Creative iMedia

Unit Knowledge Organisers

Year: 9

Purpose of Unit:

- To gain an overview of the media industry, covering both traditional and new media sectors
- To understand the legal and ethical issues associated with the production of media
- To explain how media products convey meaning, create impact and engage audiences

Key Learning/Knowledge:

- What is the difference between traditional and new media?
- How do certain job roles contribute to the creation of media products?
- What are the different purposes of media products?
- How are style, content and layout adapted to meet each purpose?
- Interpreting client requirements to generate ideas and plan.
- What are the benefits of audience segmentation?
- What are the benefits for conducting research?
- How do content and codes work together to convey meaning, create impact and engagement

Key Skills:

- Theoretical knowledge of the media industry

- Ability to analyse a range of media products

- Responding to examination questions in a formal, written manner

Key Vocabulary and meanings:

Demographic – study of target audience characteristics

Segmentation – splitting a target audience into different categories

Interactive – something which allows the user to be involved in the process of watching or listening (clicking, typing or speaking)

Stereotypes – an assumption made about people who are part of a particular demographic

Qualitative – research data based on what people think or feel about something

Quantitative – research data based on numbers and statistical analysis

Symbolic Codes – what something represents

Intellectual property – something created in a person's mind (story, idea, art), protected through copyright

Links to prior knowledge/learning:

No prior knowledge required; this unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector.

Cross Curricular link/ World Issues

Damaging effect of stereotyping in the media industry

Rise of new media and collapse of some traditional media

Social sciences with research methods and mathematics – researching and interpreting given data (qualitative and quantitative)

R093: Creative iMedia in the media industry
Knowledge self-assessment grid

Knowledge	Before			After		
	R	**A**	**G**	**R**	**A**	**G**
Can you describe the difference between **traditional** and **new media**?						
Can you identify **job roles** in the media and explain how they contribute to the creation of new media products?						
Can you identify the different **purposes** of media products?						
Can you describe how **style, content and layout** adapted to meet each purpose?						
Can you interpret **client requirements** to generate ideas and plan a media product?						
Can you describe the benefits of **audience segmentation**?						
Can you describe the benefits for conducting **research**?						
Can you explain how content and codes work together to **convey meaning, create impact and engagement**?						

Use this space to make notes on the areas you need to revisit:

R094: Visual Identity and Digital Graphics
Knowledge organiser

Unit: R094 Visual Identity and Digital Graphics	
Year: 9	

Purpose of Unit:

- To develop visual identity
- To plan digital graphics for products
- To create visual identity and digital graphics

Key Learning/Knowledge:	Key Vocabulary and meanings:
- What are the purposes, elements and design of a visual identity? - Component features of visual identity (name, logo and slogan) - Graphics, typography, colour palettes and layout options - How does the business type, brand values and brand positioning effect the overall visual identity? - What is alignment? - What are the main colour systems used in graphic design? - What are the layout conventions of different graphics? - What is the difference between Bitmap/raster graphics and vector graphics? - How do licences and permissions effect the sourcing of assets for visual identity? - How to create mindmaps, moodboards, concept sketches and visualisation diagrams to plan visual identities - How to use Adobe Photoshop – all the tools and techniques required - Creating a visual identity based on a client brief - How to save and export visual identity and digital graphics	**Visual identity** - a collection of visual elements that serve to represent and differentiate a brand (eg: a logo) **Typography** – the style and arrangement of letters in a particular way to make sure that it can be read and fits the style of the document it is used in **Pixel** – the smallest part of a digital image, each with a unique colour **Compression** - reducing the size of a file by deleting unnecessary data. **Bitmap/raster graphic** – a digital image composed of pixels **Vector graphic** – a computer-made image made up of points, lines and curves **Pre-production** – everything that happens before the production of a media product **Assets** – the different images collected that will be used to make the final product **Copyright** – A form of protection for the originator of creative work (intellectual property)
Key Skills:	

- Planning and preparing a media product

- Reading and interpreting a client brief

- Using specialist image editing software to create a digital graphic
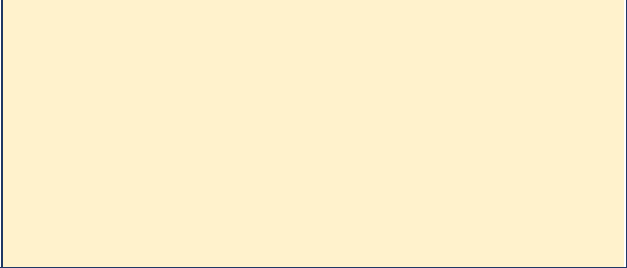
Links to prior knowledge/learning:

R093 unit – how style, content and layout are linked to the purpose; reading and interpreting a client brief; target audience demographics and segmentation; concepts of typography and colour symbolism; media codes used to convey meaning; documents used to support idea generation

Cross Curricular link/ World Issues

Computer science – file types, sizes and compression

Photography – taking photographs, collating assets and using image editing software

Reading a written brief (*English*) and making inferences and personal interpretations

R094: Visual Identity and Digital Graphics
Knowledge self-assessment grid

Knowledge	Before			After		
	R	A	G	R	A	G
Can you identify the **purposes, elements and design** of a visual identity?						
Can you analyse **component features** of visual identity (name, logo and slogan)?						
Can you create a visual identity based on a **client brief**?						
Can you explain how the **business type, brand values and brand positioning** effect the overall visual identity?						
Can you identify the main **colour systems** used in graphic design?						
Can you describe the **layout conventions** of different graphics?						
Can you explain the difference between **Bitmap/raster graphics** and **vector graphics**?						
Can you describe how **licences and permissions** effect the sourcing of assets for visual identity?						

Can you create **mindmaps, moodboards, concept sketches** and **visualisation diagrams** to plan visual identities?						
Can you use **Adobe Photoshop** to create a visual identity?						
Can you **save** and **export** digital graphics?						

Use this space to make notes on the areas you need to revisit:

R098: Visual Imaging
Knowledge organiser

Unit:	R098 Visual Imaging
Year:	9/10

Purpose of Unit:

- To plan visual imaging portfolios
- To create visual imaging portfolios
- To review visual imaging portfolios

Key Learning/Knowledge:	Key Vocabulary and meanings:
- What are the features and conventions of photographic images and videos? - Range of camera shots, angles and movement - Post-production editing techniques - Types of cameras - Different video formats and resolutions - Pre-production and planning documents for photoshoots and video recordings - Risk assessments for practicals - Rules of photography - Camera settings, techniques and choices - Using PhotoShop to edit images - Techniques to record video footage - Techniques to save and export portfolio photographs and video sequences - Reviewing strengths, weaknesses and areas for improvement of own portfolio	**Composition (photography) -** The way that a photograph is framed to be suitable and appealing for the viewer. **Shutter speed -** The length of time the camera shutter is open, exposing light onto the camera sensor. **DSLR camera -** Digital Single Lens Reflex: a traditional camera for professionals and keen amateur use. It has interchangeable lenses and a wide range of settings. **Mirrorless camera –** A modern type of digital camera that uses an electronic viewfinder to display the output from the image sensor. **Compact camera –** Smaller digital camera, tends to be an upgrade from a smartphone (includes GoPros and drones). **Aperture –** The opening in a lens through which light passes to enter the camera.

Key Skills:

- Planning and producing a portfolio

- Reading and interpreting a client brief

- Using specialist image editing and video editing software to create visual imagery

ISO – A camera's sensitivity to light.

Links to prior knowledge/learning:

R094 unit – the use of tools and techniques to edit images
R093 unit – risk assessments; storyboarding; scripts; legal and ethical issues; target audiences; client briefs; distribution platforms; file formats; technical, symbolic and written codes

Cross Curricular link/ World Issues

Computer science – file types, sizes and compression

Photography and Art – taking photographs, collating assets and using image editing software

Reading a written brief (*English*) and making inferences and personal interpretations

R098: Visual Imaging
Knowledge self-assessment grid

Knowledge	Before			After		
	R	A	G	R	A	G
Can you identify the **features** and **conventions** of photographic images and videos?						
Can you identify a range of **camera shots, angles** and **movement**?						
Can you apply **post-production editing** techniques?						
Can you describe the different **types of cameras**?						
Can you identify the different **video formats** and **resolutions**?						
Can you produce **pre-production and planning documents** for photoshoots and video recordings?						
Can you produce **risk assessments** for practicals?						
Can you describe the **rules of photography**?						
Can you identify **camera settings** and **techniques**?						
Can you use **Adobe Photoshop** to edit images?						

Can you apply **techniques** to record video footage?						
Can you **save** and **export** portfolio photographs and video sequences?						
Can you review **strengths, weaknesses and areas for improvement** of your own portfolio?						

Use this space to make notes on the areas you need to revisit: