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Curriculum Links   Creating Movie Magic

ENGLAND
DFE NATIONAL CURRICULUM

KS3

Design and Technology (DT)

National Curriculum until September 2014
- Understanding the economic, ethical and social dimensions of design
- Understanding the patenting process
- Exploring and experimenting with ideas, materials, technologies and techniques
- Use ICT as appropriate for image capture and generation
- Make links between design and technology and other subjects and areas of the curriculum

National Curriculum from September 2014
- Work in an industrial context
- Develop and communicate design ideas using annotated sketches and computer based tools
- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- Analyse the work of past and present professionals and others to develop and broaden their understanding
- Investigate new and emerging technologies

Activities:
IP PowerPoint, 1.0 1.1, 1.1a, 1.1b, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

ICT (to September 2104)/Computing (from September 2014)

National Curriculum until September 2014
- Applying ICT learning in a range of contexts and in other areas of learning, work and life
- Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications
- The impact of ICT on individuals, communities and society, including the social, economic, legal and ethical implications of access to, and use of, ICT

National Curriculum from September 2014
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Activities:
IP PowerPoint, 1.0 1.1, 1.1a, 1.1b, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

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ENGLAND
DFE NATIONAL CURRICULUM

Art and Design

National Curriculum until September 2014
- Explore visual experiences to communicate ideas and meanings
- Work with traditional and new media, developing confidence, competence, imagination and creativity
- Learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made
- Reflect critically on their own and other people's work, judging quality, value and meaning
- Learn to think and act as artists, craftspeople and designers, working creatively and intelligently
- Develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives
- Produce imaginative images, artefacts and other outcomes that are both original and of value
- Explore and experiment with ideas, materials, tools and techniques
- Investigating, analysing, designing, making, reflecting and evaluating effectively
- Understanding of art, craft and design processes, associated equipment
- Working with new technologies: This could include work with animation, film, video
- Work independently and collaboratively, taking different roles in teams
- Explore areas that are new, including ideas, techniques and processes
- Make links between art and design and other subjects and areas of the curriculum

National Curriculum from September 2014
- Produce creative work
- Use a range of techniques and media to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a

English

National Curriculum until September 2014
Reading
- Understand how meaning is created through the combination of words, images and sounds in multimodal texts

Pupils should be able to understand and comment on:
- how writers structure and organise different texts, including non-linear and multimodal
- how form, layout and presentation contribute to effect

Writing
- Use planning, drafting, editing, proofreading and self evaluation to shape and craft their writing for maximum effect

National Curriculum from September 2014
Writing
- Summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- Considering how their writing reflects the audiences and purposes for which it was intended

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a

Career Development (from September 2014)

- Schools are free to determine the most appropriate forms of engagement

Activity:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

ENGLAND

Media Studies

Main Specification Links
- Job roles and working practices within the film industry
- How different types of media are regulated and controlled, the reasons for media regulation and control and the problems of regulating within an increasingly global media environment
- Consideration can be given to copyright and fair use, initiatives such as the 'creative commons' and taste and decency
- To make informed decisions about further learning opportunities and career choices
- Develop an appreciation of the imagination and creativity of others in the creation of media texts

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

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Curriculum Links

Creating Movie Magic

NORTHERN IRELAND
NORTHERN IRELAND CURRICULUM

KS3

Technology and Design

Developing pupils' Knowledge, Understanding and Skills
- Design – identifying problems; investigating, generating, developing, modelling and evaluating design proposals; giving consideration to form, function and safety
- Communication – use of free-hand sketching and formal drawing techniques and ICT tools (including 3D modelling)
- Control – incorporate control systems, such as mechanical, electronic or computer-based, in products and understand how these can be employed to achieve desired effects

Developing pupils as individuals
- Respond to a personal design challenge in relation to their own lifestyle
- Abide by health and safety rules when using tools, machines and equipment
- Opportunities must also be provided to explore issues related to:
  - Mutual Understanding
  - Moral Character
- Explore how developments in Technology and Design have changed the way we can access the media

Developing pupils as Contributors to Society
- Opportunities must also be provided to explore issues related to:
  - Cultural Understanding
  - Ethical Awareness

Developing pupils as Contributors to the Economy and The Environment
- Investigate how the skills developed through Technology and Design will be useful to a wide range of careers

Learning Outcomes
- Research and manage information effectively to investigate design issues, using Mathematics and ICT where appropriate
- Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions using mathematics and ICT where appropriate
- Demonstrate creativity and initiative when developing ideas and following them through
- Work effectively with others
- Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance
- Communicate effectively in oral, visual, written material and ICT formats showing clear awareness of audience and purpose

Activities:
IP PowerPoint, 1.0 1.1, 1.1a, 1.1b, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

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NORTHERN IRELAND
NORTHERN IRELAND CURRICULUM

Using ICT

Explore
- Research, select, edit, use and evaluate assets from a range of digital sources
- Investigate and solve problems in a range of digital environments

Express
- Process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose

Exchange
- Use a range of contemporary digital methods to communicate, exchange and share their work, collaborating online with peers

Evaluate
- Use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome

Exhibit
- Organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum

Activities:
IP PowerPoint, 1.0 1.1, 1.1a, 1.1b, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

Art and Design

Developing pupils' Knowledge, Understanding and Skills
- Researching, gathering and interpreting information from direct experiences, observations, memory, imagination and a range of traditional and digital sources
- Developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present
- Developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making;
  - drawing and graphic media

- investigate and respond to the use of visual language, logos and catchphrases in advertising
- lens-based and digital media
- using the visual elements with understanding when engaging in art and design
- evaluating and appreciating their own and others' work through discussion and reflection

Developing pupils as individuals
Young people should have opportunities to:
- express themselves through Art and Design
- work with other pupils to produce a creative response to group expressions of identity.

Developing pupils as Contributors to Society
- Explore the diversity of cultures that are expressed through Art and Design
- Investigate and respond to the use of visual language, logos and catchphrases in advertising

Developing pupils as Contributors to The Economy and Environment
- Develop awareness of employment opportunities within the creative industries in N. Ireland and beyond

Learning Outcomes
- Research and manage information effectively to investigate and inform ideas in art, design, craft, digital media and moving image
- Show deeper artistic understanding by thinking critically and flexibly, solving problems and making informed decisions
- Demonstrate creativity and initiative when developing ideas and following them through
- Work effectively with others
- Demonstrate self management by working independently and systematically, persisting with tasks, evaluating and improving own performance
- Communicate effectively in oral, visual, written and digital media (ICT) formats, showing clear awareness of audience and purpose

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a

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NORTHERN IRELAND
NORTHERN IRELAND CURRICULUM

English with Media Education

Developing pupils' Knowledge, Understanding and Skills

- Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by;
  - interpreting visual stimuli including the moving image
  - using a range of techniques, forms and media to convey information creatively and appropriately

Developing pupils as individuals

- Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion

Developing pupils as Contributors to Society

- Use literature, drama, poetry or the moving image to explore others' needs and rights
- Explore how different cultures and beliefs are reflected in a range of communication methods
- Explore the power of a range of communication techniques to inform, entertain, influence and persuade
- Consider how meanings are changed when texts are adapted to different media
- Explore issues related to Ethical Awareness

Developing pupils as Contributors to The Economy and Environment

- Plan and create an effective communication campaign

Activity:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a

Learning for Life and Work

Career Management

- Assess personal skills and achievements to date; identify areas of interest
- Investigate a variety of both familiar and unfamiliar jobs

Learning outcomes

- Work effectively with others
- Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

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SCOTLAND
CURRICULUM FOR EXCELLENCE

Second/Third

Technologies

Technological developments in society
- When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products. TCH 2-01a
- From my studies of technologies in the world around me, I can begin to understand the relationship between key scientific principles and technological developments. TCH 3-01a

Craft, design and graphics contexts for developing technological skills and knowledge
- Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 2-14b
- By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, organise and evaluate the production of items which meet needs at home or in the world of work. TCH 3-14a

ICT to enhance learning
- As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. TCH 2-03a
- I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 2-04b
- I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues. TCH 3-03a
- I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. TCH 3-04a

Business contexts for developing technological skills and knowledge
- I can select and use a range of media to present and communicate business information. TCH 3-07b

Computing science contexts for developing technological skills and knowledge
- I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. TCH 2-08a
- By considering ways to protect technological devices, I can act safely and responsibly when selecting and using different technologies to communicate and collaborate. TCH 3-08a
- I can build a digital solution which includes some aspects of multimedia to communicate information to others. TCH 3-08b
- Having gained knowledge and understanding of the components of a computer, I can make an informed choice when deciding on the system required for a specific purpose. TCH 3-08c
- Using appropriate software, I can work individually or collaboratively to design and implement a game, animation or other application. TCH 3-09a

Activities:
IP PowerPoint, 1.0, 1.1, 1.1a, 1.1b, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

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SCOTLAND
CURRICULUM FOR EXCELLENCE

ICT to enhance learning

- I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. TCH 2-04a
- I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 2-04b
- I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. TCH 3-04a.
- I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. (also covered by TCH 3-04a).

Activities:
IP PowerPoint, 1.0 1.1, 1.1a, 1.1b, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

Art and Design

- I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a
- I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a / EXA 3-07a
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a
- I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a / EXA 3-07a
- I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a
- I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a.

Literacy and English

- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a
- I enjoy creating texts of my choice and I regularly select subject, format and resources to suit the needs of my audience. LIT 2-20a
- I enjoy creating texts of my own choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a

Health and Wellbeing

Planning for choices and change
- I am investigating different careers/occupations, ways of working, and learning training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a/HWB 3-20a

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

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WALES
THE NATIONAL CURRICULUM FOR WALES

KS3

Design and Technology

- Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software
- In design and technology, learners research and develop their ideas by using ICT to find information from databases and the Internet
- Learners should be creative and innovative in their thinking when generating ideas for their products

Designing

Pupils should be given opportunities to:
- use given design briefs, and where appropriate, develop their own to clarify their ideas for products
- identify and use appropriate sources of information to help generate and develop their ideas for products
- explore, develop and communicate design ideas in a range of ways, including annotation, drawings and CAD, e.g. clip art libraries, internet resources, scanners, digital cameras.

Making
- Be creative in finding alternative ways of making if the first attempt is not achievable

Range
- Reflecting on the work of designers, inventors, architects and chefs, including those from Wales
- Activities in which they develop and practice particular skills and techniques that can be applied in their designing and making

Skills across the curriculum
Developing Thinking
- In design and technology, learners design and make products through the iterative process of creating and developing ideas, designing products, planning, making and reflecting on their decisions and outcomes in terms of their finished product
- In design and technology, opportunities to develop thinking apply throughout the Skills and Range sections of the programmes of study for Key Stage 3

Activities:
IP PowerPoint, 1.0 1.1, 1.1a, 1.1b, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

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WALES
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Information and Communication Technology

Range
- Use a range of ICT resources and equipment independently and collaboratively e.g. cameras
- Use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT
- Use ICT to explore and to solve problems in the context of work across a variety of subjects
- Daw upon their experiences of using ICT to form judgements about its value in supporting their work
- Manage their workspace
- Reflect on their work, evaluating outcomes and learning

Create and Communicate Information
Pupils should be given the opportunity to:
- create and develop a range of presentations, combining a variety of information and media, for specific purposes and audiences
- create and communicate information in the form of text, images and sound, using a range of ICT hardware and software.

Activities:
IP PowerPoint, 1.0 1.1, 1.1a, 1.1b, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.

Art and Design

Skills
Understanding
Pupils should be given the opportunity to:
- use their knowledge about the work of other artists, craftworkers and designers to enrich and inform their work through:
  - analysis
  - comparison
  - evaluation
  evaluate their work, methods and results of their investigation, modifying and refining their work

Investigating
Pupils should be given the opportunity to develop specific skills for recording from:
- observation
- experience
- memory
- imagination

Develop specific skills for investigating:
- the made environment
- the world of imagination using a variety of media

Understanding
Pupils should be stimulated and inspired, where appropriate, by:
- other artists, craftworkers and designers
- the work of their peers
- methods and processes
- media
- ideas
- styles
- local and Welsh art, craft and design
- images and artefacts from a variety of historical and contemporary cultures and contexts.

They should, where appropriate, develop their understanding through:
- books
- videos
- digital-based resources

They should have opportunities to work as:
- individuals
- group members

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a

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WALES
THE NATIONAL CURRICULUM FOR WALES

National Literacy and Numeracy Framework

Oracy across the curriculum/Reading across the curriculum/Writing across the curriculum:
- Developing and presenting information and ideas. Elements/aspects selected as appropriate

English in the National Curriculum

Range
- Experiencing and responding to a variety of stimuli and ideas: audio, visual and written

Skills
- Retrieve, collate and synthesise information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance

Experiencing and responding to a wide range of texts that include:
- information, reference and other non-literary texts including print, media, moving image and computer-based materials

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 4.0, 4.0a, 4.1, 4.1a

Career development

Careers and the world of work
Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

- Identify and establish sequences of questions for investigations
- Analyse and evaluate ideas and evidence, answer questions and justify conclusions

Activities:
Competition Brief, 2.0, 2.0a, 3.1, 3.1a, 3.1b, 3.1c, 3.2, 3.2a, 3.2b, 3.2c, 3.2d, 3.3, 3.3a.