Year 10 – Half Term 1 R094 What? When? Why?	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Weeks 1 - 8	Digital Literacy: The Essentials

To understand:

Logging on to the school network – changing password

Setting up folders and saving work

Formatting a document (Microsoft Office and Google Docs)

ClassCharts (accessing work / upload homework / contact teachers / access whole class feedback, announcements and notifications / view your rewards) | **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 be to understand that visual identity is used to communicate the nature of brands and business' services or products.

Lesson 2

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 1

Students will understand the elements/technical content of visual identity and how a visual identity is constructed from a designer's viewpoint.

Lesson 2

Students will be able to understand the use of elements of visual identity; graphics, shape/symbol, typography, colour palette/meaning and layout/complexity. | Lesson 1

Students will learn how visual identity elements are influenced by business type, brand values and brand positioning.

Lesson 2

Students will be able to understand the use of brand positioning – economy, mid-range and high-end.

Lesson 3

Students will learn how visual identity elements are combined to shape perception and | Lesson 1

Students will learn that visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market.

Lesson 2

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.

Lesson 2

Students will start Task 1 of their assignment. They will design a visual identity.

Lesson 3

Students will justify their design choices and explain why their visual identity is fit for purpose. | Lesson 1

Students will produce relevant planning documents for their digital graphic product.

Lesson 2

Students will link their planning to the unit scenario and client requirements. |

| | | Completing online forms (Microsoft Forms / Google Forms)

Office 365 Login and use of the software

How to email correctly – email etiquette (including attachments)

GCSE Pod | | Lesson 3

Students will be able to understand the use of component features of visual identity; name, logo, slogan/strap line. | | create emotional response. | | | |

Year 11 – Half term 1 R097 What? When? Why?	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Weeks 1 - 8	Digital Literacy: The Essentials To understand: Logging on to the school network – changing password Setting up folders and saving work Formatting a document (Microsoft Office and Google Docs) ClassCharts (accessing work / upload homework / contact teachers / access whole class feedback, announcements and notifications / view your rewards) Completing online forms (Microsoft	R097: Interactive digital media Topic Area 1 - Plan interactive digital media products Lesson 1 Students will be able to explain what an interactive digital media product is. Lesson 2 Students will be able to describe the purpose of interactive digital media products. Lesson 3 Students will be able to describe how audience affects the format of digital media products.	Lesson 1 Students will be able to describe how devices used affects the format of digital media products. Lesson 2 Students will be able to describe a range of content that can be used in interactive digital media products. Lesson 3 Students will be able to describe how the form and structure of IDMP is affected by content.	Lesson 1 Students will be able to describe how the form and structure of IDMP is affected by audience and purpose. Lesson 2 Students will be able to describe a range of hardware devices used to access interactive digital media products. Lesson 3 Students will be able to describe how the devices used in interactive digital media products are linked to the purpose and the audience.	Lesson 1 Students will be able to describe how content can be adapted to suit different access methods. Lesson 2 Students will be able to describe the methods of user interaction used to interact with IDMP. Lesson 3 Students will be able to describe the methods of user interaction used to interact with IDMP.	Lesson 1 Students will be able to identify the features of a Graphical User Interface (GUI). Lesson 2 Students will be able to describe methods of interacting with digital media products. Lesson 3 Students will be able to describe how devices can be made more accessible to user's needs.	Lesson 1 Students will be able to identify the features of non-linear navigation. Lesson 2 Students will be able to describe ways of creating user friendly intuitive interfaces. Lesson 3 Students will be able to identify different hardware and software used to create IDMP.	Lesson 1 Students will be able to explain why designers use particular software applications. Lesson 2 Students will be able to assess the positive and negative impacts of hardware and software choices. Lesson 3 Students will be able to describe the pre-production documents used for

	Forms / Google Forms)							interface planning.
	Office 365 Login and use of the software							
	How to email correctly – email etiquette (including attachments)							
	GCSE Pod							