

Year	Topic(s)	Why this? Why now?
<p>Year 11 Creative I-Media</p>	<p>TERM 2.2 - R093: Distribution R096 Animation with Audio Considerations</p>	<p>WHY THIS will analyse and distinguish between the technical specifications and best-use cases for image and audio files in media production. Understanding the differences in file formats and properties such as frame rates, resolution and bit rates will enable students to provide specific solutions to enhance technical skills in animation. The unit also includes an introduction into how sound are used to enhance storytelling.</p> <p>WHY NOW –</p> <p>WHY NOW Having an understanding of various distributed platforms and how they influence the reach and engagement of digital content is essential for students to create effective digital content. This unit allows students to evaluate their skills in combining visual and auditory with purpose to create engaging and aesthetically pleasing content. By exploring sound with a critical eye, students can make use of diegetic and non-diegetic sounds to craft immersive narratives.</p>
	<p>TERM 3.1 - R094: Visual Identity R096 Animation with Audio Controlled Assessment</p>	<p>WHY THIS – This unit deepens student’s understanding of the visual aspects that define and represent brands, organisations, or individuals. Visual identity is a powerful communication tool and a key element of a brand’s identity. It includes all the design elements that convey a distinct message and showcase their proficiency in creating animations with synchronised audio, integrating concepts such as animation styles and sound principles.</p> <p>WHY NOW –</p> <p>WHY NOW Having explored various aspects of media production, understanding visual identity enhances student skill set. This unit empowers students to harness the visual language to effectively communicate messages and establish a cohesive and memorable identity. This controlled assessment unit allows students to demonstrate their cumulative knowledge and skills, putting theory into practice. It serves as a culmination of their learning journey, providing a platform to showcase their creative and technical abilities in a comprehensive animated project.</p>
	<p>TERM 3.2 - R094: Visual Identity R097 Interactive Digital Media Controlled Assessment</p>	<p>WHY THIS Creating a graphic product based on a client brief mimics a professional scenario, enabling students to apply their knowledge in response to specific client needs. The controlled assessment changes them to think critically, make design decisions and demonstrate their proficiency in using digital graphic software. It also allows students to apply essential digital design principles such as user-centred design principles ensures that students prioritise the end-user’s experience and needs in their interactive media projects.</p> <p>WHY NOW –</p> <p>WHY NOW Having acquired a foundational understanding of visual identity and graphic design elements, they are now ready to put their skills into practice. This controlled assessment provides an opportunity for students to demonstrate their proficiency in using digital graphic software. It also allows students to apply essential digital design principles such as user-centred design principles ensures that students prioritise the end-user’s experience and needs in their interactive media projects.</p>

