

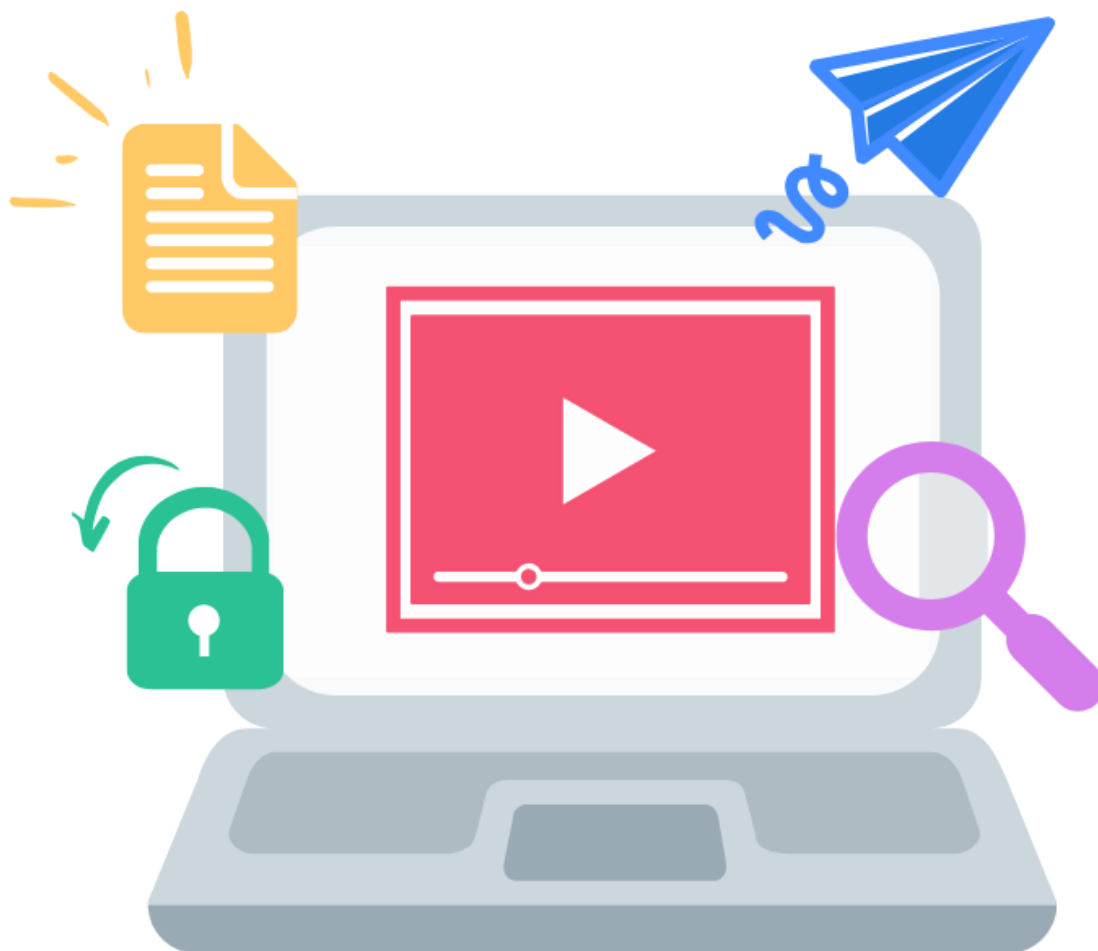
REMOTE LEARNING MODULE

Subject: CS

Author: ACR/GMA

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Updated: N/A



Subject:	I Media	Teacher (if applicable):	Lead: GMA
Year:	11	Ability/Class (if applicable):	All
Module title:	R082 - Creating Digital Graphics /R081 revision		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input checked="" type="checkbox"/> 8 weeks <input type="checkbox"/> Other:

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 module?

To support the learning of pupils a remote environment whilst keeping in line with the subject aims and Academy values.

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

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 allow learners the freedom to explore the areas of creative media that interest them therefore encouraging independence, creativity and awareness of the digital media sector.

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

Ambitious:

Learning to create to specification, and project management by Utilising creative media for fulfilling client brief, learning new 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.

<p>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.</p>	
<p>Content – what is being covered, ensuring breadth & depth?</p>	<p>National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?</p>
<p>R082 Creating Digital Graphics.</p> <p>This is a Controlled assessment unit. Pupils will complete practice documents based on a brief that is similar in requirements to the exam issued case study but based on a different context / scenario. This will enable pupils to complete the CA to a higher standard upon return.</p> <p>Understand the purpose and properties of graphics including file formats, types and uses.</p> <p>Plan the creation of a digital graphic based on user needs by creating: a work plan, visualisation diagram, identifying assets and resources, considering legal and ethical implications.</p>	<p>Learning Outcome 1: Understand the purpose and content of pre-production</p> <p>Learning Outcome 2: Be able to plan pre-production</p>
<p>Powerful Knowledge - what powerful knowledge is included in this module? 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?</p>	
<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?

Progression – how will studying these key concepts support progression to the next academic year, or key stage?

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.
 As we intend to enter pupils into the autumn exam series, the mock and the audit will determine which subjects are revised, a recap of the R081 knowledge will be interwoven to the delivery of R082.
 This is a Controlled assessment unit. Pupils will complete practice documents based on a brief that is similar in requirements to the exam issued case study but based on a different context / scenario. This will enable pupils to complete the CA to a higher standard upon return.

LEARNING

Synchronous – what are the synchronous aspects of the module, including new material taught?

Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?

In a group / live lesson there will be opportunity for discussion around the modelling of the tasks by the teacher and the key concepts of the topic I.E:

- Digital graphics
- User needs
- File formats
- Logos
- advertising

Independently there will be opportunity each lesson to complete several tasks set by the teacher via MS Teams, e.g.

- Defining Digital graphics, User needs, File formats, Logos, advertising
- Working on a coursework style project on a different topic to their actual coursework
- Exploring how these resources may be utilised in real world situations

ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
Engage with pupils over Print as a booklet and post home.	Contact pupil via Edulink. Contact home via Edulink. Contact home via phonecall. Contact home via CL. Contact home via SLT.

FEEDBACK	
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
A multiple choice assessment will be delivered via an online form to evaluate knowledge. Skills will be assessed through exit ticket / improvement templates.	2 Weeks Pupils answer exam style questions then upload to teams, this is then marked via a rubric and pupils given an opportunity to improve their work
	4 Weeks Pupils answer exam style questions then upload to teams, this is then marked via a rubric and pupils given an opportunity to improve their work
	6 Weeks End of unit test given on MS Forms
	8 Weeks
	Other

Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	BEBRAS Activity	What	Digital graphics
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To be able to understand how and why digital graphics are used

					How	<table border="1"> <tr> <td style="background-color: yellow;">E</td> <td>Can identify the different types of digital graphics and why they are used.</td> </tr> <tr> <td style="background-color: lightgreen;">4 - 5</td> <td>can describe the different types of digital graphics and why they are used.</td> </tr> <tr> <td style="background-color: lightblue;">5 +</td> <td>can explain the different types of digital graphics and why they are used.</td> </tr> </table>	E	Can identify the different types of digital graphics and why they are used.	4 - 5	can describe the different types of digital graphics and why they are used.	5 +	can explain the different types of digital graphics and why they are used.
E	Can identify the different types of digital graphics and why they are used.											
4 - 5	can describe the different types of digital graphics and why they are used.											
5 +	can explain the different types of digital graphics and why they are used.											
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)					
	Digital graphics, User needs, File formats, Logos, advertising Live lesson supported by PPT and Worksheet.		The starter is used to gauge prior knowledge of problem solving Use of various questioning techniques throughout the lesson In live lesson using hand up or chat function		The teacher will, during the discussions, challenge any misconceptions and guide the discussions to keep them on topic Modelling in presentation mode of teams							
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)					
	The task is a group discussion around the key terms, lead and guided by the teacher via MS Teams.		The teacher will ask for volunteers to provide their answers with the group, via the MS teams		N.A							
2	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)							
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What							
	Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why							
					How							
≥ 3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Sync hron					

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

7	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
				How			
			4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)	
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8	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
				How			
	≥ 3	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous		

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
			How				
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		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
			How				
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