose of and ability to create preproduction documents. The importance of meeting the requirements of a customer brief. Knowledge of legal and ethical obligations. Purpose and uses of different Hardware / software. Understand File formats e.g. JPER, RAW, WAV. Understand the purpose and properties of graphics including file formats, types and uses. E.g. colour depth, resolution, file size. Confident users of the Adobe suite and office package. Understand File formats. Knowledge elements of the R081 exam.	**These key concepts follow the traditional curriculum plan in the initial implementation document.** **Taken from the existing traditional curriculum and modified to suit the needs of an extended leave of absence.** **IF A BLENDED LEARNING APPROACH IS REQUIRED, modified versions of each lesson in the SOW have been created** **The alternative series of lessons covers the same topics in a more user-friendly format for pupils studying at home.** **R081 exam unit is being taught first as cannot teach other units as in line with exam guidance**
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	**Social and Emotional** – how will student social and emotional health be supported?

Cybersecurity module will run later in the year and will focus on the impacts of lockdown in more detail. Discussion of how the government use digital graphics to represent the 'R number'. Discussion around how client briefs may have been impacted by lockdown and how digital alternatives may be used to convey these.	Differentiation – this will occur through additional resources, scaffolded tasks, targeted questioning and self-assessment. Peer assessment – this will happen throughout the course with pupils discussing their individual approaches to the task at hand. Classroom discussions – throughout the course each of the concepts will be discussed with pupils being able to offer their opinions of the concepts as well as the teacher tackling misconceptions. Ensuring exam arrangements have been met for controlled assessment
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	**Relationships** – how are you going to re-establish classroom relationships?
Introduction lesson: re-establish rules for the Computer Science classroom. Discussion of course, I.E. layout, modules overview, assessments. Each lesson starts with an overview of topics covered in that lesson as well as each new module includes an overview of topics that will be in that module. Discussion of exam key words. Routine in look and structure of lesson with recap lessons at the end of each cycle.	Discussions in classroom around different topics based on current lesson, challenging concepts posed by the teacher, in a respectful way, is encouraged. Introduction focused on kindness and compassion Recap discussions around the legal, ethical and environmental issues and link to real world examples of corona virus, E.g. benefits of track and trace Vs privacy loss. Attempt to embed more classroom dialogue into planning. E.g. how data theft is part of everyday life, and what we should do about it.
OPPORTUNITIES	

Discussion – what are the discussion based opportunities?	**Group** – what are the group work based opportunities (while still ensuring social distancing)?
Reflective discussion at the end of each lesson that looks at how pupils solved the problem using different solutions, discussing their approach and the benefits and drawbacks to each solution Recap discussions around the legal, ethical and environmental issues and link to real world examples of corona virus, E.g. benefits of track and trace Vs privacy loss.	Peer assessment, during the discussions held at the end of the lessons Discuss the brief to ascertain what is required. Discussion of differing solutions to the same problem to underline the fact that many problems have multiple, equally right, solutions. Reflective discussion at the end of each lesson that looks at how pupils solved the problem posed using different solutions, discussing their approach and the benefits and drawbacks to each solution

Delivery

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
1		Classroom (whole sequence completed)	☐	**BEBRAS Activity**	What: Mood boards Why: Understand how a mood board is used and why How: **E** Can **identify** what a mood board is and how it is used. Can **create** a **simple** mood board that matches **some**
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE SCHEME OF WORK ON THE SAME CONTENT IS AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING**	☐		

		REPOSITORY (6 LESSONS AVAILABLE). https://teachcomputing.org/home-teaching/python-programming-pathway-1/ **THIS SERIES OF LESSONS COVERS THE SAME TOPICS BUT IN A MORE USER-FRIENDLY FORMAT FOR PUPILS STUDYING AT HOME.**					of the Client brief	
						4 – 5	Can **describe** what a mood board is and how it is used. Can **create** a **suitable** mood board that matches **most** of the Client brief	
						5 +	Can **explain** what a mood board is and how it is used. Can **create** a **well designed** mood board that matches **all** of the Client brief	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Visualisation diagram, moodboard, storyboarding, digital graphics, design, client, brief		**Use of various questioning techniques throughout the lesson**		At the task stage the teacher will model one of the examples, making it clear that this is just one way of completing the problem		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchro

		The task will be complete independently	**The teacher will ask for volunteers to demonstrate their Work, and display their Work on the board with permission**	Review will take place monthly

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
2		Classroom (whole sequence completed)	☐	**BEBRAS Activity**	What	Mind Maps	
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE SCHEME OF WORK ON THE SAME CONTENT IS AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).** https://teachcomputing.org/home-teaching/python-programming-pathway-1/ **THIS SERIES OF LESSONS COVERS THE SAME TOPICS BUT IN A MORE USER-FRIENDLY FORMAT FOR PUPILS STUDYING AT HOME.**	☐		Why	Understand what mind maps are and why they are used	
					How	**E**	Can **identify** what a mind map is and how it is used. Can **create** a **simple** mind map that matches **some** of the Client brief
						4 – 5	Can **describe** what a mind map is and how it is used. Can **create** a **suitable** mind map that matches **most** of the Client brief
						5 +	Can **explain** what a mind map is and how it is used. Can **create** a **well designed**

						mind map that matches **all** of the Client brief	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Visualisation diagram, moodboard, storyboarding, digital graphics, design, client, brief		**The starter is used to ensure the concepts of last lesson are fully understood, Use of various questioning techniques throughout the lesson**	At the task stage the teacher will model one of the examples, making it clear that this is just one way of completing the problem		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		The task will be complete independently		**The teacher will ask for volunteers to demonstrate their Work, and display their Work on the board with permission**	Review will take place monthly		
3		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	☐	**BEBRAS Activity**	What	Visualisation diagram	
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE SCHEME OF WORK ON THE SAME CONTENT IS AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).** https://teachcomputing.org/home-teaching/python-programming-pathway-1/	☐		Why	To understand how to implement Visualisation diagrams into pre-production documents	
					How	**E** Can **identify** what a visualisation diagram is and how it is used. Can **create** a **simple** visualisation diagram that matches **some** of the Client brief	

		THIS SERIES OF LESSONS COVERS THE SAME TOPICS BUT IN A MORE USER-FRIENDLY FORMAT FOR PUPILS STUDYING AT HOME.				**3 - 4**	Can **describe** what a visualisation diagram is and how it is used. Can **create** a **suitable** visualisation diagram that matches **most** of the Client brief
						5 +	Can **explain** what a visualisation diagram is and how it is used. Can **create** a **well designed** visualisation diagram that matches **all** of the Client brief
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Visualisation diagram, moodboard, storyboarding, digital graphics, design, client, brief		**The starter is used to ensure the concepts of last lesson are fully understood,** **Use of various questioning techniques throughout the lesson**	At the task stage the teacher will model one of the examples, making it clear that this is just one way of completing the problem		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		The task will be complete independently		**The teacher will ask for volunteers to demonstrate their Work, and display their Work on the board with permission**	Review will take place monthly		
4		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	☐	**BEBRAS Activity**	What	Story Boards	

		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE SCHEME OF WORK ON THE SAME CONTENT IS AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).** https://teachcomputing.org/home-teaching/python-programming-pathway-1/ **THIS SERIES OF LESSONS COVERS THE SAME TOPICS BUT IN A MORE USER-FRIENDLY FORMAT FOR PUPILS STUDYING AT HOME.**	☐		Why	To be able to understand how and why storyboards are a useful pre-production tool		
					How	**E**	Can **identify** what a storyboard is and how it is used. Can **identify** different camera shots/angles/movements and how they are used. Can **create** a **simple** storyboard with some correct content that matches **some** of the Client brief	
						4 – 5	Can **describe** what a storyboard is and how it is used. Can **describe** different camera shots/angles/movements and how they are used. Can **create** a **suitable** storyboard with mostly correct content that matches **most** of the Client brief	
						5 +	Can **explain** what a storyboard is and how it is used. Can **explain** different camera shots/angles/move	

						ments and how they are used. Can **create** a **well designed** storyboard with all correct content that matches **all** of the Client brief	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Visualisation diagram, moodboard, storyboarding, digital graphics, design, client, brief		**The starter is used to ensure the concepts of last lesson are fully understood, Use of various questioning techniques throughout the lesson**		At the task stage the teacher will model one of the examples, making it clear that this is just one way of completing the problem	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	Asynchronous (remote)
		The task will be complete independently		**The teacher will ask for volunteers to demonstrate their Work, and display their Work on the board with permission**		Review will take place monthly	
5		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	☐	**BEBRAS Activity**		What: Scripts Why: To be able to understand how and why scripts are a useful pre-production tool How: **E** — Can **identify** what a script is and how it is used. Can **create** a **simple** script with some correct content that matches **some** of the Client brief	
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE SCHEME OF WORK ON THE SAME CONTENT IS AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).**	☐				

		https://teachcomputing.org/home-teaching/python-programming-pathway-1/ **THIS SERIES OF LESSONS COVERS THE SAME TOPICS BUT IN A MORE USER-FRIENDLY FORMAT FOR PUPILS STUDYING AT HOME.**			**4 – 5** Can **describe** what a script is and how it is used. Can **create** a **suitable** script with mostly correct content that matches **most** of the Client brief **5 +** Can **explain** what a script is and how it is used. Can **create** a **well designed** script with all correct content that matches **all** of the Client brief	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Visualisation diagram, moodboard, storyboarding, digital graphics, design, client, brief	**The starter is used to ensure the concepts of last lesson are fully understood, Use of various questioning techniques throughout the lesson**	At the task stage the teacher will model one of the examples, making it clear that this is just one way of completing the problem and as such the problem can still be attempted by the student in a different way		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		The task will be complete independently	**The teacher will ask for volunteers to demonstrate their Work, and display their Work on the board with permission**	Review will take place monthly		
6		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		

		Classroom (whole sequence completed)	☐		What	Client requirements	
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE SCHEME OF WORK ON THE SAME CONTENT IS AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).** https://teachcomputing.org/home-teaching/python-programming-pathway-1/ **THIS SERIES OF LESSONS COVERS THE SAME TOPICS BUT IN A MORE USER-FRIENDLY FORMAT FOR PUPILS STUDYING AT HOME.**	☐	**BEBRAS Activity**	Why	To be able to understand why requirements are set for a project and know how a client can define their requirements	
					How	**E**	Can **state** what a client is. Can **Identify** how you can get the requirements from your client. Can **state** the importance of having clear requirements
						4 – 5	Can **describe** what a client is and the role they play. Can **describe** all the methods of acquiring the requirements from your client. Can **describe** the importance of having clear requirements
						5 +	Can **explain** what a client is and the role they play. Can **explain** all the methods of acquiring the requirements from your client.

							Can **explain** the importance of having clear requirements.	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Visualisation diagram, moodboard, storyboarding, digital graphics, design, client, brief		**The starter is used to ensure the concepts of last lesson are fully understood, Use of various questioning techniques throughout the lesson**		At the task stage the teacher will model one of the examples, making it clear that this is just one way of completing the problem and as such the problem can still be attempted by the student in a different way		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		The task will be complete independently		**The teacher will ask for volunteers to demonstrate their Work, and display their Work on the board with permission**		Review will take place monthly		
7		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	☐	**BEBRAS Activity**		What	Research	
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE SCHEME OF WORK ON THE SAME CONTENT IS AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).**	☐			Why	To be able to understand the difference between primary and secondary reaserch	
						How	**E**	Can **state** what primary and secondary research is. Can **Identify** the different methods of primary and secondary research Can carry out some primary research

		https://teachcomputing.org/home-teaching/python-programming-pathway-1/ **THIS SERIES OF LESSONS COVERS THE SAME TOPICS BUT IN A MORE USER-FRIENDLY FORMAT FOR PUPILS STUDYING AT HOME.**				**4 – 5**	Can **describe** what primary and secondary research is Can **describe** all the methods of collecting primary and secondary research . Can carry out some primary research using some suitable methods	
						5 +	Can **explain** what primary and secondary research Can **explain** all the methods of collecting primary and secondary research. Can carry out some primary research using wholly suitable methods	
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
	Visualisation diagram, moodboard, storyboarding, digital graphics, design, client, brief.		**The starter is used to ensure the concepts of last lesson are fully understood,** **Use of various questioning techniques throughout the lesson**		At the task stage the teacher will model one of the examples, making it clear that this is just one way of completing the problem and as such the problem can still be attempted by the student in a different way			
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