

## Computing & Digital Media

Computers play a pivotal role in our society and in our everyday lives. Our curriculum at Cornwallis Academy aims to help students be equipped to use technology as they grow up, as well as future proofing them to be safe and confident users of computers in their future careers. We aim for students to develop their computational thinking, problem solving skills and creativity so that they develop the ability to understand and change the world through application of their knowledge and skills to real-world scenarios.

In Key Stage 3, students will study the 3 inter-related strands within the subject of computing (computer science, digital literacy and information technology) largely through project-based learning. Computing at Key Stage 4 teaches Creative iMedia, which leads into Key Stage 5 where students can choose to study Digital Media.

### Year 9 Computing

Students study computing on rotation for two terms during the academic year. In Year 9, these terms are separated so that students have the opportunity to experience all of the different subjects in the rotation before making their options choices for Key Stage 4.

|            | ROTATION 1 | ROTATION 2 | ROTATION 3 |
|------------|------------|------------|------------|
| TERM 1 & 4 | PRODUCTION | DRAMA      | COMPUTING  |
| TERM 2 & 5 | DRAMA      | COMPUTING  | PRODUCTION |
| TERM 3 & 6 | COMPUTING  | PRODUCTION | DRAMA      |

In the first term, students will study Logos! And Creating a Comic.

| Content of study                               | Logos!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Creating a Comic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| What are the aims and objectives of this term? | <p><b>Lesson 1:</b></p> <ol style="list-style-type: none"> <li>1. Identify well known logos</li> <li>2. Learn spreadsheet skills to create a logo game</li> </ol> <p><b>Lesson 2:</b></p> <ol style="list-style-type: none"> <li>1. Complete your logo game</li> <li>2. Play each other's logo games to peer assess</li> </ol> <p><b>Lesson 3:</b></p> <ol style="list-style-type: none"> <li>1. Identify the key elements of logo design</li> <li>2. Learn basic skills in Photoshop to re-create a simple logo</li> </ol> <p><b>Lesson 4:</b></p> <ol style="list-style-type: none"> <li>1. Identify the different elements of a visualisation diagram</li> <li>2. Design your own logo for a given brief.</li> </ol> <p><b>Lesson 5:</b></p> | <p><b>Lesson 1:</b></p> <ol style="list-style-type: none"> <li>1. Define key terms about cyberbullying</li> <li>2. Understand the scenario for the project</li> <li>3. Identify types of cyberbullying</li> <li>4. State how to get help with cyberbullying</li> </ol> <p><b>Lesson 2:</b></p> <ol style="list-style-type: none"> <li>1. State things to consider when creating a comic</li> <li>2. Create an avatar</li> <li>3. List tools that you can use in the comic software</li> </ol> <p><b>Lesson 3:</b></p> <ol style="list-style-type: none"> <li>1. Identify what must be included in your storyline</li> <li>2. Plan and create a storyline</li> <li>3. Describe the characters in your comic</li> </ol> <p><b>Lesson 4:</b></p> <ol style="list-style-type: none"> <li>1. Respond to your YAP</li> </ol> |

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|                                                         | <p>1. Create your planned logo in Photoshop</p> <p><b>Lesson 6:</b></p> <ol style="list-style-type: none"> <li>1. Respond to your YAP</li> <li>2. Improve your logo</li> <li>3. Learn some extra Photoshop skills</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>2. Create at least 1 character for your comic</p> <p><b>Lesson 5 and 6:</b></p> <ol style="list-style-type: none"> <li>1. Create your comic</li> <li>2. Review and improve your comic</li> <li>3. Showcase your comic</li> </ol>                                                                                                                                                                                                             |
| What previous knowledge is required?                    | Creativity skills from the programming units of work in Year 8 help support some of the general skills needed but this unit of work is not expected to have any previous subject specific knowledge. Digital literacy skills already gained in Year 7 and 8 should allow students to use multiple platforms and be adaptable and resilient when learning new software.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Some basic knowledge of how to keep safe online from Year 7 and 8. Also, some knowledge about bullying covered in the PSHE curriculum. Digital literacy skills and information technology skills from the Photoshop Fun! unit will help support with learning new software.                                                                                                                                                                     |
| How will this term's content help with future learning? | The aim of this unit is to teach students more digital literacy and information technology skills as well as to give students a taste of what the Key Stage 4 option course is like at GCSE. The need to work from a client brief, understand target audience, create a pre-production document, create a logo (using Photoshop) and review it, are in essence the pattern of the work at GCSE so some exposure to this way of working and Adobe Photoshop will be useful in starting to gain some of the underpinning knowledge and skills at GCSE.                                                                                                                                                                                                                                                                              | This is very similar to the previous unit in that it will teach students more digital literacy and information technology skills in order to support them with the kind of creative Computing work they could choose to undertake at GCSE. Understanding how to write well will support with multiple subjects in cross-curriculum literacy and the knowledge learnt about E-safety will also support their SMSC development as they get older. |
| Resources                                               | <p><a href="https://www.photopea.com/">https://www.photopea.com/</a></p> <p><a href="https://www.youtube.com/watch?v=079d62DMj80">https://www.youtube.com/watch?v=079d62DMj80</a></p> <p><a href="https://www.youtube.com/watch?v=pO-NAHf4RhQ">https://www.youtube.com/watch?v=pO-NAHf4RhQ</a></p> <p><a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/</a></p> <p><a href="https://kids.kaspersky.com/parents/p-cyberbullying/">https://kids.kaspersky.com/parents/p-cyberbullying/</a></p> <p><a href="https://www.thinkuknow.co.uk/11_18/lets-talk-about/support/worried-about-something/">https://www.thinkuknow.co.uk/11_18/lets-talk-about/support/worried-about-something/</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Links to the national curriculum                        | <ul style="list-style-type: none"> <li>• Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</li> <li>• Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|             | <ul style="list-style-type: none"><li>• Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.</li></ul>                                     |
| Assessments | <p>Students are assessed in their first term of rotation for Computing in Year 9 in lesson 5 of the Logos! SOW on their created logo in Photoshop.</p> <p>In their second term of rotation, students are assessed on their ability to plan and create a storyline for their comic on the topic of cyberbullying in lesson 3.</p> |