

Composite: Visual identity

Year 10

We teach Creative iMedia: Visual Identity because strong visual communication is essential in today's digital and media-rich world. Understanding how logos, colour schemes, typography, and branding choices influence perception helps students create professional and purposeful designs. Through this unit, learners explore how visual identity shapes a brand's message, values, and audience connection—building both creative and analytical skills that link directly to real-world media, marketing, and design industries.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Visual identity work is highly accessible and allows all students to express themselves creatively, regardless of prior experience. From sketching ideas to choosing colours or refining layouts, every learner can play to their strengths. Collaborative design discussions and peer feedback create a supportive environment where students feel part of a creative community that values individual ideas and perspectives.
- **Achieve:** Students see immediate progress as they develop brand concepts, create design assets, and refine their work using industry-standard tools. Clear criteria and visible outcomes—such as producing a logo or brand mood board—help learners recognise their growth and celebrate their successes. These achievements build confidence and provide a solid foundation for future creative media units and vocational pathways.
- **Thrive:** By building a strong understanding of how branding and design influence audience engagement, students develop critical thinking, problem-solving, and creative resilience. They learn to justify design decisions, respond to feedback, and apply visual communication techniques that prepare them for digital design careers and further study. These skills empower students to thrive in a world where visual media plays an increasingly important role.

Composite: Planning digital graphics

Year 10

We teach Creative iMedia: Planning Digital Graphics because digital imagery is central to modern communication, media, and design. Understanding how to plan purposeful, audience-focused graphics helps students develop essential creative and technical skills. Through analysing briefs, researching clients, generating ideas, and preparing design documentation, learners gain insight into how professional digital graphics are developed from concept to creation. This unit builds the foundations for high-quality digital products used in advertising, gaming, publishing, and online media.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Planning digital graphics provides multiple entry points for all learners—whether they prefer research, sketching, brainstorming, layout planning, or digital design. Students work collaboratively to share ideas, offer feedback, and build confidence in their creative thinking. This inclusive environment helps learners feel valued and part of a creative community where every voice contributes to the design process.
- **Achieve:** Students experience clear success as they interpret client briefs, develop concepts, create mood boards, draft visual ideas, and prepare pre-production documents such as work plans and asset tables. These structured processes help learners understand the importance of organisation, purpose, and audience. Visible outcomes at each stage build confidence and reinforce their ability to produce well-planned, professional graphics.
- **Thrive:** By mastering the planning stages of digital graphics, students develop the creativity, critical thinking, and resilience needed to succeed in a fast-paced digital world. They learn to justify decisions, respond to feedback, and refine their ideas—key skills for further study and creative industries. This prepares them to thrive in environments where digital media, visual communication, and problem-solving are essential.

Composite: Creating visual identity and digital graphics

Year 10

We teach Creative iMedia: Creating Digital Graphics because high-quality visuals are essential in today's digital, media-rich world. Through this unit, students learn how to transform ideas into professional digital graphics using industry-standard tools and techniques. They develop practical skills in image editing, composition, layering, typography, and visual communication—skills widely used in advertising, publishing, game design, social media, and digital marketing.

Our curriculum is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Creating digital graphics gives every student a chance to express their creativity in a supportive, inclusive environment. Whether learners enjoy photography, illustration, editing, or layout design, there is space for everyone to contribute and develop their strengths. Collaborative critique and peer support help students feel valued and part of a creative community where diverse ideas are celebrated.
- **Achieve:** Students see clear, tangible progress as they produce digital graphics from initial concepts to final polished products. They build confidence by using professional software to manipulate images, apply effects, and construct purposeful graphics that meet a client brief. These visible outcomes reinforce the development of technical skill, creativity, and problem-solving—all essential for success in further digital media work.
- **Thrive:** By mastering digital graphic creation, students develop resilience, design thinking, and the ability to communicate visually—skills that prepare them for future study and a wide range of creative industries. They learn to evaluate their work, respond to feedback, and refine products to professional standards. These experiences help students flourish as confident, adaptable creators in a rapidly evolving digital landscape.

Composite: Planning interactive digital media

Year 10

We teach Creative iMedia: Planning Interactive Media because interactive products—such as websites, apps, games, and digital experiences—are central to how people learn, communicate, and engage with content. Understanding how these products are planned gives students valuable insight into user experience (UX), audience needs, accessibility, structure, and functionality. By analysing briefs, researching users, and developing detailed planning documents, learners build the essential foundations for creating purposeful, professional interactive media.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Planning interactive media allows all students to participate meaningfully, whether they excel in creative thinking, research, organisation, or problem-solving. Group work, idea-sharing, and collaborative decision-making help learners feel valued and included. The subject naturally supports diverse learning styles, making it easy for every student to connect with and contribute to the planning process.
- **Achieve:** Students experience success as they interpret client briefs, design navigation structures, produce wireframes, develop work plans, and select appropriate assets. These practical, structured steps break down complex tasks into manageable achievements, helping learners build confidence and understand the importance of thoughtful planning. Their progress is visible and measurable, reinforcing both creative and technical skill development.
- **Thrive:** By learning how interactive media is planned, students develop the transferable skills needed for modern digital industries—communication, critical thinking, project management, and user-centred design. They learn to justify decisions, respond to feedback, anticipate challenges, and refine their ideas. These experiences prepare students to thrive in an increasingly interactive and digitally-driven world.

Composite: Creating interactive digital media

Year 10

Why do we deliver this?

We teach Creative iMedia: Creating Interactive Media because interactive content—such as websites, apps, games, menus, and digital presentations—is central to how people access information, learn, and communicate. In this unit, students bring their ideas to life by building functional, user-friendly interactive products using industry-standard tools. They develop practical digital skills in design, navigation, interactivity, media integration, and usability—skills that are widely valued in digital design, web development, creative media, and modern communication industries.

Our teaching approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Creating interactive media allows every learner to contribute, regardless of their starting point. Whether students enjoy designing layouts, editing media, building navigation, or testing functionality, there is a role that suits their strengths and interests. Collaborative projects, peer review, and shared problem-solving create an inclusive environment where each student feels part of a creative community and knows that their ideas matter.
- **Achieve:** Students see clear and motivating progress as they design screens, combine multimedia elements, add interactivity, and produce a final working product. They apply practical skills—such as creating buttons, embedding assets, designing menus, and testing usability—to meet a client brief. These tangible outcomes help learners recognise their growing capability and gain confidence in mastering professional digital workflows.
- **Thrive:** By creating interactive media, students develop resilience, creativity, and digital literacy that extend far beyond the classroom. They learn to evaluate user needs, solve technical problems, refine designs through testing, and justify their decisions—essential skills for further study and a wide range of careers. These experiences prepare students to thrive in a world where interactive digital content continues to shape communication, entertainment, and everyday life.

Composite: Review interactive digital media

Year 10

Why do we deliver this?

We teach Creative iMedia: Reviewing Interactive Media because evaluating digital products is essential to understanding how effective interactive experiences are planned, created, and used. By reviewing websites, apps, games, and other interactive media, students learn to think critically about design choices, usability, accessibility, technical performance, and how well a product meets the needs of its intended audience. This reflective process strengthens learners' understanding of professional standards and helps them become more thoughtful digital creators and informed consumers.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Reviewing interactive media invites every student to share their viewpoints, experiences, and interpretations. Because evaluation focuses on perspectives rather than technical ability alone, learners feel included and confident to contribute. Group discussions, peer feedback, and collaborative analysis help build a supportive environment where all voices matter, and students feel part of a respectful, creative community.
- **Achieve:** Students experience success as they develop structured reviews, identify strengths and weaknesses, and suggest practical improvements. They learn how to apply criteria, use technical vocabulary, and justify their judgments. These skills show clear progress and prepare learners for future units where analysis and evaluation are essential. Achieving well-reasoned reviews boosts students' confidence as critical thinkers and communicators.
- **Thrive:** By evaluating interactive media, students develop the reflective and analytical skills needed to thrive in digital-first industries. They learn to assess user needs, consider accessibility, and recognise effective design principles—key skills for further study and

creative careers. Reviewing their own and others' work helps them build resilience, improve quality, and produce more purposeful digital products in the future.

Composite: 1.1 Media industry sectors and products

Year 11

Why do we deliver this?

We teach Creative iMedia: Media Industry Sectors and Products because understanding how the media industry operates is essential for students who will live and work in an increasingly digital world. By exploring sectors such as film, television, gaming, publishing, animation, and digital marketing—and by examining the products they create—students gain insight into how ideas are developed, produced, and distributed. This knowledge helps learners understand the variety of roles, workflows, and career pathways within the creative industries, building essential awareness of how digital content shapes modern society.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Learning about media sectors and products helps every student connect with content they recognise—films, games, websites, and social media—making learning relatable and inclusive. Students are encouraged to share their own media experiences and preferences, allowing them to feel part of a classroom community where different perspectives are valued and celebrated.
- **Achieve:** Students experience success by analysing real examples of media products, identifying key features, and understanding the processes behind their creation. They build confidence as they apply technical vocabulary, interpret briefs, and explain how different sectors collaborate. These achievements strengthen their ability to think critically, communicate clearly, and understand the foundations needed for more practical iMedia units.
- **Thrive:** By developing a thorough understanding of media sectors, students gain the skills to navigate a rapidly evolving digital landscape. They learn about job roles, production stages, legal and ethical considerations, and how audiences influence media creation. This knowledge prepares them for future study and opens doors to a wide range of creative career pathways. It also empowers them to become thoughtful, responsible media consumers and creators.

Composite: 1.2 Job roles in the media industry

Year 11

Why do we deliver this?

We teach job roles in the media industry so students can understand the wide range of careers and pathways within the creative and digital sectors. By exploring roles such as graphic designers, animators, editors, producers, content creators, web developers, sound technicians, and project managers, learners gain a clear picture of how media products are planned, developed, and delivered. Understanding responsibilities, workflows, and the skills required in each role helps students make informed choices about their futures while appreciating how collaborative and dynamic the media industry is.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Learning about job roles in the media industry creates an inclusive environment where every student can see a place for themselves in the creative sector. Because the industry offers both highly technical and highly creative roles, all learners—regardless of their strengths—can identify opportunities that feel accessible and exciting. Class discussions and group tasks help students connect their interests with real-world careers, allowing them to feel valued and part of a community with diverse aspirations.
- **Achieve:** Students achieve success by analysing job descriptions, understanding responsibilities, and exploring the skills required for each role. They develop confidence as they use industry vocabulary, examine professional workflows, and link roles to the

production of media products. These achievements deepen their understanding of the sector and support progress in later units involving planning and creating digital media.

- **Thrive:** Understanding job roles equips students with knowledge that helps them thrive beyond the classroom. They learn how creative teams collaborate, how skills overlap, and how professionals move between roles in a fast-paced industry. This awareness helps students make informed career decisions, recognise their own strengths, and build resilience as they consider future pathways in digital media, creative industries, and beyond.

Composite: 2.1 Style content and layout

Year 11

Why do we deliver this?

We teach Creative iMedia: Style, Content and Layout because effective digital communication depends on clear design principles, purposeful content, and well-structured layouts. By exploring how colour, typography, imagery, composition, and hierarchy work together, students learn how to create digital products that are visually appealing, accessible, and appropriate for their intended audience. This unit deepens learners' understanding of how design decisions influence user experience and strengthens their ability to produce professional-quality media products.

Our approach is grounded in **Belong, Achieve, and Thrive:**

- **Belong:** Style, content, and layout tasks give every student the opportunity to express themselves creatively in an inclusive and supportive environment. Whether they are confident artists, developing designers, or analytical thinkers, students can contribute meaningfully to discussions and design work. Sharing ideas, exploring visual inspiration, and participating in peer feedback help students feel valued and part of a creative community where diverse viewpoints are celebrated.
- **Achieve:** Students experience clear success as they apply design principles to real-world media products. They learn to choose suitable colours, select appropriate fonts, position elements effectively, and ensure consistency across a design. These skills build confidence and produce tangible outcomes, such as mock-ups, mood boards, or draft layouts that meet specific client briefs. Achievements in this unit strengthen learners' ability to design purposeful, high-quality digital media.
- **Thrive:** By mastering style, content, and layout principles, students develop the creative confidence, problem-solving abilities, and critical thinking required for further study and creative careers. They learn to justify design decisions, adapt ideas based on feedback, and evaluate how effectively a product communicates its intended message. These skills equip students to thrive in a digital world where visual communication and user-centred design are increasingly important.

Composite: 2.2 Client requirements and how they are defined

Year 11

Why do we deliver this?

We teach Creative iMedia: Client Requirements and How They Are Defined because understanding what a client needs is at the heart of all successful media projects. Students learn how to interpret briefs, identify target audiences, understand project purposes, and recognise constraints such as deadlines, budgets, formats, and legal considerations. This knowledge helps learners appreciate the importance of effective communication, planning, and professionalism in the digital and creative industries. By mastering client requirements, students gain the foundations needed to produce purposeful, high-quality media products.

Our teaching approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Exploring client requirements helps all students feel included by giving them clear expectations, structured tasks, and real-world contexts they can relate to. Learners share ideas, analyse examples, and discuss interpretations, creating a collaborative environment where everyone's understanding contributes to the group. This helps students recognise that diverse perspectives are valuable when responding to client needs.
- **Achieve:** Students experience success as they develop the ability to break down briefs, identify key requirements, and plan how to meet them. They learn how to define target audiences, specify design intentions, and recognise constraints. These skills translate into measurable progress, helping students produce high-quality pre-production documents and media products that align with industry expectations and client goals.
- **Thrive:** Understanding how client requirements are defined helps students build resilience, critical thinking, and professional awareness. They learn to ask the right questions, justify decisions, and adapt their ideas in response to feedback. These skills prepare learners for future study and employment in creative sectors where communication, adaptability, and user-focused design are essential. Students develop the confidence to thrive in real-world scenarios where meeting client needs is central to success.

Composite: 2.3 Audience demographics and segmentation

Year 11

Why do we deliver this?

We teach Creative iMedia: Audience Demographics and Segmentation because understanding audiences is essential to producing successful digital media products. By learning how factors such as age, gender, interests, income, lifestyle, and cultural background influence user needs and preferences, students gain insight into how media creators tailor content for specific groups. This knowledge helps learners design purposeful, effective products that communicate clearly, engage users, and meet client expectations.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Studying audience demographics helps all students feel included by connecting learning to real-life media they use every day. Discussions about different audiences encourage learners to share their own experiences and viewpoints, fostering an environment where every perspective is valued. This inclusive approach helps students recognise that media is created for diverse groups—and that their own identity and voice matter in the design process.
- **Achieve:** Students achieve success by analysing audience profiles, interpreting client briefs, and applying segmentation techniques to make design decisions. They learn how to research audiences, choose appropriate styles and content, and justify their choices using correct terminology. These clear, structured tasks allow learners to recognise progress and develop confidence in producing media that meets specific user needs.
- **Thrive:** Understanding audience demographics prepares students to thrive in creative, digital, and marketing industries where user-centred design is essential. They learn to think critically about who media is for, how design impacts engagement, and how to create products that are inclusive, relevant, and effective. This knowledge builds awareness, adaptability, and professionalism—skills that support future study and a wide range of career pathways.

Composite: 2.4 Research methods, sources and types of data

Year 11

Why do we deliver this?

We teach Creative iMedia: Research Methods, Sources and Types of Data because high-quality media products rely on accurate, relevant, and well-interpreted information. By learning how to gather data, distinguish between primary and secondary sources, evaluate reliability, and choose appropriate research methods, students develop the essential skills needed to make informed design decisions. Understanding data empowers learners to create media products that are purposeful, audience-focused, and aligned with client requirements.

Our teaching approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Research activities allow all students to participate meaningfully, regardless of their creative or technical starting point. Learners can contribute through surveys, interviews, online research, analysis of existing media, or class discussions. Sharing findings fosters collaboration and helps students feel valued, building a sense of belonging within a supportive learning community.
- **Achieve:** Students achieve success as they gather information, compare sources, organise data, and draw conclusions that directly influence their design choices. They build confidence by applying structured research methods and learning to judge the reliability and relevance of information. Completing research tasks supports measurable progress and strengthens the pre-production skills needed throughout the Creative iMedia curriculum.
- **Thrive:** By mastering research methods and understanding different types of data, students develop independence, critical thinking, and digital literacy—skills that will help them thrive in education, employment, and life. They learn to question assumptions, justify decisions, and use evidence to improve the quality of their media work. These abilities prepare them for creative industries where data-driven decision-making, user research, and evaluation are essential.

Composite: 2.5 Media codes used to convey meaning

Year 11

Why do we deliver this?

We teach Creative iMedia: Media Codes Used to Convey Meaning because understanding how media communicates—through images, sound, text, colour, composition, and technical choices—is essential for creating effective and purposeful digital products. Media codes help students analyse how meaning is constructed and how audiences interpret messages. By exploring symbolic, technical, and written codes, learners gain insight into the storytelling techniques, conventions, and design principles that underpin all forms of media, from film and games to advertising and digital graphics.

Our teaching approach is rooted in **Belong, Achieve, and Thrive**:

- **Belong:** Learning about media codes allows all students to connect with familiar media they encounter every day. Whether they enjoy games, films, social media, websites, or animation, each student brings relevant experience to class discussions. This helps them feel included and valued, as diverse perspectives deepen the group's understanding of how media communicates meaning. Analysing media together builds a sense of community and shared curiosity.
- **Achieve:** Students achieve success as they identify and explain how codes—such as camera angles, lighting, colour palettes, typography, sound effects, or layout—shape audience understanding. They develop confidence using subject-specific vocabulary and

applying analytical skills to real media examples. These achievements build a strong foundation for later practical units, where learners apply media codes intentionally in their own creative products.

- **Thrive:** By mastering media codes, students become more thoughtful, critical, and purposeful digital creators. They learn how meaning is constructed, how audiences are influenced, and how design choices can communicate identity, emotion, and narrative. These skills prepare learners for a media-rich world where visual literacy, digital awareness, and critical thinking are essential. Understanding how media conveys meaning empowers students to thrive as informed consumers and capable creators.

Composite: 3.1 Work planning

Year 11

Why do we deliver this?

We teach Creative iMedia: Work Planning because successful media production depends on clear organisation, structured processes, and effective time management. By learning how to create work plans, schedules, task lists, and resource plans, students develop the essential skills needed to manage complex creative projects from concept to completion. Work planning empowers learners to break down tasks, anticipate challenges, allocate resources, and maintain focus—all of which are crucial skills in digital media, the creative industries, and wider working life. Our approach is grounded in **Belong, Achieve, and Thrive:**

- **Belong:** Work planning provides a structured, supportive framework that helps all students feel confident and included. Clear steps, shared goals, and well-defined tasks enable learners of all abilities to understand what is expected and how to contribute. Collaborative planning activities encourage teamwork and communication, helping students feel part of a creative community where everyone's input matters.
- **Achieve:** Students achieve success as they create practical and realistic plans that guide their projects. They learn how to sequence tasks, manage deadlines, identify resources, and consider constraints. These structured activities lead to visible, measurable progress, building confidence and supporting their ability to produce high-quality media products that meet client requirements. Planning well sets students up for success in both this unit and future practical work.
- **Thrive:** By developing strong organisational and project-management skills, students are equipped to thrive in education, employment, and life. They learn to take responsibility for their work, solve problems proactively, adapt plans when challenges arise, and reflect on their process. These skills are integral to the fast-paced digital and creative industries, where effective planning underpins successful production and professional practice.

Composite: 3.2 Idea generation

Year 11

Why do we deliver this?

We teach Creative iMedia: Idea Generation because creativity is at the heart of all digital media production. Before any graphic, animation, website, or interactive product can be made, students must learn how to generate, explore, and develop meaningful ideas. By using techniques such as mind mapping, mood boards, sketching, brainstorming, and exploring existing products, learners develop the essential skills needed to turn initial thoughts into purposeful, client-focused concepts. Idea generation encourages originality, experimentation, and imaginative thinking—key foundations for success in the creative industries.

Our approach is grounded in **Belong, Achieve, and Thrive:**

- **Belong:** Idea generation activities invite every student to contribute, regardless of artistic ability or experience. Because ideas can be expressed through words, sketches, discussion, or research, all learners have a voice. This inclusive process encourages collaboration, values diverse perspectives, and helps students feel part of a supportive creative community where every idea matters.

- **Achieve:** Students achieve success as they use structured techniques to develop ideas that meet client requirements and suit specific audiences. They gain confidence as they produce concept documents, initial sketches, and visual inspiration boards that show clear progress from rough thoughts to workable design concepts. These achievements help learners recognise their growing creative potential and prepare them for practical production work.
- **Thrive:** By mastering idea generation techniques, students develop the creative resilience and problem-solving skills needed to thrive in digital media and beyond. They learn to refine ideas, justify their choices, respond to feedback, and explore alternative approaches. These skills prepare them for further study, future careers, and a world where innovation, originality, and adaptability are highly valued.

Composite: 3.3 Documents used to design and plan media

Year 11

Why do we deliver this?

We teach Creative iMedia: Documents Used to Design and Plan Media because successful digital products are built on clear, detailed, and well-structured planning. Professional media industries rely on documents such as mood boards, mind maps, scripts, storyboards, work plans, asset tables, and visualisation diagrams to guide production and ensure that client requirements are met. By learning how to create and interpret these documents, students develop the organisational, creative, and technical skills needed to design purposeful, effective media products.

Our approach is grounded in **Belong, Achieve, and Thrive:**

- **Belong:** Planning documents give all students a way to participate in the creative process, regardless of their confidence with drawing, writing, or digital tools. Because ideas can be expressed visually, verbally, or through structured templates, every learner can contribute meaningfully. Collaborative planning activities help students share ideas, build confidence, and feel part of a supportive creative community where diverse strengths are valued.
- **Achieve:** Students achieve success as they learn to use planning documents in a professional and purposeful way. They gain confidence by producing storyboards, visualisation diagrams, project plans, and asset lists that clearly demonstrate their thinking and meet specific client briefs. These tangible outcomes show real progress and prepare learners for practical production tasks where organised planning leads directly to higher-quality work.
- **Thrive:** Mastering media planning documents equips students with the organisation, critical thinking, and problem-solving skills needed to thrive in creative industries and beyond. They learn to justify decisions, anticipate production challenges, and refine their ideas through structured planning. These transferable skills prepare students for further study, employment, and real-world projects where careful documentation and clear communication are essential.

Composite: 3.4 Legal issues that affect media

Year 11

Why do we deliver this?

We teach Creative iMedia: Legal issues that affect media because understanding the laws surrounding digital content is essential for anyone creating or using media. Learners explore copyright, permissions, trademarks, data protection, privacy, and other legal responsibilities to ensure they can produce work that is ethical, lawful, and respectful of others. This knowledge helps students understand the importance of protecting intellectual property, safeguarding personal data, and following regulations that apply across the creative industries.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Learning about legal issues helps all students feel confident navigating the digital world. By discussing familiar examples—such as images, music, and online content—students relate legal concepts to their own experiences. Classroom discussions encourage learners to share viewpoints and understand their rights and responsibilities, building an inclusive environment where everyone feels supported in exploring complex but essential topics.
- **Achieve:** Students achieve success as they identify legal requirements, apply them to media briefs, and produce work that meets professional standards. They learn to recognise when permission is needed, how to source legal assets, and how legislation influences the design and creation of media products. Through clear, structured tasks, learners build confidence and demonstrate progress in applying legal knowledge to real-world scenarios.
- **Thrive:** Understanding legal issues prepares students to thrive in education, employment, and life. They develop responsible digital citizenship, learning how to protect themselves and others online. These skills are vital in creative sectors where legal compliance is essential for safeguarding content, reputation, and professional practice. Students gain the awareness and judgement needed to produce work that is ethical, safe, and legally sound.

Composite: 4.1 Distribution platforms

Year 11

Why do we deliver this?

We teach Creative iMedia: Distribution Platforms because understanding how media products reach their audiences is essential in today's digital world. Learners explore the wide range of platforms used to deliver content—such as websites, social media, streaming services, mobile apps, print, broadcast, and gaming environments—and gain insight into how each platform influences format, design, accessibility, audience engagement, and user experience. This knowledge helps students create media products that are fit for purpose, professionally presented, and aligned with client and audience expectations.

Our approach is grounded in **Belong, Achieve, and Thrive**:

- **Belong:** Studying distribution platforms allows all students to connect learning to the media they use every day. Whether they engage with YouTube, TikTok, games, films, or websites, learners bring valuable personal experience into classroom discussions. This makes the topic relatable and inclusive, ensuring everyone feels confident participating and sharing perspectives on how media reaches different audiences.
- **Achieve:** Students experience success as they analyse how distribution platforms shape content choices, technical requirements, and design decisions. They apply this understanding when planning and creating their own media products, choosing appropriate formats and justifying their decisions with clear reasoning. These structured tasks help learners build confidence, demonstrate progress, and deepen their understanding of professional media practice.
- **Thrive:** By mastering distribution platforms, students develop the digital awareness, adaptability, and critical thinking needed for future study and creative careers. They learn to consider accessibility, platform conventions, file formats, and user behaviours—skills essential in a fast-moving media landscape. This prepares learners to thrive in a world where digital content is constantly evolving and where understanding how to reach audiences effectively is key to success.

Composite: 4.2 Properties of digital media

Year 11

Why do we deliver this?

In Creative iMedia, students learn about the **properties of digital media** so they can understand how text, images, audio and video are created, manipulated and combined to communicate effectively in a digital world. By exploring these properties, students develop the technical knowledge and creative confidence needed to design purposeful digital products.

This learning supports our values of **Belong, Achieve and Thrive**:

- **Belong:**
Students build a sense of belonging by working collaboratively, sharing ideas and exploring media that reflects diverse voices and cultures. They see how digital media can be used to represent identity, community and shared experiences, helping them feel part of a modern, creative digital landscape.
- **Achieve:**
Understanding digital media properties empowers students to make informed creative decisions, solve problems and produce high-quality work. This builds their achievement through practical success, measurable progress and the development of industry-relevant skills that prepare them for future qualifications and careers.
- **Thrive:**
By mastering the principles behind digital media, students gain the confidence to express themselves creatively and adapt to rapidly evolving technologies. This ensures they not only function but truly thrive in a world where digital communication, design and multimedia production shape almost every aspect of life.