



Subject: Creative iMedia/Media Broadcast and Production

Student Development (Personal Development) and Curriculum Mapping				
Year Group	Be Respectful (Character)	Have an Understanding (Community, Equality, Diversity, and Inclusion)	Have Affection and Humour (Mental Health and Well-Being)	Be Independent and Resilient (Careers, Aspirations and Preparation for Adulthood)
Year 7	<p>Creative media is not taught at KS3 however it broadens our thought process and ideas into a digital reality.</p> <p>Students learn the importance of respecting each other the environment of their workspace. Students learn the importance of collaborating and respecting each other's differing point of view.</p>	<p>After school club – poster design Foster understanding: having a paper based idea and being upskilled to create a digital version.</p> <p>After school club – comic Character design</p> <p>After school club – Emoji design (Summer Provision)</p>	<p>Encourage Positive Humour: through creative conversations, debates, sharing ideas and actioning them in a digital format.</p>	<p>Learn transferrable employable skills: Students develop important reading and writing skills. Student also learn source analysis skills which develops critical thinking.</p> <p>YR9-Creative workshops to showcase digital design and explore the options available</p>
Year 8				
Year 9				
Year 10	<p>Students are completing Cambridge National in Creative iMedia will encourage students to:</p> <ul style="list-style-type: none"> • understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues 	<p>Study the ethical implications of technology in creative industries.</p> <p>Project that focuses on creating inclusive design solutions:</p> <ul style="list-style-type: none"> • think creatively, innovatively, analytically, logically and critically • develop independence and confidence in using skills that 	<p>Promote a positive mindset and welcoming atmosphere</p> <p>Workshops specific to exam preparation and meeting project deadlines, pupils will use the learning in practical, real-life situations, such as:</p> <ul style="list-style-type: none"> • developing visual identities for clients 	<p>Advance skills on design software and creative problem-solving brief.</p> <p>Independent revision tools set by example and Utilise as a team.</p>



	<p>and creation/publishing/distribution considerations</p> <ul style="list-style-type: none"> • develop learning and practical skills that can be applied to real-life contexts and work situations <p>The projects we cover shared values of respects for each other and collaborative working to build character.</p>	<p>would be relevant to the media industry and more widely</p> <ul style="list-style-type: none"> • design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements. 	<ul style="list-style-type: none"> • planning and creating original digital graphics • planning, creating and reviewing original digital media products. • appropriate use of media to convey meaning • use of planning techniques to complete tasks in an organised way which meet deadlines. 	
Year 11	<p>Ethical consideration in software use and using data protection online /security</p> <p>Respecting intellectual property and open-source contributions</p>	<p>Explore different creative industries and legislation for individuals</p> <p>Research projects that address regulation certs and classification</p>	<p>Techniques of managing workload and reducing stress during design project deadlines.</p> <p>Peer group activities set outside the classroom to promote teamwork and mutual understanding</p>	<p>Preparation for exam revision.</p> <p>Independent research against design brief and source assets for creative innovations.</p>
Year 12	<p>Encourage a culture of respect in collaborative projects, reflective practice and peer reviews.</p>	<p>Research the impact of design industries in various demographics. Promotion of Equality, diversity and inclusion in the creative industries</p>	<p>Encourage a work life balance for mental well-being and add interventions where necessary.</p> <p>Encourage peer support networks and collaborative learning</p>	<p>Develop independent research skills, source assets for coursework and mini projects.</p> <p>Explore different career pathways in the creative industries through work experience and internships.</p>
Year 13				



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