| Year 10 – Half term 1 What? When? Why? | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Weeks 1 - 6 | **R094: Visual identity and digital graphics.** **Topic Area 1 - Develop visual identity.** Lesson 1 Purpose, elements and design of a visual; identity. Students will be able to understand what is meant by visual identity. Lesson 2 Students will start to develop an understanding of the purpose of visual identity - recognition/familiarity, establish a brand, develop brand loyalty and visual communication with audiences/consumers. | Lesson 1 Students will learn the component features of visual identity and their significant influence on the design style, content and layout of a digital graphic. Lesson 2 Students will be able to understand the use of component features of visual identity; name, logo, slogan/strap line. Lesson 3 Students will understand the elements/technical content of visual identity and how a visual identity is constructed from a designer's viewpoint. | Lesson 1 Students will be able to understand the use of elements of visual identity; graphics, shape/symbol, typography, colour palette/meaning and layout/complexity. Lesson 2 Students will learn how visual identity elements are influenced by business type, brand values and brand positioning. Lesson 3 Students will be able to understand the use of brand positioning – economy, mid-range and high-end. | Lesson 1 Students will learn how visual identity elements are combined to shape perception and create emotional response. Lesson 2 Students will learn that visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market. Lesson 3 Students will learn 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. | Lesson 1 Students will learn how to use appropriate elements to create visual identity suitable for different target audiences/consumers Lessons 2 and 3 Students will start Task 1 of their assignment. They will design a visual identity. | Lessons 1-3 Students will continue to work on their assignment. Students will justify their design choices and explain why their visual identity is fit for purpose. Students will produce relevant planning documents for their digital graphic product. |

| | Lesson 3<br><br>Students will be to understand that visual identity is used to communicate the nature of brands and business' services or products. | | | | | |
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| Year 11 – Half term 1 R081 Pre-production skills<br><br>What?<br><br>When?<br><br>Why? | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Weeks 1 - 6 | **LO1 Understand the purpose and content of pre-production.**<br><br>Lesson 1<br><br>Students will be able to understand the purpose and uses for: Mood boards (e.g., ideas and concepts for a new creative media product development, assisting the generation of ideas)<br><br>Lessons 2<br><br>Students will be able to understand the purposes and uses for: Mind maps/spider diagrams (e.g., to show development routes and options for an idea, or component parts and resources needed for a creative media product) | Lesson 1<br><br>Students will be able to understand the purpose and uses for: Storyboards (e.g., for use with video, animation)<br><br>Lesson 2<br><br>Students will be able to understand the purpose and uses for: Scripts (e.g., for a video production, voiceover, comic book or computer game)<br><br>Lesson 3<br><br>Students will be able to identify and understand the content of: Mood boards and Mind maps/spider diagrams.<br><br>. | Lesson 1<br><br>Students will be able to identify and understand the content of Visualisation diagrams.<br><br>Lessons 2 and 3<br><br>Students will be able to identify and understand the content of: Storyboards, i.e.: number of scenes, scene content, timings, camera shots (e.g. close up, mid, long), camera angles (e.g. over the shoulder, low angle, aerial), camera movement (e.g. pan, tilt, zoom or using a track and dolly), lighting (e.g. types, direction), sound (e.g. dialogue, sound effects, ambient sound, music), locations (e.g. indoor studio or other room, outdoor), camera type i.e. still | Lessons 1 and 2<br><br>Students will be able to identify and understand the content of: Scripts, i.e., set or location for the scene, direction (e.g., what happens in the scene, interaction), shot type, camera movement, sounds (e.g., for actions or events), characters - dialogue (e.g., intonation, loudness, emotion), formatting and layout.<br><br>**LO2 Be able to plan pre-production**<br><br>Lesson 3<br><br>Students will be able to: Interpret client requirements for pre-production (e.g., purpose, theme, style, genre, content) based on a specific brief (e.g., | Lesson 1<br><br>Students will be able to: Identify timescales for production based on target audience and end user requirements.<br><br>Lesson 2<br><br>Students will learn how to conduct and analyse research for a creative digital media product, i.e.: using primary sources and secondary sources.<br><br>Lessons 3<br><br>Students will learn how to produce a work plan and production schedule to include: tasks, activities, workflow, timescales, resources, milestones, and contingencies. | Lesson 1<br><br>Continued<br><br>Students will learn how to produce a work plan and production schedule to include: tasks, activities, workflow, timescales, resources, milestones, and contingencies.<br><br>Lesson 2<br><br>Students will be able to understand and outline the importance of identifying the target audience and how they can be categorised, i.e.: gender, age, ethnicity, income, location, and accessibility. |

| | Lesson 3<br><br>Students will be able to understand the purpose and uses for:<br>Visualisation diagrams (e.g., for still images and graphics) | | camera, video camera, virtual camera (e.g. for animations, 3D modelling or computer games<br><br><br>. | by client discussion, reviewing a written brief, script, or specification) | | Lesson 3<br><br>Students will be able to identify the hardware, techniques and software used for: digitising paper-based documents and creating electronic pre-production documents. |