Interactive Media Key Stage 5 – Curriculum Map

	Year 1 NCFE Level 1 Technical Award in Interactive Media	Year 2 NCFE Level 1 Technical Award in Interactive Media
Autumn 1	Unit 1 Investigate Interactive Media Production Explore a range of interactive media products and their associated techniques and processes which include: • Features – navigation, links, hit counters, help, multimedia, leader boards, levels, power-ups, credits • Target Audience – age, gender, lifestyle • Processes – storyboards, mood boards, wireframes, scripts, risk analysis, flow charts, coding, testing • Techniques – sound editing, animation, video editing, image manipulation, interactive media authoring software	In Year 2 students will split their time between careers and job related activities and further developing their interactive media skills. Throughout the year students will have the opportunity to take part in workshops delivered within the digital media industry working directly with people from TV, Film, Animation, Games Development, Digital Art and Design.

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Unit 2 Plan and prepare for an interactive media product
Students will understand how to produce an interactive media proposal by investigating existing proposals that could include:
- Descriptions of ideas
- Target audience
- Profiling
- Tools/Techniques
- Intended platform for the product
- Design aspects – images, page layout
- House style
- Interactive media features – video content, audio content, image sliders, links, polls, maps
- Non-interactive features – images, text, backgrounds, banners, logos

Students will choose between two potential briefs:

Option A

Use Construct 3 games design software to design and make a simple working game. Students should have a working demonstration of the game, with characters, animations, and a HUD.

Option B

To create a simple website on a subject that they are familiar with. The website must have a menu, interactive elements and have an aim.

This will be balanced with time to develop interactive media skills and build a portfolio for further education and employment in Interactive Media. This will include, but not limited to:
- Learning how to use Blender – industry standard 2D and 3D modelling
- Coding
- Photo and Video Editing
- Web Design
- Digital Art

As a reflection on previous workshops with people in the industry we feel it is important for students to have a broad knowledge of the different processes and techniques required to plan and produce interactive media products while still being able to specialise in certain areas of digital media.

Unit 05 Job Search Skills

This unit introduces learners to the knowledge and skills necessary to carry out searches for jobs and make applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support learners to look for work. The unit then explores the different ways learners can attempt to find work and starts with a personal career plan and review. The learners then move on to review the local job market and assess their individual prospects.

The learner will:
1 Understand where and how to search for jobs

The learner can:
1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the Internet
1.2 Describe the support networks that are available to them to help them find work or training

		1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given The learner will: 2 Know how to develop a personal career plan The learner can: 2.1 Describe the purpose of a career plan and detail the types of information it needs to contain 2.2 Create a career plan for themselves following appropriate conventions regarding contents and layout The learner will: 3 Know how to assess their individual prospects against potential opportunities The learner can: 3.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses: • their achievement and work experience to date • any further study or learning needed
Spring 1	Unit 3 – Development and production of an Interactive Media product Understand how to use appropriate software for the development and creation of an interactive media product and its assets.	Unit 06 Job Application Skills The learner will: 1 Know the type of information usually asked for in job applications

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| Spring 2 | Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product in response to the above brief.

Must include:
• Directory/folder structures
• File types and exporting options
• Software solutions and associated tools
• The need for different audiences

Unit 4 - Present and promote an interactive media product

The learner will:
• Understand how to promote their skills and present an interactive media product in the creative media industry | The learner can:
1.1 Identify the type of information usually requested in a straightforward job application
1.2 Create a folder of the information they will need for a job application ensuring it is accurate and up to date

The learner will:
2 Understand how a straightforward job application form should be completed and accompanying letter written

The learner can:
2.1 Complete a straightforward job application form accurately
2.2 Write an accompanying letter and prepare it to send to an appropriate person, showing they can:
• select an appropriate format
• address and date it appropriately
• use an appropriate style of language
• check the letter for mistakes and accuracy |

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| Summer 1 | The learner must know about:
• methods of presenting interactive media products ☐ methods of professional promotion ☐ the intended audience

Learners will need to investigate:

• different types of presentation, such as digital portfolio/CV, online presence, promotional video, viral marketing, interactive showcase etc
• the audience for their presentation ☐ methods of self-promotion, eg exhibition, web presence.

Learners will need to plan how to present and promote their own interactive media product
Evidence could include:

• annotated screenshots
• presentation
• video recording with commentary
• digital or interactive presentation
• poster
• leaflet
• audio-visual narrative
• blogs/vlogs
• e-flyer/email
• podcasts. | Unit 07 Presenting Yourself for Work

The learner will:
1 Know how to create a CV

The learner can:
1.1 Identify the main types of information shown in a curriculum vitae (CV)
1.2 Generate content to use in creating a CV that covers the type of information needed in a straightforward CV.
1.3 Create a straightforward CV for themselves and present it in a suitable format

The learner will:
2 Understand and demonstrate how technology can be used for presenting themselves online

The learner can:
2.1 Give 2 examples of using technology for presenting themselves online and when they might use them
2.2 Create the content about themselves needed to present themselves on line, presenting it in a suitable format

The learner will:
3 Know how to present themselves in person |

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| Summer 2 | Learning outcome 2

The learner will:

Present an interactive media product and promote their skills

The learner must demonstrate:

• methods of presenting an interactive media product
• methods of promoting their skills

The learner will:

Review the presentation and promotion of their interactive media product

The learner must evaluate:

• the format of the interactive media product
• feedback | The learner can:
3.1 Describe 3 important things to consider when presenting themselves in person
3.2 Present themselves appropriately in person in a work related situation each day for 3 consecutive days |