Creative iMedia

Why is the study of Creative iMedia important?

Studying Cambridge National in Creative iMedia will encourage students to:

• 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 and creation/publishing/distribution considerations

• develop learning and practical skills that can be applied to real-life contexts and work situations

• think creatively, innovatively, analytically, logically and critically

• develop independence and confidence in using skills that would be relevant to the media industry and more widely

• design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

What are the Big Ideas in iMedia?

• thinking about situations and deciding what is required to be successful

• exploring different options and choosing the best way forward to a solve problem

• exploring and generating original ideas to find imaginative solutions to problems

• selecting the best tools and techniques to use to solve a problem

• appropriate use of media to convey meaning

• use of planning techniques to complete tasks in an organised way which meet deadlines

What will you know and understand from your study of iMedia?

The media industry is vast, covering different sectors and providing work for freelance creatives as well as large teams in design houses and multinational companies. But there are common aspects to all digital media products. Creative iMedia will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files. Visual identity is a vital component of any business, product or brand. It makes a brand recognisable and helps sell a product or idea to a target audience. In this qualification you will learn how to develop visual identities for clients and apply the concepts of graphic design to create original digital graphics to engage target audiences.

How does your study of iMedia support your expertise in other subjects?

7/10 of the richest people in the world have built their fortune using ideas relating to computers. iMedia will help build your skills in both using a wide range of multimedia software and generating innovative ideas. One of the main aims pf the course if to help build your aspirations, with a view to realising that anything is possible if you have a creative mind-set!

How can you become an expert in iMedia?

Students will have the opportunity to become specialists in different pieces of the latest hardware and software through an extensive use throughout the course and will develop a passion for reading around the subject assignments we cover to effectively analyse and evaluate new and existing products.

Students of this subject will develop their critical thinking throughout the course, examining client requirements and independently creating meticulously designed and created final products. These are skills that students will learn and perfect in order to apply all the advanced technical skills and knowledge gained to take into an ever changing and technologically advancing world where jobs and careers are developing constantly.

What opportunities are there to experience iMedia beyond the classroom?

Prior to covid we would take students to Warner Brother Studios to see first-hand the world of digital media which supported the exam and coursework.

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How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in Computing?

Spiritual

Students are continually reflecting on their own lives and the lives of others as they look at various case studies.

Creative Media provides opportunities for reflection of media interaction and asks the students to consider how the media influences their own viewpoints.

Creative Media gives students the opportunity to explore their own creativity and express themselves as individuals.

To promote students' spiritual development, their sense of self and their will to achieve, the Media department continually takes the opportunity to praise students for their contribution in lessons.

Moral

Through client briefs, students consider issues surrounding the stereotyping of genders and sexes and learn how the media exploits these stereotypes for marketing purposes.

Students consider how media agencies target different demographics and learn about the categories that are used to segment the market such as age, ethnicity, income and gender. They will be taught about creating neutral campaigns and how some campaigns alienate different communities.

Acceptance of different opinions and viewpoints is essential in media as the creative element of the course ensures that each student's work is individual and students must learn to accept the viewpoints, tastes and ideas of others.

Social

As part of the Creative Media curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community

As students develop their skills in a range software, they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team; This is particularly prevalent in the design phase of the task.

Students may also be asked to buddy, evaluate and critique each other work whilst taking the role of the client.

Cultural

Students explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders.

Critical thinking encourages the students to consider media concepts from the point of view of people outside of their own demographic, ethnicity, cultural background etc and walk in their shoes to anticipate a media campaigns response.

The power of imagery within media is explored when it is considered how many multinational campaigns are translated for use across the globe.

Whilst studying various aspects of Creative Media students are asked to reflect on how different cultures are portrayed on within the media and why or who is portraying them in this way. Students are also challenged to think about how differing cultures can be offended by media products that have been miscommunicated or are translated ineffectively.

Key Assessment Objectives

As the course has changed Year 10 have two pieces of coursework worth 30% each and a final exam worth 60%.

Current Year 11s have three pieces of coursework worth 25% and a final exam worth 25%

How will you be assessed in Creative iMedia?

Students are continually assessed during coursework. The exam knowledge is learnt through completion of coursework which is embedded through home learning and retrieval activities.

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How can the study of Creative iMedia support students beyond school?

Creative iMedia provides a strong foundation for any job or profession that involves the use of IT/Media.

- Actor. Actors use speech, movement and expression to bring characters to life in theatre, film, television and radio.
- Advertising account executive
- Advertising account planner
- Advertising art director
- Copywriter
- Advertising media buyer.
- Advertising media planner
- Animator.

The Six Principles of Nurture

Language is a vital form of education

Whole school focus on vocab in Creative iMedia we teach topic specific keywords at the start of a new topic.

The classroom offers a safe base

In Creative iMedia we have high level of expectations with regards to behaviour and engagement in lessons. We follow the Scalby school behaviour for learning system (outline d on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Students feel safe in the predictability of whole school standards being upheld by all staff across the department. We expect all students to be the best they can be.

Children's learning is understood developmentally

Teachers have completed SEN Provision Maps for each class that they teach in the department. This is saved on Pedagogy platform for all teachers in the department to access. Links to SEN register, My Profiles. Examples of differentiation are using screen filters, enlarge worksheets if needed, coloured paper, writing frames for exam questions, allow students to type answers rather than write.

The importance of nurture for the development of wellbeing

Online bullying, our local area, awareness of legislation and how we have to us assets responsibly.

All behaviour is communication

As part of Scalby School behaviour policy C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours which are a cause for concern are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

The importance of transition in children's lives

Involved in year 6 transition day, transition to KS4 from KS3 through transitional schemes of learning, support post 16 with careers awareness within the structure of lessons in all curriculum areas.