QCA Qualifications and Curriculum Authority

Criteria for the specialised Diploma qualifications in creative and media at levels 1, 2 and 3

Final draft

Contents

1. Purpose of the document

The purpose of this document is to set out the knowledge, understanding and skills requirements for the Diploma in creative and media at levels 1, 2 and 3.

The document *Criteria for accreditation of specialised Diploma qualifications at levels 1, 2 and 3* (QCA/06/3002) defines the overarching criteria for all Diplomas and should be read in conjunction with this document.

The audience for this document is awarding bodies who wish to develop the Diploma qualification and/or its component parts.

These criteria have been reviewed against the requirements of the Disability Discrimination Act 1995. In developing the Diplomas, awarding bodies must take account of all current regulations and legislation in relation to diversity and inclusion, including the Disability Discrimination Act 1995.

Units of assessment should not require the demonstration of a particular skill or activity that may pose difficulties for learners with disabilities or learning difficulties, unless essential to the integrity of what needs to be assessed for a line of learning. In cases where demonstration of the particular skill or activity is essential, the awarding body should:

- provide QCA with a justification for accreditation of the qualification on this basis

- consider the implication for the use of reasonable adjustments that will permit access without undermining what is being assessed.

2. Aims

2.1 The general aims of the Diplomas are identified in section 2 of the document *Criteria for accreditation of specialised Diploma qualifications at levels 1, 2 and 3* (QCA/06/3002).

2.2 The Diploma in creative and media is for all learners, and has particular relevance to 14- to 19-year-old learners who seek to acquire knowledge and develop skills in the broad context of the creative and media industries.

2.3 The Diploma will provide choice for learners who wish to learn more about the creative and media industries, while also exploring creativity and the creative application of skills within a flexible programme that enables them to pursue other areas of interest.

2.4 The principal aims and aspirations of the Diploma in creative and media are:

- to provide experiential learning that will enable learners to apply their knowledge and skills effectively as they progress into further and higher education, and future employment

- to provide breadth of learning that supports diversity in progression by avoiding over specialisation and encouraging cross-disciplinary application of knowledge, skills and understanding

- to provide greater choice of qualification pathways for 14- to 19-year-olds with a particular emphasis on developing and fostering creativity, which may be applied to the creative and media industries or to other lines of learning

- to develop a world class qualification that is rooted in broad education principles, incorporating theoretical and practical skills through blended and experiential learning

- to offer learners who achieve the Diploma a qualification that is recognised and valued by employers and higher education

- to provide opportunities for meaningful work-related learning that brings together industry and education in a sustainable way, and which animates the curriculum through stimulating learning activities.

3. Structure

Structure of Diplomas in creative and media			
Level	1	2	3
Total GLH	600	800	1080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional and specialist learning (GLH)	120	180	360

4. Principal learning

Overview

4.1   The design of the principal learning for the Diploma in creative and media at levels 1, 2 and 3 is the result of extensive engagement with industry, higher education and other key stakeholders.

4.2   The principal learning is composed of two parts:

- generic processes provide the essential knowledge, skills and understanding that meet the needs of the creative and media sectors, set out as four themes

- contextualised content illustrating the application of generic essential knowledge, skills and understanding. This is set out in a number of sector-related disciplines.

4.3   The two parts of the principal learning should be integrated to form individual modules of learning. These modules should be designed to be delivered through a project-based approach that lead to a process portfolio, which forms the unit of assessment. The process portfolios must be structured around the four stages of the creative and media process:

- investigating creative and media products

- planning for production

- production

- evaluation.

4.4   Each process portfolio will be 60 GLH at levels 1 and 2 and 90 GLH at level 3.

4.5   At level 3, the principal learning will have 180 GLH of external assessment.

Generic creative and media processes

4.6 The generic nature of the knowledge, skills and understanding ensures that:

- the qualification is future-proof, taking into account the rapidly evolving technologies at the heart of many areas of these sectors

- multi-disciplinary working practices are emphasised in a culture of increasing convergence

- primacy is given to generic processes across a broad learning programme, rather than specific sector-related content alone

- creative processes common to each sector are reinforced

- the learner develops skills in communication and critical thinking and is not forced to specialise too early, which is inappropriate for this line of learning.

4.7 The generic creative and media processes underpinning the principal learning are structured into four themes.

- T1 Creativity in context

- T2 Thinking and working creatively

- T3 Principles, processes and practice

- T4 Creative businesses and enterprise

4.8 Learners at each level are encouraged to apply their learning by producing/making relevant artifacts, which demonstrate their capability and appreciation of the four themes.

4.9 The content of the four themes is relevant at each level of the Diploma in creative and media. Progression through the levels will focus on deepening and broadening knowledge, understanding and skills, rather than repeating learning.

- At level 1, the learner is introduced to relevant content and encouraged to practically apply their learning.

- At level 2, the learner must demonstrate further exploration of their learning.

- At level 3, the learner must demonstrate significant development of their learning.

Theme 1: Creativity in context

4.10 The purpose of Theme 1 is to engender an awareness of the wider context of creative production and of the activities of the creative and media sectors. Learners will be expected to develop a critical perspective appropriate to the level of learning. This will inform their own response to the work of others, and influence their own creative process as they learn to consider the influences and impact of the wider context.

4.11 At level 1, learners will be provided with an introduction to the concept of 'audience' and encouraged to consider creative and media products and practices in the context of their intended audience.

4.12 At level 2, learners will focus on further exploration of wider contexts, including a diverse range of cultures and the historical development of products and practices.

4.13 At level 3, learners will be required to demonstrate development of a more sophisticated level of critical analysis and personal response. They will develop the ability to be more objective and to respond beyond a position of neutrality, communicated in a way that demonstrates the depth of their understanding and their ability to express their thoughts and ideas articulately and fluently. The integrated delivery of this theme should reflect the focus on the practical application of their learning.

Further information on applying this theme to sector-related disciplines is provided in Annex 1.

4.14 The content of Theme 1 is:

Level 1	Level 2	Level 3
Introduction to: ▪ a range of different examples of creative and media production and practice ▪ audience response to creative and media practice ▪ the work of a range of practitioners ▪ the development of creative and media practice over time ▪ technology in creative and media practice and products ▪ diversity, equality and representation in creative and media practice and products.	Exploration of: ▪ creative and media production and practice in a range of social, cultural and global contexts ▪ a critical perspective in response to creative and media products and practices ▪ the work of a broad range of recognised practitioners ▪ the historical development of principles and practices and the influence on contemporary practice ▪ the impact of new technologies on production, distribution and reception of creative and media products ▪ issues relating to diversity and representation in the context of creative and media production and practice.	Development of: ▪ a critical perspective in response to a diverse range of creative and media products ▪ an understanding of the cultural, economic, political and social forces that influence the production, distribution and consumption of products ▪ a critical appraisal of the work and practices of a diverse range of practitioners ▪ an understanding of how the historical development of principles and practices can influence contemporary practice ▪ an ability to use a range of new technologies in the production and distribution of creative and media products ▪ an understanding of the impact of diversity and representation in relation to content and the production of content.

Theme 2: Thinking and working creatively

4.15 The purpose of Theme 2 is to develop expertise in the skills and attitudes that will develop and nurture creativity. The broad objectives will be reinforced over the course of the principal learning at each level, and between levels. Learners will generate evidence towards their progressive achievement, they will be referenced in the planning and reviewing process, and reviewed in the individual learning plan. The skills and attitudes will be developed through a range of tools within an environment that is conducive to strengthening creative problem solving and critical evaluation skills. This environment will equip learners with the confidence and tenacity to follow creative ideas through to resolution. Learners will be expected to address and revisit continually the content of this theme in order to develop a creative approach in the way that they think and work.

4.16 At level 1, learners will be provided with an introduction to devising ideas in response to a brief, and to collaborating on idea development. The focus will be on encouraging learners' confidence and on their ability to be flexible in their approach.

4.17 At level 2, greater emphasis will be placed on exploration of, and experimentation in relation to, idea development, encouraging learners to think creatively and with increasing confidence.

4.18 At level 3, the focus will be on the development of a more critical perspective from which to develop ideas and analyse the ideas of others. Learners will be required to adopt an objective and critical perspective, and to be more confident in the way that they challenge ideas and apply their own innovative approach.

Further information on applying this theme to sector-related disciplines is provided in Annex 1.

4.19 The content for Theme 2 is:

Level 1	Level 2	Level 3
Introduction to: • exploring and experimenting with ideas • communicating ideas • the characteristics of a range of creative and media forms • planning and production as a flexible process • how to research to realise creative ideas • reviewing own ideas and the ideas of others.	Exploration of: • ideas to suit a range of purposes • communicating effectively via a range of means • the qualities of a range of creative and media forms and their meaning • the need for flexibility and the ability to adapt the production process • why research is important in the development of creative ideas • challenging own ideas and the ideas of others.	Development of: • inventiveness and flexibility in adopting new ideas and in exploring alternative solutions • effective communication via a diverse range of means and for a range of purposes • critical appraisal of a range of media forms • negotiating and solving problems in the production process • primary and secondary research to support the realisation of creative ideas • questioning and challenging of own and others' assumptions.

Theme 3: Principles, processes and practice

4.20 The purpose of Theme 3 is to develop the practical skills and techniques that are at the heart of the creative production process. The development of these skills, and of the theoretical knowledge that underpins them, will equip learners with the tools they require to realise and communicate their ideas. Central to this theme is the focus on new and emerging technologies and platforms, and the impact these are having on traditional practice. Learners will develop the skills and techniques that are at the cutting edge of creative and media production.

4.21 At level 1, learners will be provided with an introduction to the key stages in the creative process and become familiar with the practices involved in each stage. They will also develop an awareness of the basic materials, technologies and practices that will enable them to begin producing creative work of their own.

4.22 At level 2, learners will develop through their exploration of a wide range of fundamental skills and techniques in the production processes, as well as through access to a broader range of materials and equipment.

4.23 At level 3, the focus is the learner's development of basic skills and techniques beyond those expected at level 2, encouraging creativity, imagination and innovation in their application. Greater emphasis will also be placed on the impact and application of emerging technologies on traditional practices.

4.24 At levels 1, 2 and 3, a practical and applied approach is critical to ensure the effective delivery of learning.

Further information on applying this theme to sector-related disciplines is provided in Annex 1.

4.25 The content for Theme 3 is:

Level 1	Level 2	Level 3
Introduction to: ▪ the stages in the production process ▪ the established practices and processes in creating products ▪ a range of equipment and materials, including new technologies ▪ the issues relating to health and safety ▪ producing creative and media forms ▪ the effect that the audience/consumer/user can have on the production process.	Exploration of: ▪ the stages in the production process and how they relate to each other ▪ the creative principles and conventions that underpin production processes ▪ a range of materials, platforms and technologies, including new technologies ▪ health and safety issues and legal and ethical constraints in the context of professional working practices ▪ producing a range of creative and media forms ▪ the importance and impact of the user/audience/consumer in the production process.	Development of: ▪ the stages in the production process, how they relate to each other and where they apply across other disciplines ▪ an awareness of the function and effect of established generic conventions and principles ▪ the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose. ▪ an appreciation of health and safety and other considerations and constraints, including legal, ethical and environmental concerns ▪ a diverse range of creative and media forms that meet a set brief ▪ an appreciation of the user/ audience/consumer as important in the creation of creative and media products ▪ an understanding of the impact of digital and emerging technologies on industry, production practices, products and audiences.

Theme 4: Creative businesses and enterprise

4.26 The purpose of Theme 4 is to develop learners' knowledge of the business context of creative and media production, and to equip them with the skills to support future sustainability as practitioners in a commercial market place. The content is designed to develop a fundamental appreciation of the creative and media industries and to also develop knowledge of the skills required to succeed in a highly competitive and demanding market. The skills developed in this theme are wholly transferable and support progression into a broad range of subject areas or employment opportunities outside of those related to the line of learning.

4.27 At level 1, learners will be provided with an introduction to a basic appreciation of the creative and media sectors, the realities of working in the industry and the importance of self-development in supporting progression.

4.28 At level 2, exploration of the industry and of progression routes will be reinforced with increased focus on developing a realistic impression of the industry and of employment opportunities.

4.29 At level 3, focus is on the development of key knowledge and skills that will support future employment, or self-employment, in the creative and media industries (or in other unrelated industries, such as business, management, marketing and self-promotion).

Further information on applying this theme to sector-related disciplines is provided in Annex 1.

4.30 The content for Theme 4 is:

Level 1	Level 2	Level 3
Introduction to: ■ working creatively with available resources ■ industry structures, job roles available and progression routes into employment ■ transferable skills that support employability ■ opportunities for self - development ■ skills and activities required to engage in enterprise and entrepreneurial activities.	Exploration of: ■ working creatively within available resources and developing skills in managing resources ■ the structure of the industry, job roles, progression opportunities and the practices, protocols and realities of working in the industry ■ a broad range of transferable skills and their importance in supporting employability ■ promoting own work and engaging in self-promotion ■ enterprising behaviour and the personal qualities that support it ■ intellectual property rights and how to protect them.	Development of: ■ an understanding of project management and working within time and budgetary constraints ■ an understanding of professional working practices and industry protocols ■ transferable skills by responding to a brief/commission, including negotiating with clients ■ an understanding of marketing and promotion, including self-promotion for working in the creative and media industries ■ an understanding of enterprising and entrepreneurial activities to support innovation ■ an understanding of intellectual property rights and why they must be protected.

Integration of the four themes

4.31 All four themes are interdependent and should be integrated into project-based modules of learning and will be assessed through process portfolios.

4.32 It is not a requirement for each of the four themes to be equally weighted in the modules of learning, rather, the centre and the learner will identify how each of the four themes can contribute to the learning. There should be evidence of appropriate coverage of each of the four themes within each process portfolio.

Sector-related disciplines

4.33 To create the project-based modules of learning, the generic creative and media processes must be applied and evaluated via a range of sector-related disciplines, which will provide the experience to 'cement' the learning. This approach supports a wider range of progression routes into further and higher education, training or future employment, within or outside the creative and media industries.

4.34 Sector-related disciplines (for example visual art or moving image) do not exist within set boundaries and have strong connections across disciplines. This interdisciplinary approach is central to the Diploma in creative and media.

4.35 Some of these discipline headings describe subjects, which may be familiar as part of a school or college curriculum, for example drama and dance, others relate more clearly to activities within the creative and media industries, for example advertising and interactive media.

4.36 Learners will be required to select combinations of sector-related disciplines as the context   for project-based learning, through which they will demonstrate the knowledge, understanding and skills relating to the four Themes. Sector-related disciplines do not need to be equally weighted when combined together, rather, the centre and the learner will identify how each discipline supports and/or inter-relates with other disciplines in achieving the planned outcomes.

4.37 The list of sector-related disciplines below is not intended as a comprehensive or mutually exclusive list of areas for study or employment opportunities. It is an indication of potential disciplines a learner may wish to explore in developing knowledge and understanding about creativity and the realities of working in the creative and media industries.

2D and 3D Visual Art	Dance
Craft	Music
Graphic Design	Film
Product Design	Television
Fashion	Audio and Radio
Textiles	Interactive Media
Footwear	Animation
Advertising	Computer Games
Drama	Photo Imaging
Publishing and printing (from 2009)	Creative Writing

Further information on how each of the four themes are contextualised for each sector-related discipline is included in Annex 1.

4.38   There should be evidence of appropriate coverage of the sector-related disciplines chosen by the learner within each of the learner's process portfolios.

Process portfolios

4.39   Coherence in the Diploma is achieved through a project-based approach to learning where the generic processes of the four Themes are integrated within the context of the sector-related disciplines. This will produce a prescribed number of process portfolios.

4.40   A process portfolio should provide evidence of demonstrated knowledge, understanding and skills and will contain a range of documentary, and other, products appropriate to the disciplines selected by the learner.

4.41   Progression through the levels will focus on deepening and broadening knowledge, understanding and skills, and not through repeating learning.

- At level 1, the learner is introduced to relevant content and encouraged to practically apply their learning.

- At level 2, the learner must demonstrate further exploration of their learning.

- At level 3, the learner must demonstrate significant development of their learning.

4.42   The process portfolio will represent a unit of assessment of either 30, 60, and at level 3, 90 GLH.

4.43   Each project-based module of learning leading to a process portfolio must show:

- evidence of attainment in relation to all of the generic content of the four Themes at the appropriate level set in the context of the combined sector-related disciplines

- evidence of attainment in relation to the four stages of the creative process:

    o   investigating creative and media products

        Developing an awareness of existing products or artefacts and how they are made, distributed and consumed

    o   planning for production

Exploring ideas and undertaking planning and research appropriate to the nature of the planned production

o production

Organising the logistics of the production itself and bringing the production to realisation

o evaluation

Reviewing and evaluating throughout

- how the knowledge, skills and understanding from the four Themes contribute to successful development of the four above stages of the creative process.

Combining sector-related disciplines by level

Level 1

4.44 The principal learning at level 1 is composed of 240 GLH divided into four learning modules, each of 60 GLH. The learning should commence with an introductory module, which is mandatory for all candidates. The remaining learning is comprised of combinations of sector-related disciplines.

Introductory module of learning

4.45 The introductory module of learning must provide a broad introduction to the creative and media industries, the different sectors and the variety of job roles and progression routes available, and the basic principles and practices involved in each sector.

4.46 At level 1, there must be balance between breadth of sector coverage and coherence of the curriculum as a whole. Centres, through appropriate consultation with learners, must structure the overall course around selected sector-related disciplines from at least two of the three areas of art and design, performing arts, and media.

Art and design

2D and 3D art and craft

Graphic design

Product design

Fashion and textiles

Photo imaging

Performing Arts

Dance

Drama

Music

Media

Film and television

Radio and audio

Interactive media

Animation

computer games

4.47 To complete a Diploma in creative and media, a learner must complete a minimum of 75 per cent of the principal learning through three interdisciplinary project-based modules, including the introductory module of learning. Learners who choose to take 100 per cent of the principal learning must achieve a total of four interdisciplinary project-based modules of learning, including the introductory module of learning.

4.48 The combination of sector-related disciplines for a learner taking all principal learning from the Diploma in creative and media at level 1 will require:

- a minimum of six different disciplines to be evidenced across the whole programme

- that the total disciplines selected includes at least one discipline from two of the three areas of art and design, performing arts, and media.

- that each module of learning addresses a minimum of two disciplines, integrated as appropriate

- that any individual discipline contributes to two or more modules of learning.

4.49 Learners taking 75 per cent of the principal learning from another line of learning who choose to take 25 per cent of their principal learning from the Diploma in creative and media will take the introductory module of learning only.

Level 2

4.50 The principal learning at level 2 is composed of 420 GLH, divided into seven modules of learning, each of 60 GLH.

4.51 The introductory module of learning is mandatory for all candidates who have not previously achieved it at level 1. The remaining learning comprises combinations of sector-related disciplines. If the Diploma in creative and media level 1 has been achieved, then the learner can select all seven modules of learning from combinations of the sector-related disciplines.

4.52 The combination of sector-related disciplines for principal learning at level 2 will require:

- a minimum of six different disciplines to be evidenced across the whole programme

- that each project-based module of learning should address a minimum of two disciplines, integrated as appropriate

- that any individual discipline contributes to two or more modules of learning

- that those who are not in compulsory schooling have the option of focusing on one discipline only in one of the modules of learning, providing that a minimum of six disciplines are still evidenced across the programme (and following appropriate advice and guidance).

Level 3

4.53 The principal learning at level 3 is composed of 540 GLH, divided into six modules of learning, each 90 GLH.

4.54 There is no specified introductory module of learning at level 3 but it is expected that some part of the learning combining sector-related disciplines will allow for an induction into a range of creative and media sectors for those candidates who have not previously achieved the Diploma in creative and media at level 2, or in other qualifications in related subjects.

4.55 The combination of sector-related disciplines for principal learning at level 3 will require:

- that each candidate's overall programme at level 3 will be constructed around one or two 'major' disciplines which will feature in all, or most of, the six modules of learning

- a minimum of four different disciplines to be evidenced across the whole programme

- at least four of the six modules of learning to contain a minimum of two disciplines

- up to two modules of learning to focus on one discipline alone, if appropriate (but not as a requirement)

- any particular discipline to contribute to two or more modules of learning.

5. Additional and specialist learning

Section 10 of the document *Criteria for accreditation of specialised Diploma qualifications at levels 1, 2 and 3* (QCA/06/3002) specifies the overarching criteria for additional and/or specialist learning.

Specialist learning

This section sets out the groups/pathways of different specialist areas that can be included as options for specialist learning. Component awarding body specialist learning qualifications and units must:

- further develop and complement the sector relevant knowledge and skills set out in the principal learning constituent qualification

- not duplicate knowledge and skills set out in the principal learning constituent qualification

- enable specialisation in one or more of the groups/pathways listed below for each level. Further specialist areas may be proposed by component awarding bodies for agreement by QCA with support from the Diploma Development Partnership (DDP).

Level 1		
Group/pathway	**Specialist area**	**Purpose**
Art and design	As specified in the qualifications/awards.	Learners will broaden and deepen their knowledge, understanding and skills from any sector-related discipline in any group.
Performing arts	As specified in the qualifications/awards.	Learners will broaden and deepen their knowledge, understanding and skills from any sector-related discipline in any group.
Media	As specified in the qualifications/awards.	Learners will broaden and deepen their knowledge, understanding and skills from any sector-related discipline in any group.

Levels 2 and 3		
Group/pathway	**Specialist area**	**Purpose**
Other combinations of sector-related disciplines not already studied in principal learning, used to contextualise a module of learning.	As specified in the qualifications/awards.	Learners will further broaden and deepen and apply their knowledge, understanding and skills from any sector-related discipline(s).
IT-related qualifications.	As specified in the qualifications/awards.	Learners will broaden, deepen and apply their knowledge, understanding and skills.
Industry-specific certifications[1].	As specified in the qualifications/awards.	Learners will broaden, deepen and apply their knowledge, understanding and skills.
Sector-specific units or learning programmes.	As specified in the qualifications/awards.	Learners will deepen and apply their knowledge, understanding and skills in a way that allows a degree of further specialisation beyond the content of the broad discipline context[2].
Sector-related units from another line of learning	As specified in the qualifications/awards.	Learners will broaden their knowledge, understanding and skills by developing appropriate sector links with other lines of learning.
Other sector-related learning programmes[3]	As specified in the qualifications/awards	Learners will further benefit from a broad and varied programme in which to apply their learning.

[1] Such as dance, speech, drama, subject to the requirement to not duplicate knowledge and skills set out in principal learning.

[2] Such as interior design, architectural design and sound engineering, subject to the requirement to not duplicate knowledge and skills set out in principal learning.

[3] Such as Arts Award or Young Enterprise quick start programmes, subject to the requirement to not duplicate knowledge and skills set out in principal learning.

Annex 1: Sector-related disciplines: indicative content

The indicative content tables that follow contain the sector-specific detail defined by industry practitioners as appropriate content to support the contextualisation of the principal learning. It must be noted that these tables define indicative content only and not an absolute curriculum. They should be drawn on as part of the qualification development process to ensure currency and credibility of the curriculum and to contextualise the learning in the four themes.

The indicative content is organised by level and provides an illustration of how each of the four themes can be translated into sector-related discipline activities.

Qualification design should ensure that a sufficient proportion of these statements is reflected in the evidence required for assessment of the creative and media Diploma.

Level 1: 2D and 3D Visual Art	Level 2: 2D and 3D Visual Art	Level 3: 2D and 3D Visual Art
T1 - CREATIVITY IN CONTEXT In the context of 2D and 3D visual art, this could include: - art history and the development of a range of visual art forms - different audience responses to visual art forms, eg contemporary art, craft, sculpture, installations and photography - communicating a personal and critical response to a diverse range of art forms, eg paintings, drawings, sculptures and installations.	**T1 - CREATIVITY IN CONTEXT** In the context of 2D and 3D visual art, this could include: - the history of art and of the development of visual arts - key art movements in visual arts and their relevance in social and historical contexts - the work and influence of a diverse range of artists, covering a range of visual art forms, eg painting, printmaking, illustration, photography.	**T1 - CREATIVITY IN CONTEXT** In the context of 2D and 3D visual art, this could include: - understanding of government policy and of the challenges faced by the arts sector, including regeneration, sustainability and funding - the issues relating to diversity, social inclusion and child protection in the context of the arts sectors and the community - the history of art and of the arts, appreciating why this knowledge is beneficial to contemporary art practice - historical and socio-cultural contexts and their impact on artistic expression - the importance of contemporary and evolving social contexts and the impact on artistic expression - the social and therapeutic benefits of art, including community art project, environmental regeneration and art therapy.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of 2D and 3D visual art, this could include: - originating and developing a range of ideas, showing the stages of the development - explaining why some ideas work and others don't - non-verbal communication – through the use of colour, line and shape in visual art forms - researching for influences, references and resources in order to further develop ideas - evaluate other's work through peer review, offering constructive feedback.	In the context of 2D and 3D visual art, this could include: - developing a range of ideas in response to a basic stimulus - exploring an idea in a range of ways, using a variety of skills and techniques to create different effects, eg mark making, painting, drawing and printmaking, model making - interpretation of the work of others, demonstrating creativity of thought and personal response - confidence in ability to experiment, explore and be creative with approach to idea development.	In the context of 2D and 3D visual art, this could include: - skills in improvisation, devising, experimentation - the ability to interpret and respond, expressing own point of view and appreciating the point of view of others - engagement in a progressive, iterative skill development to build confidence, technique and capability - engagement with abstract concepts and complex ideas.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**
In the context of 2D and 3D visual art, this could include: - the importance of planning, researching and exploring ideas, using a scrap book or mood board to present idea development - practices in the use of colour, form, line, perspective, composition and materials - use of a range of materials to create 2D and 3D art forms, eg paints, charcoal, ink, pastels, wire, ceramics, etc.	In the context of 2D and 3D visual art, this could include: - skills in drawing, sketching, line drawing and life drawing - skills in painting, using a range of paint media - a range of materials to a competent standard to create 2D and 3D art work, eg collage, printmaking, model making - basic skills in photography and digital image manipulation - basic principles in 2D representational and abstract art, including perspective, shading, composition, and the use of colour and line.	In the context of 2D and 3D visual art, this could include: - fluent drawing skills, including sketching, line drawing and life drawing - fluent mark making skills, including printmaking, etching, painting - disciplines, techniques and art forms, eg illustration, graphic art, fine art, etching, printmaking, collage and model making - principles behind perspective and composition - use of a broad range of materials and mediums to make 2D and 3D visual art forms, including pastels, charcoal, inks, paints, photography, ceramics, wood and wire - new technology as tools for product creation and distribution/exhibition - the importance of adapting to the digital age, with an appreciation of the digital convergence of mediums - skill in the use of IT and software applications, including Adobe Photoshop, CAD, IMACs - managing the balance between technical, business and creative drivers and needs - understanding the connectivity between art forms - basic skills in photograph and digital image

		manipulation.
T4 – CREATIVE BUSINESSES AND ENTERPRISE	**T4 – CREATIVE BUSINESSES AND ENTERPRISE**	**T4 – CREATIVE BUSINESSES AND ENTERPRISE**

In the context of 2D and 3D visual art, this could include:	In the context of 2D and 3D visual art, this could include:	In the context of 2D and 3D visual art, this could include:
- making creative use of limited material resources - job roles and progression opportunities for a career in the visual arts, including a profile of the current workforce - how to organise and present work to others, including exhibiting and by creating a portfolio - seeking opportunities for enterprise and entrepreneurship, eg exhibiting work in a local gallery, engaging in community art projects, entering competitions.	- how to organise and present work within a portfolio and verbally to others - the job roles and progression routes available to visual artists - the role and services of galleries and community spaces to exhibit and practice visual art.	- presenting work effectively, including portfolio building, gallery exhibition, platforms that utilise emerging technologies - how to make money and make art – via entrepreneurial initiatives and existing platforms - how to manage yourself as a resource, including time, relationships, networking, cash flow, VAT, accounting - the role and significance of galleries and community spaces to support art education, and community engagement in art and creative expression.

Level 1: Craft	Level 2: Craft	Level 3: Craft
T1 - CREATIVITY IN CONTEXT In the context of craft, this could include: - art history and the development of a range of craft forms - different audience responses to craft, eg examples of woodwork, metal work, sculpture, ceramics, glassware - communicating a personal and critical response to a diverse range of examples of craft, eg sculptures, models, furnishings and installations.	**T1 - CREATIVITY IN CONTEXT** In the context of craft, this could include: - the historical development of craft and the factors that have influenced its development, eg socio-economic perspective of craft development, new man-made materials and emerging technologies - craft practices in other cultures and traditions - environmental issues, such as the use of renewable materials, recycling and waste disposal.	**T1 - CREATIVITY IN CONTEXT** In the context of craft, this could include: - the historical development of craft skills and their changing practical application in contemporary culture - government policy and the challenges faced by the arts sector, including regeneration, sustainability and funding - the impact of emerging technologies on traditional craft practices - the cultural significance of craft in the context of tradition in other countries and cultures - environmental issues and sustainability in the use, sourcing and recycling of raw materials - issues relating to diversity, social inclusion and child protection in the context of the arts sectors and the community.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of craft, this could include: - originating and developing a range of ideas, showing the stages of the development - explaining why some ideas work and others don't - non-verbal communication – through the use of colour, line and shape in art and craft forms - researching for influences, references and resources in order to further develop ideas - evaluate others' work through peer review, offering constructive feedback.	In the context of craft, this could include: - experimenting with a range of materials to achieve different creative effects - creative problem solving through the choice of materials and techniques applied - how to balance creativity with what is practical and environmentally sound.	In the context of craft, this could include: - experimenting with different materials, evaluating their different properties and characteristics - skills in improvisation, devising, experimentation – the ability to interpret and respond, expressing own point of view and appreciating the point of view of others - engagement in a progressive, iterative skill development to build confidence, technique and capability - engagement with abstract concepts and complex ideas.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**
In the context of craft, this could include: - the importance of planning, researching and exploring ideas, using a scrap book or mood board to present idea development - practices in the use of colour, form, line, perspective, composition and materials - use of a range of materials to create craft forms, eg clay, wire, fabric, wood, ceramics, glass, paper, etc.	**In the context of craft, this could include:** - use of a range of materials and tools to realise ideas into artefacts - craft techniques and principles in at least two craft areas, eg wood, metal, ceramics - adapting ideas and applying skills to both practical and creative projects or set briefs.	**In the context of craft, this could include:** - specific technical skills in the use and application of glass, metal, wood and ceramics - the particular qualities and characteristics of glass, wood, metal and ceramics - operate technical equipment, tools and materials required for the use of glass, metal, wood and ceramics - the functional application of craft, including set design and furniture making, and the more artistic, functionless application of craft to create decorative objects or 3D art forms.
T4 – CREATIVE BUSINESSES AND	**T4 – CREATIVE BUSINESSES AND**	**T4 – CREATIVE BUSINESSES AND**

ENTERPRISE	ENTERPRISE	ENTERPRISE
In the context of craft, this could include: - making creative use of limited material resources - job roles and progression opportunities for a career in the craft sectors, including a profile of the current workforce - how to organise and present work to others, including exhibiting and by creating a portfolio - seeking opportunities for enterprise and entrepreneurship, eg exhibiting work in a local gallery, engaging in community art projects, entering competitions.	**In the context of craft, this could include:** - how to organise, present and explain work to others - the job roles and progression opportunities available in the craft sector - the broad application of craft skills in other disciplines and industries, eg set crafts for film and television, set design for theatre, the construction industry, manufacturing, fashion design, etc.	**In the context of craft, this could include:** - how to organise and present work effectively, including portfolio building, gallery exhibition, platforms that utilise emerging technologies - how to make money and make craft via entrepreneurial initiatives and existing platforms - how to manage yourself as a resource, including time, relationships, networking, cash flow, VAT, accounting.

Level 1: Music	Level 2: Music	Level 3: Music
T1 - CREATIVITY IN CONTEXT	**T1 - CREATIVITY IN CONTEXT**	**T1 - CREATIVITY IN CONTEXT**
In the context of and music, this could include: - what the contexts are in relation to music, eg historical developments in music styles, both classical and contemporary, and the social impact of popular music, the technological developments and access to music - how different people are influenced by or respond to music - forming and expressing a personal opinion in response to a piece of music.	**In the context of music, this could include:** - the historical context of music in relation to classical music and the changing face of the popular music industry - the impact on the music industry of cultural changes and emerging technologies, eg trends in styles of music and the way audiences access and buy music - the work of a range of classical composers and their particular style and technique - the influence of a range of contemporary artists or bands in popular music.	**In the context of music, this could include:** - the historical context and development of music and music styles and traditions - the role of music and musical performance in a range of cultures and traditions - the work and achievements of a diverse range of practitioners, including classical composers, contemporary composers, musicians and performers.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of music, this could include: - originating and developing a range of ideas for a piece of music or musical performance - exploring and experimenting with the characteristics of musical forms to realise ideas - researching for influences, references and resources in order to further develop ideas and to explore a variety of musical styles - evaluating idea development, technical skills in performance, practical skills in planning to keep within time and budget constraints, etc.	**In the context of music, this could include:** - being self-reflective in the development of ideas - flexibility in the approach to idea development, with the ability to adapt as circumstances change - effective communication, eg of ideas with peers and with others - experimenting with a range of musical styles, instruments and sounds to achieve creative and imaginative results.	**In the context of music, this could include:** - engagement with the critical appraisal process and reflective practice to develop and improve own performance - identifying opportunities for diversification, applying cross-discipline application of performance skills - exploring and experimenting with a broad range of musical styles and instruments to achieve creative effect - how to interpret and convey mood and emotion in music - how to adapt to a rapidly changing landscape - effective communication and the ability to create and maintain contacts, build relationships and network.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of music, this could include: - the composition and performance of a piece of music or dance - practices and conventions specific to music production, composition performance and also those common to performing arts - equipment such as microphones, mixing, recording, editing - the issues relating to the use of existing material (music, lyrics), content issues such as appropriate language, issues relating to the representation of individuals, groups or themes - musical compositions and performances, participating in and identifying links with other performing arts, and other creative and media disciplines.	**In the context of music, this could include:** - techniques in playing an instrument – as a soloist and in an ensemble or group - skills in composition and applying music theory to practice - skills in the use of new technology, including digital formats and the management of sound files - use of technical equipment, eg microphones, leads, mixing desk, digital recording and editing equipment.	**In the context of music, this could include:** - the techniques and processes of sound recording, sound engineering, mixing and digital editing - the behaviour of sound, including acoustics, reverberation, distortion and absorption - skills in musical performance – on an instrument, range of instruments, or with the voice - skills in musical performance as a soloist and in a duet, ensemble, orchestra or band - the principles of music theory - skills in music composition and musical literacy - skills in the application of current and emerging digital technology, including IT applications and software, for the recording, mixing, sampling and editing of tracks.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of music, this could include: - the shape and nature of the music industry, including music business, music publishing and recording - time, budget and material resources to support a production or performance - the job roles and progression opportunities in the music industry, including any specific training and qualifications required - seeking opportunities for enterprise and entrepreneurship, eg a community arts evening, a talent contest, a local competition.	**In the context of music, this could include:** - skills, knowledge and attitude that will support survival as a musician within a competitive and constantly changing industry - ways to succeed in the industry, eg interpersonal skills such as networking, personal attributes such as tenacity and determination, and creative skills in musical composition and/or performance - the skills and activities to engage in enterprise, eg opportunities to apply skills across disciplines such as computer games design, website design and animation.	**In the context of music, this could include:** - how to deal with agencies as a self-employed musician - performance rights and royalties, income streams, contracts and the legal considerations - the music industry and the role of record companies, recording contracts and distribution labels - touring logistics, tour management, event management and digital promotion - business and enterprise opportunities through exploring the links with other disciplines and applications and through personal qualities such as opportunism, diligence, tenacity and the willingness to listen and to learn - multi-disciplinary aspects of the industry, eg publishing, merchandising, web design, licensing, promotion, recording studios, venue management etc.

Level 1: Drama	Level 2: Drama	Level 3: Drama
T1 - CREATIVITY IN CONTEXT **In the context of drama, this could include:** - what the contexts are in relation to drama, eg: historical developments in drama and the theatre, the development in acting styles, both classical and contemporary, and the social impact of drama in the context of theatre and acting for screen - forming and expressing a personal opinion in response to a play - the theatre as a space for artistic performance, as a community space, as a source of entertainment.	**T1 - CREATIVITY IN CONTEXT** **In the context of drama, this could include:** - the cultural context of drama as a source of entertainment and a social and cultural activity - significant principles in theatre production and performance, and their historical development - the work and achievement of recognised dramatists, performers and contributors to drama theory.	**T1 - CREATIVITY IN CONTEXT** **In the context of drama, this could include:** - the historical development of drama - the social and cultural context of drama, in terms of entertainment and social comment - the vehicle of the stage to express social, political or cultural comment - the work of a diverse range of playwrights and performers and their particular styles and creative intentions - drama theory, how it has evolved and what impact it has on contemporary practice - drama and performance in the context of film history, genre and international developments.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of drama, this could include:	**In the context of drama, this could include:**	**In the context of drama, this could include:**
- originating and developing a range of ideas for a piece of drama	- non-verbal expression, using voice, movement and physical gesture	- a sense of spatial awareness
- exploring and experimenting with the characteristics of expressive forms to realise ideas	- experimenting with ways to develop ideas, eg with set design, props, lighting, sound, performance	- thinking imaginatively, particularly when role playing and developing characterisation
- flexibility in taking on a range of roles in a performance	- flexibility in interpretation and performance, by adapting approach, trying out different solutions and responding positively to the suggestions of others	- the critical appraisal process and critical self-analysis to develop and improve own performance
- researching for influences, references and resources in order to further develop ideas and to plan for performances	- evaluating own performance and the performance of peers.	- identifying opportunities for diversification, applying cross-discipline application of performance skills.
- evaluating idea development, technical skills in performance, practical skills in planning to keep within time and budget constraints etc.		

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of drama, this could include: - the production stages for a performance of a play including preparation, planning and marketing - practices and conventions specific to acting and also those common to the performing arts - skills and techniques such as lighting, sound recording, digital video recording, set design, costume design - the issues relating to the use of existing material (music, scripts), content issues such as appropriate language, issues relating to the representation of individuals, groups or themes - participating in putting on a piece of drama and identifying links with other performing arts and creative and media disciplines.	**In the context of drama, this could include:** - the elements that combine to make a performance, eg set design, props, costume, make-up, lighting, sound effects, and music - creative principles to improve performance, eg voice projection, clarity of voice, facial expressions, physical gestures, movement and characterisation - working as part of a team, respecting the roles and responsibilities of other team members - the skills involved in technical theatre and their contribution to the performance.	**In the context of drama, this could include:** - the relevant design principles to support process and practice, including costume design, set design, stage design, lighting, sound and props design - the technical skills in stage lighting, sound recording, sound editing and set construction - performance skills, including mime, character development, role play and improvisation - how to adapt performance style - skills in rhythm, timing and listening - oral communication skills, adapting delivery to suit the context, purpose and audience - skills in scriptwriting and stage direction - principles in drama and performance in the context of other performing arts, music and dance, and how to incorporate a combination of disciplines where appropriate - the role of and skills involved in technical theatre.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of drama, this could include: - the shape and nature of the theatre sector, including touring companies - time, budget and material resources to support a production or performance - the job roles and progression opportunities in the theatre sector, including any specific training and qualifications required. - seeking opportunities for enterprise and entrepreneurship, eg a community arts evening; a talent contest, a local competition.	**In the context of drama, this could include:** - the diverse range of job roles and opportunities for cross-discipline contexts - the skills and attitudes required by the industry including teamwork, communication skills and the ability to give and receive criticism - the skills and activities to engage in enterprise, eg planning and organisational skills in putting on a show, and ways in which to promote the show to sell tickets.	**In the context of drama, this could include:** - the economic force of the performing arts sector - the demanding nature of employment in the sector and the skills and approaches required to seek employment - skills in self-management and finance management, to support self-employment and development.

Level 1: Dance	Level 2: Dance	Level 3: Dance
T1 - CREATIVITY IN CONTEXT **In the context of dance, this could include:** - what the contexts are in relation to performance, eg the development in dance styles, both classical and contemporary, and the social impact of more popular forms, the historical development of dance - how narrative can be explored and transmitted through dance movement - how different people are influenced by or respond to dance as an art form, eg as a form of entertainment, as a method of social interaction, dance as a way of expressing emotion, theme or story, the impact of popular styles on people - forming and expressing a critical opinion in response to a piece of dance performance or specific choreography.	**T1 - CREATIVITY IN CONTEXT** **In the context of dance, this could include:** - the cultural context of dance and why dance is important to some cultural traditions - contemporary practice, in relation to dance styles and the contexts of performance - the work of recognised dances and their particular styles - the complimentary and inter-dependency of specific dance forms - the use of narrative to explore and transmit emotion - the impact of music within the creative process.	**T1 - CREATIVITY IN CONTEXT** **In the context of dance, this could include:** - the style and cultural role of dance in a range of cultures and traditions - the historical development of dance, and influences on current styles and techniques - the social, health and therapeutic benefits of dance - the use of light, sound and its impact on the creative process - the different uses of narrative and abstract to inform and challenge the dancer and audience - the application of visual stimuli to compliment, inform and enhance the creative process.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of dance, this could include: - originating and developing a range of ideas for a piece of dance performance - exploring and experimenting with the characteristics of expressive forms to generate and realise ideas - flexibility in taking on a range of roles in a performance - researching for influences, references and resources in order to further develop ideas and to plan for the creative process and performances - evaluating idea development, technical skills in performance, practical skills in planning to keep within time, resources and budget constraints etc.	**In the context of dance, this could include:** - using music to influence and inspire ideas for dance - research dance styles, steps and moves to extend own repertoire - flexibility in the development of a dance piece, taking into account the views of others and developing relationships within a creative group - exploring how collaboration between artists and choreographers relate into the production team and the skills and structures required to deliver the performance.	**In the context of dance, this could include:** - interpreting and communicating ideas, stories and emotions through the medium of dance - experimenting with different movements and steps - interpreting sound and music and expressing interpretation through movement - engaging with the critical appraisal process and critical self-analysis to develop and improve own performance - seeking opportunities for diversification, applying cross-discipline application of performance skills - planning, mapping and managing the creative process, from the forming of ideas and influences to staffing, resourcing, creating, marketing and performing - developing the skills and movement vocabulary to enhance the creative form.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of dance, this could include: - the production stages for a dance performance - practices and conventions specific to the form of performance and also those common to performing - equipment such as lighting, sound recording and projection - the issues relating to the use of existing material (music recording, and choreographic copyright), content issues such as appropriate language and design, issues relating to the representation of individuals, groups or themes. - developing a dance performance.	**In the context of dance, this could include:** - principles behind dance technique and application, eg steps, moves, jumps, and the practice of choreography - skills to support personal development and performance, eg artistry, musicality, listening skills, rhythm, timing, agility, fitness, flexibility and body conditioning - the technology and equipment that supports the staging of performances, eg lighting, sound source and amplification, visual projections on screens, etc. - the designing and dressing of the performance space to include masking and stage preparation - the principles and impact of costume design - the scheduling of theatre production from technical get- in, stage calls to practical performance.	**In the context of dance, this could include:** - skills in kinetic communication and expression through movement - skills in choreography - skills and techniques in dance in a variety of dance styles, eg ballet, contemporary, country, disco, European, South East Asian and international styles - skills in musicality, phrasing, rhythm, timing and listening - the principles of dance and performance in the context of other performing arts – music and drama, musical theatre, dance film – and how to incorporate a combination of disciplines where appropriate - developing practical dance performance opportunities.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of dance, this could include: - the shape and nature of the dance industry, including business management, promotion, marketing and recording/notating - time, budget and material resources to support a production or performance - the job roles, progression opportunities and specialised routes in the dance performance sector, including any specific training, qualifications and/or experiences required - seeking opportunities for enterprise and entrepreneurship, eg arts management, promotion events, community arts evenings, creative platforms, practical experience in marketing and publicity, audience development.	**In the context of dance, this could include:** - the job roles and progression routes, including the application of dance as a career - self-promotion and self-management, including how to audition, working for agencies and putting together a portfolio (CV) - the sourcing of career development opportunities including the use of information technologies to advertise, promote and find auditions - the skills and activities to engage in enterprise, eg planning and organisational skills in putting on a show, and ways in which to promote the show to sell tickets - developing the marketing strategy, generating publicity, liaise with venues, creating a technical rider and scheduling a tour.	**In the context of dance, this could include:** - the economic force of the dance performance sector - the different opportunities and environments within the sector, eg public, private, independent and commercial practices - the demanding nature of employment in the sector and the skills and approaches required to seek employment - skills in self-management and finance management, to support self-employment and development.

Level 1: Graphic design	Level 2: Graphic design	Level 3: Graphic design
T1 - CREATIVITY IN CONTEXT **In the context of graphic design, this could include:** - traditional approaches to and use of graphic design - the broad and diverse range of design disciplines in which graphic design can be applied, eg interior design, architectural design, website design, computer games design and advertising art direction - appreciation of design principles and how they apply to graphic design, eg use of colour to attract attention, use of line to appeal to the eye.	**T1 - CREATIVITY IN CONTEXT** **In the context of graphic design, this could include:** - the historical trends and current styles in graphic design - a diverse range of social and cultural influences on graphic design styles and techniques, including European and international influences - a diverse range of graphic designers working in a variety of contexts, eg print media, digital media, illustration - a range of design principles and their creative application in examples of products that incorporate graphic design.	**T1 - CREATIVITY IN CONTEXT** **In the context of graphic design, this could include:** - the historical and current trends and styles in the visual arts and other creative disciplines - how graphic design relates to other design disciplines and its many cross-discipline applications, eg computer games design, set design for film, architectural design and interior design - the issues relating to representation and diversity in relation to images and messages conveyed in communication and graphic design products.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of graphic design, this could include: - sketching design ideas and experimenting with forms, techniques and materials - verbal communication of ideas, including negotiating and explaining approach - researching for influences, references and resources in order to further develop ideas - review the development of ideas and evaluate the ideas and work of others against the criteria of a shared design brief.	**In the context of graphic design, this could include:** - confidence and ability in idea generation , exploration and experimentation - the ability to offer a range of design solutions to a set brief - skills in researching images, forms and concepts to influence imaginative design solutions - identifying problems and seeking creative solutions - exploring a range of approaches, applying a variety of design principles and evaluating the different outcomes against the original brief.	**In the context of graphic design, this could include:** - brainstorming and developing ideas in order to find design solutions that meet the set brief - sharing ideas with others in order to collaborate and further develop own ideas - develop creative design solutions that communicate clearly the intended message or information - developing links with other design disciplines to support idea development, eg architectural design, interior design and fashion design.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of graphic design, this could include: - the principles of design in relation to graphic design, eg use of colour, line, form, perspective, composition and choice of materials - using a range of equipment, including IT software applications to manipulate and create design ideas - the importance of team building, collaborative working and effective communication - researching for idea development and choice of materials - basic production stages in relation to graphic design.	**In the context of graphic design, this could include:** - a broad range of contexts to which graphic design can be applied. - basic skills to support graphic design, eg hand drawing, use of colour, composition, line, image and typography - a basic understanding of photography and techniques in digital image manipulation - how to experiment with and develop design ideas into graphic design products, using a range of materials and technologies, including new technologies - taking into account legal considerations such as intellectual property and copyright, and ethical considerations such as representation within design forms - skills in research, planning and drafting to inform idea development.	**In the context of graphic design, this could include:** - the broad application of product design, eg packaging, advertising, publishing, corporate branding and image design, on-screen graphics, computer games design, illustration - drawing skills, including line drawing and technical drawing - how to produce and present preparation materials and draft visuals to demonstrate design ideas - the principles behind photography and digital image manipulation - design principles, including composition, balance, use of colour, use of mixed media, use of images and/or typography - a broad range of materials, techniques and processes to achieve design idea, eg printmaking, ink, paint, wax, digital imaging, IT and reproduction techniques - research for resources, references and design ideas - how to provide clear production and print instructions, eg font size, typeface, colours and paper quality - innovative application of graphic design to other design disciplines where appropriate, eg interior design and architectural design.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of graphic design, this could include: - the job roles, employment opportunities and typical progression routes into product design - the wider application of design beyond the 'creative', eg in supporting businesses and customer service - seeking opportunities for enterprise and entrepreneurship, eg diversifying in the application of design ideas, entering a competition, exploring local business and community needs in relation to design solutions.	**In the context of graphic design, this could include:** - working creatively within specific constraints imposed by the project brief and client needs - the job roles and applications of graphic design, including the basic skills required - how to organise and present work to others and to pitch design ideas - the realities of the design profession, eg the high level of skills required to succeed, the broad range of skills required, including IT and English, the difficulties of breaking into the industry and the established progression routes available - the importance of trend and market awareness.	**In the context of graphic design, this could include:** - the material costs and time limits and their impact on the design process and product - a broad range of job roles and applications of graphic design, including its application in other disciplines and sectors - the links between graphic design and the principles behind visual marketing and promotion - the range of skills and knowledge required to work in graphic design, including the relevant IT skills and applications

Level 1: Product Design	Level 2: Product Design	Level 3: Product Design
T1 - CREATIVITY IN CONTEXT **In the context of product design, this could include:** - traditional approaches to product design - the broad and diverse range of design disciplines in which product design can be applied, eg interior design, architectural design, website design, fashion design and advertising art direction - appreciation of design principles and how they apply to product design, eg use of colour to attract attention, use of line to appeal to the eye.	**T1 - CREATIVITY IN CONTEXT** **In the context of product design, this could include:** - how and where product design is applied, eg furniture design, packaging, automotive design - the historical development of product design and how it relates to current practice - how new technologies impact on contemporary product design - a range of design principles and their creative application in a range of products.	**T1 - CREATIVITY IN CONTEXT** **In the context of product design, this could include:** - environmental issues and sustainability in the use, sourcing and recycling of raw materials - the historical context of product design, in the context of trends, cultural movements and technological developments - the cultural and social impact of product design and where influences are drawn from - how product relates to other design disciplines and its many cross-discipline applications, eg computer games design, set design for film, architectural design and interior design.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of product design, this could include: - sketching design ideas and experimenting with forms, techniques and materials - verbal communication of ideas, including negotiating and explaining approach - researching for influences, references and resources in order to further develop ideas - review the development of ideas and evaluate the ideas and work of others against the criteria of a shared design brief.	**In the context of product design, this could include:** - use of scrap books and mood boards to explore and experiment with a range of possibilities before fixing on a final design - collaborating on and negotiating design solutions to a given brief - consideration of the practicalities of a design idea - identifying problems and seeking creative solutions - exploring a range of approaches, applying a variety of design principles and evaluating the different outcomes against the original brief.	**In the context of product design, this could include:** - brainstorming and developing ideas in order to find design solutions that meet the set brief - sharing ideas with others in order to collaborate and further develop own ideas - balance and combine technical, practical and scientific knowledge and ability with creative ideas - developing links with other design disciplines to support idea development, eg architectural design, interior design, fashion design.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**
In the context of product design, this could include: - the principles of design in the context of product design, eg use of colour, line, form, perspective, composition and choice of materials - using a range of equipment, including IT software applications to manipulate and create design ideas - the importance of team building, collaborative working and effective communication - researching for idea development and choice of materials - basic production stages in relation to product design.	**In the context of product design, this could include:** - a rang of materials, technologies and techniques, including IT software and new technologies - skills in hand drawing, sketching, model making and use of colour - cross-discipline application of product design practice, eg interior design, installation and architectural design - taking into account legal considerations such as intellectual property and copyright, and ethical considerations such as representation within design forms - skills in research, planning and drafting to inform idea development.	**In the context of product design, this could include:** - the range of materials that can be used to make the product and the characteristics or qualities of different materials, in order to incorporate appropriate materials in the final design - use of a broad range of materials, techniques and processes to achieve design idea , eg printmaking, ink, paint, wax, digital imaging, IT and reproduction techniques - how to produce roughs and design sketches to illustrate design ideas - use of appropriate IT software to produce design illustrations, including CAD, and Photoshop - making samples or 3D models to illustrate design ideas - innovative application of product design to other design principles where appropriate, eg interior design and architectural design.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of product design, this could include: - the job roles, employment opportunities and typical progression routes into employment in product design - the wider application of design beyond the 'creative', eg in supporting businesses and customer service - seeking opportunities for enterprise and entrepreneurship, eg diversifying in the application of design ideas, entering a competition, exploring local business and community needs in relation to design solutions.	**In the context of product design, this could include:** - organisational and logistical skills when following the production process - the breadth of job roles and disciplines/sectors to which product design applies - how to pitch an idea, negotiate a final plan and promote a design solution - the realities of the design profession, eg the high level of skills required to succeed, the broad range of skills required, including IT and English, the difficulties of breaking into the industry and the established progression routes available - the importance of trend and market awareness.	**In the context of product design, this could include:** - the market trends, know-how to research them and how to incorporate them into design ideas - skills in project and budget management, while working to tight deadlines and budgetary constraints - communication skills, including negotiation and promotion of design ideas - skills, training and resources required to become a freelance product designer.

Level 1: Fashion and Textiles	Level 2: Fashion and Textiles	Level 3: Fashion
T1 - CREATIVITY IN CONTEXT **In the context of fashion and textiles , this could include:** - the links between culture and fashion, eg traditional dress and changing fashions - the links between fashion and society, eg changing trends, creating an image, fashion magazines - basic introduction to the fashion and textile industries and how they relate to each other.	**T1 - CREATIVITY IN CONTEXT** **In the context of fashion and textiles, this could include:** - the cultural context of fashion design, including traditional dress and fashion trends - the social context of the fashion industry and its impact on audiences, in terms of trends, promotion of body image, and the consumer market - the issue of representation and the impact of the media in fashion design, eg multicultural fashions and positive body image - environmental issues relating to fashion and textiles, eg sourcing materials, fair trade, use of renewable and recyclable materials.	**T1 - CREATIVITY IN CONTEXT** **In the context of fashion, this could include:** - the sensitive issues around representation and the impact on audiences, eg portrayal of image/ body weight and media influences, within both the current and historical perspective - the social and cultural context of the fashion industry by asking 'What is fashion?' and 'Who decides on fashion?' - the social and economic impact of fashion - the changing fashions over time and their iconic reference to an age, eg flares and the 70s - different fashions and dress in the context of other cultures and traditions - the work of a diverse range of designers and their contribution to the fashion industry over time - the scope of fashion design – to include footwear design and accessory design.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of fashion and textiles, this could include: - experimenting with ideas, trying out different approaches to develop ideas in different ways - experimenting with colour, texture, materials and fabrics.	In the context of fashion and textiles, this could include**:** - skills in experimenting with and exploring ideas, presenting them both visually and verbally to an audience - use of imagination and innovation in approach to design ideas - the flexibility to adapt ideas as problems arise or alterations need to be made - drawing on a variety of resources to stimulate and influence ideas.	In the context of fashion, this could include: - how to source ideas, references and resources - creating mood boards to develop, explore and experiment with ideas - experimenting with a range of materials and objects in order to produce innovative designs - formal elements of colour, pattern, texture, line etc. for creative effect.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of fashion and textiles, this could include: - the basic process of fashion and textiles design and production for menswear, womenswear and accessories - basic skills in hand stitching and machine sewing - appropriate use of different types of materials, fabrics and objects - consideration of use of colour, fabric and design to suit the purpose and product requirements.	**In the context of fashion and textiles, this could include:** - the processes of fashion, textiles and footwear design and production, including womenswear, menswear, childrenswear, knitwear, accessories, and tailoring - the application of basic skills and techniques in garment construction, including pattern cutting, hand stitching and machine sewing - the range of materials, fibres and yarns that can be used in textile, garment, footwear, knitwear and accessory production - the sourcing of materials, fibres and yarns used in the above design and production processes - the creative principles, including choice of material, use of colour and line, attention to detail - the use of a range of tools and equipment including new technologies and traditional methods in order to produce designs, swatches, samples and full pieces.	**In the context of fashion, this could include:** - the relevant design principles, including balance and composition, colour and shape - skills in sketching techniques, line, space and figure drawing, fashion illustration and technical production drawings - how to interpret drawings and relate size to drawings - graphic design principles in the context of logo design and sewing tags - seasonal awareness, in terms of trends, cycles, forecasting and trade shows - skills in sewing, embroidery, hand stitching and knitting, including stitch techniques and stitch design - skills in pattern making, cutting and joining - making a range of complex garments and/or models of footwear design - skills in using design software and applications, eg CAD/CAM, Photoshop and Adobe - knowledge of different sizing/grading used by different producers - skills in proficient use of machinery and materials, including sewing machine, blocks and patterns.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of fashion and textiles, this could include: - introduction to the fashion and textiles industries, including types of job roles, employment opportunities and typical progression routes into employment - the transferable skills that support employability in fashion and textiles, eg attention to detail, book keeping and recording keeping, communication skills and meeting deadlines - introduction to the business and commercial context of the fashion and textiles industries, including marketing, competition and sales trends.	**In the context of fashion and textiles, this could include:** - meeting customer design briefs within available resources, including budgetary, time and materials - the job roles and progression routes into a broad range of fashion, textile and/or footwear design-related industries - basic office skills including report writing, record keeping and book keeping - understanding of what makes a garment / product commercial - the purpose and impact of price points - the importance of understanding your market and how to target it.	**In the context of fashion, this could include:** - how to conduct market analysis and the importance of trend predictions, brands and price points - consideration of diverse markets, eg mass markets, niche market, foreign and couture - the importance of creating margins, price points and mark-ups and how to design to price points - international trade and supply issues, including imports and exports, customs, lead times for international supply - the global market place and the impact on the fashion design and footwear design processes and practice - skills in budget management, financial planning, costing, book keeping and an awareness of the exchange rate mechanisms - cost implications and measures in cost effectiveness, such as best use of fabric, sourcing materials, time constraints.

Level 1: Fashion and Textiles	Level 2: Fashion and Textiles	Level 3: Textiles
T1 - CREATIVITY IN CONTEXT	**T1 - CREATIVITY IN CONTEXT**	**T1 - CREATIVITY IN CONTEXT**
In the context of fashion and textiles, this could include: - the links between culture and fashion, eg traditional dress and changing fashions - the links between fashion and society eg changing trends, creating an image, fashion magazines - basic introduction to the fashion and textile industries and how they relate to each other.	**In the context of fashion and textiles, this could include:** - the cultural context of fashion design, including traditional dress and fashion trends - the social context of the fashion industry and its impact on audiences, in terms of trends, promotion of body image, and the consumer market - the issue of representation and the impact of the media in fashion design, eg multicultural fashions and positive body image.	**In the context of textiles, this could include:** - the development over time of pattern development and how some styles can be iconic of an age, eg art deco and the 1920s - the influence of other design disciplines on textile design - cultural and traditional designs, including those from other parts of the world - how emerging technologies have altered the process and practice of textile design, including printing on fabric, weaving fabrics and the use of new man-made fibres.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of fashion and textiles, this could include: - experimenting with ideas, trying out different approaches to develop ideas in different ways - experimenting with colour, texture, materials and fabrics.	**In the context of fashion and textiles, this could include:** - skills in experimenting with and exploring ideas, presenting them both visually and verbally to an audience - use of imagination and innovation in approach to design ideas - the flexibility to adapt ideas as problems arise or alterations need to be made.	**In the context of textiles, this could include:** - how to source ideas, references and resources - creating mood boards to develop, explore and experiment with ideas - experimenting with a range of materials and objects in order to produce innovative designs - how to mix and apply colour for creative effect and how to use colourways/colour combinations.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of fashion and textiles, this could include: - the basic process of fashion and textiles design and production for menswear, womenswear and accessories - basic skills in hand stitching and machine sewing - appropriate use of different types of materials, fabrics and objects - consideration of use of colour, fabric and design to suit the purpose and product requirements.	**In the context of fashion and textiles, this could include:** - the processes of fashion, textiles and footwear design and production, including womenswear, menswear, childrenswear, knitwear, accessories, tailoring - the application of basic skills and techniques in garment construction, including pattern cutting, hand stitching and machine sewing - the range of materials, fibres and yarns that can be used in textile, garment, footwear, knitwear and accessory production - the sourcing of materials, fibres and yarns used in the above design and production processes - the creative principles, including choice of material, use of colour and line, attention to detail - the use of a range of tools and equipment , including new technologies and traditional methods in order to produce designs, swatches, samples and full pieces.	**In the context of textiles, this could include:** - the links between the processes of textile design, manufacture, supply and retail - the use of technical products, materials and chemicals, adhering to safe working practices - the behaviour of fibres, fabrics and yarns, including colour fastness, fibre construction of natural and man-made materials, shrinkage and other fibre properties - the principles of printing, weaving, felting, knitting and sewing, and skills in applying these techniques - skills in hand drawing and the use and application of colour - skills in pattern printing on textiles, dying textiles - skills in using design software and applications, eg CAD/CAM, Photoshop and Adobe - how to source sample fabrics, fibres, yarns

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of fashion and textiles, this could include: - introduction to the fashion and textiles industries, including types of job roles, employment opportunities and typical progression routes into employment - the transferable skills that support employability in fashion and textiles industries – attention to detail, book keeping and recording keeping, communication skills and meeting deadlines - introduction to the business and commercial context of the fashion and textiles industries, including marketing, competition and sales trends.	**In the context of fashion and textiles, this could include:** - meeting customer design briefs within available resources, including budgetary, time and materials - the job roles and progression routes into a broad range of fashion, textile and/or footwear design-related industries - basic office skills including report writing, record keeping and book keeping - understanding of what makes a garment/product commercial - the purpose and impact of price points - the importance of understanding your market and how to target it.	**In the context of textiles, this could include:** - international trade and supply issues, including imports and exports, customs and lead times for international supply - the typical end uses for materials and fabrics - skills in budget management, financial planning, costing, book keeping and an awareness of the exchange rate mechanisms.

Level 1: Advertising	Level 2: Advertising	Level 3: Advertising
T1 - CREATIVITY IN CONTEXT **In the context of advertising, this could include:** - how advertising has changed over time - the social and cultural impact of advertising in terms of the effect on audiences and how they respond - the different uses of advertising and the different formats used.	**T1 - CREATIVITY IN CONTEXT** **In the context of advertising, this could include:** - the role of advertising and how it contributes to our society - the impact of advertising on audiences/consumers, considering how and why advertising has an impact and why it sometimes doesn't - the historical developments of advertising and the current media platforms and communication approaches - the issues of representation and diversity, in terms of the portrayal of people and groups and the messages communicated by the way that they are portrayed - the role and impact of brands - the range of issues that advertising can address, eg awareness, usage, perception - the impact of government sponsored advertising.	**T1 - CREATIVITY IN CONTEXT** **In the context of advertising, this could include:** - the historical development of advertising and the range of its applications - the historical development of brands and the role of advertising in creating brand personalities - the cultural and social importance and impact of advertising on the consumer market - the context of media and the impact the changing media landscape is having on advertising - the importance of media and creative convergence - the impact on audience and audience behaviour, eg in relation to consumerism, social messaging and response to persuasion - the importance of representation and diversity within adverts and in the advertising industry - the impact of social issues on advertising - the impact of advertising on politics.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of advertising, this could include: - different ways of communications a message, using images, words, sound and music - understanding how to develop an idea to suit a range of audiences - using different methods to advertise a variety of different products or messages - investigating examples of advertisements, logos, brands and slogans to stimulate ideas.	**In the context of advertising, this could include:** - appreciating what an idea is and where ideas come from - exploring and experimenting with creative and imaginative ideas, developing a range of solutions to a set brief - research resources, influences and design ideas - how to adapt ideas to meet requirements of a brief and to reach the target audience - how to give, receive and respond to feedback on ideas - developing stimulus materials for researching ideas.	**In the context of advertising, this could include:** - exploring and experimenting with a range of ideas in order to reach one that is most effective - devising innovative ideas and solutions - communicating creative ideas to others, including those that will take them forward into production - skills in communication, including negotiation, persuasion, explanation and self-promotion - exposure to examples of research findings and how they influence the effectiveness of an idea - how to evaluate the appropriateness of different ideas to different brands - how consumer insight can stimulate idea generation.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of advertising, this could include: - why advertising is important from a business and enterprise perspective - the generic skills that are central to advertising and that would support employability in the sector - the job roles, employment opportunities and typical progression routes into advertising - enterprising opportunities that incorporate advertising to achieve success.	**In the context of advertising, this could include:** - how to execute ideas - the creative principles, eg communicating a clear message, reaching the target audience - the creative techniques to achieve impact and engagement - how different media affect idea execution and impact or engagement - the relevant considerations and constraints, including copyright, Ofcom and the Advertising Standards Authority codes and regulations - the importance of attention to detail and project management skills - how to execute ideas, eg choosing a photographer, commercial director, casting.	**In the context of advertising, this could include:** - developing ideas that communicate a clear message to support an advertising campaign - adapting ideas to suit the requirements of the campaign, the client brief and the target audience - the impact of different media platforms on the execution of ideas - producing concepts to illustrate ideas - communicating effectively, particularly when giving instructions, presenting a brief, or overseeing the production process - skills in applying different executional techniques and processes.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of advertising, this could include: - why advertising is important from a business and enterprise perspective - the generic skills that are central to advertising and that would support employability in the sector - the job roles, employment opportunities and typical progression routes into advertising - enterprising opportunities that incorporate advertising to achieve success.	**In the context of advertising, this could include:** - the commercial value of ideas - the ability to use creativity to solve problems - basic office skills, including report writing, record keeping, IT office applications, diary management, presenting a budget, organising and running meetings - a range of job roles and platforms, and the skills, education and training required to progress into the sector - how advertising fits into the wider marketing mix, including public relations - how to apply literacy in order to present work to an audience, including pitching original ideas and negotiating - how to apply numeracy to the evaluation of ideas.	**In the context of advertising, this could include:** - responding effectively to a target market and how to appreciate their particular needs - how to work within a strict budget and to tight deadlines, balancing creativity with constraints - the practice of good project management skills and team working skills - the commercial value of ideas and different commercial drivers - the ability to use creativity to solve problems - applying literacy skills in the verbal and written presentation of ideas - applying numeracy skills in the evaluation of ideas and their impact - understanding the value of brand equity - how to evaluate the effectiveness of an idea or the final product.

Level 1: Film and television	Level 2: Film and television	Level 3: Television
T1 - CREATIVITY IN CONTEXT **In the context of film and television, this could include:** - the historical development of the moving image in film and TV programmes - the fact that audiences respond differently to what they see and hear, and how particular responses are elicited - the influence that television programmes can have on peoples lives, eg to travel to certain countries, to eat certain foods, to dress in a particular way, to form certain opinions - the language tools to be able to form and articulate a personal opinion to film and TV programmes - the different uses of film and TV programmes, eg to inform, to persuade, to advertise, to entertain.	**T1 - CREATIVITY IN CONTEXT** **In the context of Film and television, this could include:** - the history of film and television and the development of genres and styles of moving image texts - the history, function and impact of public service broadcasting - issues relating to diversity and cultural contexts, explored through the study of a diverse range of films, including European and international films - different ways audiences can respond and how film and TV seeks to elicit particular responses - the issues of representation in film and TV of individuals, minority groups and particular ideas or beliefs - ethical issues, such as censorship, propaganda and audience manipulation - the changing face of TV, in terms of broadband, interactive TV and broadcasting via the internet.	**T1 - CREATIVITY IN CONTEXT** **In the context of television, this could include:** - the current media landscape - the power, including controversial power of television as a medium of communication, in the context of news reporting, censorship, propaganda and access to information - the power, including controversial power, of television as a medium of entertainment , in the home, impact on our culture and society, promotion of role models - issues relating to diversity, equality and representation, on screen, the content makers; impact on the audience - the impact of the Public Charter for Public Service Broadcasting on the industry and on production.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of film and television, this could include: - developing ideas for stories through images - communicating ideas through a storyboard and synopsis - research to support the production processes, including sourcing materials, equipment, cast/voices - critically evaluating own ideas and ideas of others for moving image texts - looking at examples of films and TV programmes to generate and influence creative ideas.	**In the context of film and television, this could include:** - visual and spatial awareness - critical analysis of films and TV programmes, in relation to codes and conventions, genre characteristics, technical devices, impact of sound, lighting, editing and camera technique - a diverse range of forms in film and TV, including factual texts, news and documentary.	**In the context of television, this could include:** - skills in production research, including permissions, risk assessment, casting and content - how to pitch ideas and present a treatment - how to respond to a client brief in a creative way - how to adapt creative ideas to suit the target audience and the client brief - skills in visual and oral communication, through the form of television, the meaning it communicates, the production process - team working skills, taking on a role within a production team - how to respond to criticism.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of film and television, this could include: - introduction to pre-production, production and post-production stages, in the context of industry practice and job roles - basic techniques in the use of lighting, sound, camera shots and angles, and editing techniques - range of equipment, including digital camera, digital video camera, lights and sound recording and mixing equipment - the range of considerations and constraints, eg copyright; intellectual property; representation and health and safety requirements - creative use of sound in film and TV, eg voice over, sound effects and sound track.	**In the context of film and television, this could include:** - technical skills and principles in camera operation, lighting, sound editing and post-production, and editing - creative principles in use of sound, light, camera angle, for creative effect and to communicate meaning - changes to process, practice and audience participation or engagement caused by new technologies and converging platforms - forms and meaning in relation to film language and genre characteristics - evaluation of own work and work of others to assess performance against criteria of health and safety and industry protocols.	**In the context of television, this could include:** - follow pre-production, production and post-production processes, acknowledging the links between the stages and appreciating why each activity contributes to the whole process - considerations and constraints, eg Ofcom, media law, IPR, copyright, permissions, ethical considerations, diversity and representation, Privacy Act and personal rights - principles and techniques, eg shot composition, story telling, audience positioning, programming, writing for the media - new and converging platforms for moving image products, eg interactive TV, broadband, digital, cable, satellite - the significance and impact of emerging technologies, HD, mobile technologies.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of film and television, this could include: - work within time and budget constraints - industry protocols and their importance in the way you work in a production team - the diverse range of job roles, the limited employment opportunities and typical progression routes - seeking opportunities for enterprise and entrepreneurship, eg competitions, local commissions for corporate videos, digital platforms for showcasing content, hosting a film show - awareness of the transferable skills that support employability, eg communication skills, team working, time keeping.	**In the context of film and television, this could include:** - taking on a role of responsibility within a production team - working within imposed constraints, including budget, time, resource and the requirement of the client brief - the broad range of job roles in the film and television industries and the specific skills and knowledge required - the commercial and international context of film and TV production and distribution and the economic contribution of the industry - balancing creativity with business and commercial constraints.	**In the context of television, this could include:** - skills in production finance, including managing a production budget - office skills to support production process, including reporting, speaking on the telephone, completing and filing paperwork, being organised and efficient - the role of Ofcom and its implications on content generation and professional working practices - how to pitch an idea, promote a product and demonstrate confident self-promotion - identifying business and enterprise opportunities offered by television, eg platforms for user generated content; interactive and user interfacing technologies, digital and satellite communication and the global market place - balancing commercial skills with creativity - opportunities for cross-platform exploitation of content.

Level 1: Film and Television	Level 2: Film and Television	Level 3: Film
T1 - CREATIVITY IN CONTEXT	**T1 - CREATIVITY IN CONTEXT**	**T1 - CREATIVITY IN CONTEXT**
In the context of film and television, this could include: - the historical development of the moving image in film and TV programmes - the fact that audiences respond differently to what they see and hear, and how particular responses are elicited - the influence that television programmes can have on peoples lives, eg to travel to certain countries, to eat certain foods, to dress in a particular way, to form certain opinions - the language tools to be able to form and articulate a personal opinion to film and TV programmes - the different uses of film and TV programmes, eg to inform, to persuade, to advertise, to entertain.	**In the context of film and television, this could include:** - the history of film and television and the development of genres and styles of moving image texts - the history, function and impact of Public Service Broadcasting - issues relating to diversity and cultural contexts, explored through the study of a diverse range of films, including European and international films - different ways audiences can respond and how film and TV seeks to elicit particular responses - the issues of representation in film and TV of individuals, minority groups and particular ideas or beliefs - ethical issues, such as censorship, propaganda and audience manipulation - the changing face of TV, in terms of broadband, interactive TV and broadcasting via the internet.	**In the context of film, this could include:** - the history of film and the historical development of film techniques and film theory - art and art history and their relation to traditional and contemporary film production - European and international film, particularly in relation to representation and cultural awareness - the relationship between author and audience and the techniques applied to elicit a range of responses from the audience - the wider application of film across a range of platforms and the impact of emerging technologies on the production, reception and application of film texts - the moral and ethical issues, such as censorship, piracy, propaganda, their impact and function.

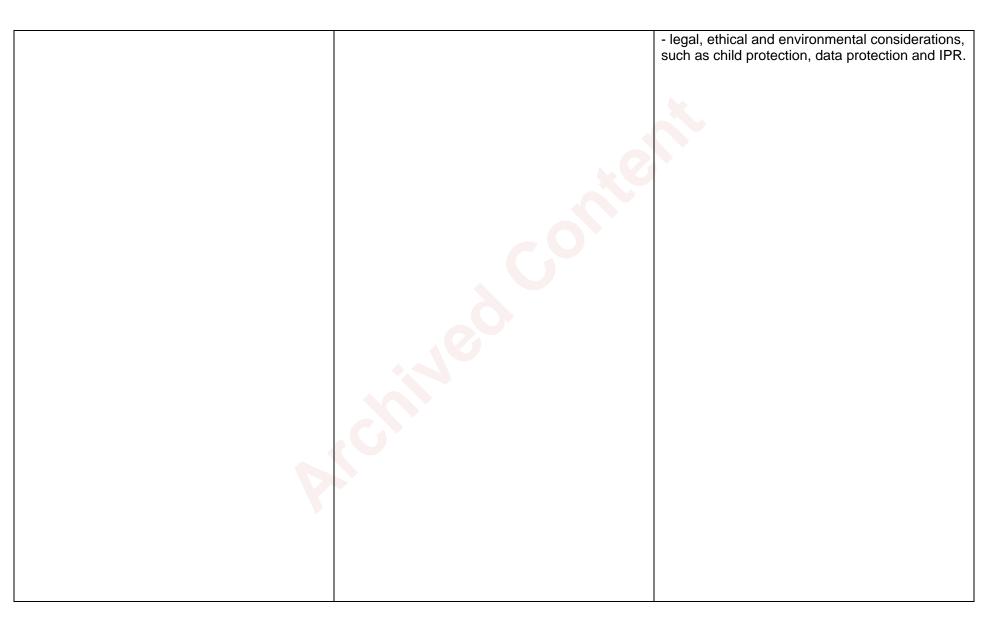| T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of film and television, this could include: - developing ideas for stories through images - communicating ideas through a storyboard and synopsis - research to support the production processes, including sourcing materials, equipment, cast/voices - critically evaluating own ideas and ideas of others for moving image texts - looking at examples of films and TV programmes to generate and influence creative ideas.	**In the context of film and television, this could include:** - visual and spatial awareness - critical analysis of films and TV programmes in relation to codes and conventions, genre characteristics, technical devices, impact of sound, lighting, editing and camera technique - a diverse range of forms in film and TV, including factual texts, news and documentary.	**In the context of film, this could include:** - visual and spatial awareness - flexibility of thought and approach to support collaborative working - critical analysis of film texts and response to codes and conventions employed in their construction - forming and articulating personal interpretations of film texts.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**	**T3 – PRINCIPLES, PROCESSES AND PRACTICE**
In the context of film and television, this could include: - introduction to pre-production, production and post-production stages, in the context of industry practice and job roles - basic techniques in the use of lighting, sound, camera shots and angles and editing techniques - range of equipment, including digital camera, digital video camera, lights and sound recording and mixing equipment - the range of considerations and constraints, eg copyright, intellectual property, representation and health and safety requirements - creative use of sound in film and TV, voice over, sound effects and sound tracks.	**In the context of film and television, this could include:** - technical skills and principles in camera operation, lighting, sound editing and post-production, and editing - creative principles in use of sound, light, camera angle, for creative effect and to communicate meaning - changes to process, practice and audience participation or engagement caused by new technologies and converging platforms - forms and meaning in relation to film language and genre characteristics - evaluation of own work and work of others to assess performance against criteria of health and safety, and industry protocols.	**In the context of film, this could include:** - basic art and design skills - basic technical skills in camera operation, sound recording, lighting set up - creativity in choosing shots, locations, recorded sound, lighting set ups - editing techniques to images and sound to achieve creative effects - narrative structure and the sequencing of shots - critical awareness of the strengths and weaknesses of employing specific genre conventions, exploring their effects through practical application - how function, context and audience can shape the moving image product - skills in negotiating team roles and carrying out own role and responsibilities according to safe working practices and industry protocols - the process and practice of film distribution and exhibition.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	**T4 – CREATIVE BUSINESSES AND ENTERPRISE**	**T4 – CREATIVE BUSINESSES AND ENTERPRISE**
In the context of film and television, this could include: - work within time and budget constraints - industry protocols and their importance in the way you work in a production team - the diverse range of job roles, the limited employment opportunities and typical progression routes - seeking opportunities for enterprise and entrepreneurship, eg competitions, local commissions for corporate videos, digital platforms for showcasing content, hosting a film show - awareness of the transferable skills that support employability, eg communication skills, team working, time keeping.	**In the context of film and television, this could include:** - taking on a role of responsibility within a production team - working within imposed constraints, including budget, time, resource and the requirement of the client brief - the broad range of job roles in the film and television industries and the specific skills and knowledge required - the commercial and international context of film and TV production and distribution and the economic contribution of the industry - balancing creativity with business and commercial constraints.	**In the context of film, this could include:** - skills in IT software applications and computer storage mediums - marketing in the context of film promotion and distribution - job prospects and job grades, including craft and technical grades and the relevant required skills - how to balance commercial skills with creativity.

Level 1: Radio and audio	Level 2: Radio and audio	Level 3: Radio and audio
T1 - CREATIVITY IN CONTEXT **In the context of radio and audio, this could include:** - who listens to the radio and why, and how this has changed over time - different types of radio stations and radio programmes - listening to the radio in the context of a range of cultures, communities and countries.	**T1 - CREATIVITY IN CONTEXT** **In the context of radio and audio, this could include:** - the social and cultural contexts of radio and audio production and consumption, across all sectors including publicly-funded, commercial, community and voluntary - an overview of the historical development of radio in relation to function and consumption, eg as a source of news, as entertainment, supporting international communication - issues relating to representation and diversity, eg in relation to live broadcasting and the regulations on standards, decency and offensive language - range of applications of audio across creative and media production.	**T1 - CREATIVITY IN CONTEXT** **In the context of radio and audio, this could include:** - the historical context of radio broadcasting, in particular, the evolving cultural and social function of radio - the contemporary social functions and impact of radio and audio, across all sectors including publicly funded, commercial, community and voluntary. - representation and diversity issues in relation to radio broadcasting, including Ofcom regulations on appropriate content and the growth of specialist stations - critical appreciation of a diverse range of radio practitioners - understanding changing audience interest, taste and consumption patterns for radio and audio products and services.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of radio and audio, this could include: - how different sounds can suggest meaning or create atmosphere - how sound can contribute to a product ,eg sound track to a computer game, sound effects in a film, commentary to a football match - how to generate or source different sounds - generating creative ideas for radio programmes.	**In the context of radio and audio, this could include:** - how sounds and expression can communicate meaning - adopting a flexible approach, trying out a range of approaches - researching resources for content, eg samples, sound effects, music tracks, questions for interview, information for factual content, news items - awareness of the appropriate style of delivery for different types of content - understanding of different programme genres and audio products - understanding how to adapt content for different platforms, eg podcasts, internet., DVP -understanding the needs of the audience in different sectors and the limit of available resources.	**In the context of radio and audio, this could include:** - adapting ideas and showing flexibility in thought and approach - multi-skilling whilst maintaining attention to detail - adapting an idea into a radio programme or audio product that is creative, engaging and appropriate for the audience - considering how audio content can be adapted across different platforms - thinking and working creatively and calmly under pressure, particularly during live broadcasts - working as part of a team to generate good creative content.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of radio and audio, this could include: - basic skills in recording, mixing and editing sound - knowledge of different types of audio products and files, eg music, speech, sound effect, jingle - basic knowledge of different types of radio programmes and packages - safe working practices for setting up and using equipment and safe storage of recorded material.	**In the context of radio and audio, this could include:** - techniques in recording and mixing sound - basic technical skills in setting up equipment, recording, editing and mixing sound, safe storage of recorded material - legal considerations and regulations for radio broadcasting, including copyright, intellectual property, defamation, offensive content, broadcast licensing, and the work of Ofcom in regulating radio broadcasting - appreciation of the difference between music and speech production in radio and audio products - awareness of the impact of external forces on production processes and practice, eg sponsors in community radio, advertisers in commercial radio, changes in technology, audience consumption trends.	**In the context of radio and audio, this could include:** - the different areas of radio production, eg presenting, programming, audio production, technical support, journalism, sales and marketing - different presentation techniques to engage listeners - basic technical skills, eg recording, mixing, editing - appropriate technical equipment, eg microphones, mixing desk, digital sound recording and editing equipment, IT software applications - research for radio programmes and creating audio products, including sourcing music, sound effects, information for interviews and factual programmes, performers, technicians - the significant impact of emerging technologies and their increasing impact on radio and audio products and services, including DAB, internet broadcasting and podcasting - interview skills – understand how to get the most out of interviewees whilst keeping the interview relevant (to programme and audience) and to schedule

		- legal, ethical and environmental considerations, such as child protection, data protection and IPR.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of radio and audio, this could include: - a basic understanding of job roles and progression opportunities in radio production - different types of radio station. How and why they are different - the importance of advertising and marketing to support business in the radio sector - the generic skills that support employability in the radio sector , eg communication skills, time management, team working.	**In the context of radio and audio, this could include:** - the roles and responsibilities in the radio and audio production process including job opportunities and progression routes - techniques in oral communication, eg clear articulation, expression, projection and adapting speech for purpose and audience - transferable skills such as script writing, sound engineering, logistics and organisational skills, people/team working skills, working under the pressure of time and other constraints - radio and audio in the context of business and enterprise, in terms of advertising, promotion, marketing, sponsorship, diversification - types of radio sector, including public service, commercial and community - awareness of different broadcast platforms for audio content, eg podcast, TV, internet, mobile technology.	**In the context of radio and audio, this could include:** - the types of radio sector and the differences between them, including public service, commercial and community - radio licensing, commercial radio and revenue generation, including sponsorship - legal considerations, including music permissions, rights and royalties, play lists, and obtaining a license for radio broadcasting, IPR - understanding of how to pitch a brief and market a product - understanding budgets/cost of producing content - appreciating the role of individuals as part of a team and how their output impacts on the team and the business - awareness of different job roles and how they contribute to the production process, from idea to production and delivery.

Level 1: Interactive Media	Level 2: Interactive Media	Level 3: Interactive Media
T1 - CREATIVITY IN CONTEXT **In the context of interactive media, this could include:** - the relevant social contexts in which interactive media has a significant impact, eg global communication, home entertainment , audience engagement. - how interactive media texts get audiences to engage and contribute to or control elements of the content - the language tools to be able to form and articulate a personal response to interactive media texts.	**T1 - CREATIVITY IN CONTEXT** **In the context of interactive media, this could include:** - the different platforms and their characteristic functions and interactive features - the current impact on a variety of users of interactive media products and the developing ways in which these users engage with the media - the issues of representation in the context of content and user generated content - shifting patterns of media consumption using case studies, BBC, newspapers, emerging, social networks.	**T1 - CREATIVITY IN CONTEXT** **In the context of interactive media, this could include:** - Understanding contemporary trends, media is now increasingly on demand and networked - Understanding media history and the implications for content of the switch from scheduled media, eg broadcast, to on-demand, eg internet - the rapid growth of the industry, in the context of looking to the future and the potential of emerging technologies and platforms - understanding the implications of interactive content on the social and cultural impact of the media - issues relating to diversity and representation, particularly in the context of the internet and user-generated content - the legal considerations and constraints, eg IPR, copyright, freedom of information, offensive content, illegal file sharing, hacking.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of interactive media, this could include: - how to maximise new technologies to develop innovative and imaginative ideas - the characteristics and function of a range of forms, eg interactive television, digital photography, digital radio, the internet, podcasting, mobile technology - critically evaluating own ideas and ideas of others for creative ways of using interactive forms and technologies - investigating what 'interactive' means and how this can help to develop creative ideas.	**In the context of interactive media, this could include:** - the imaginative development of ideas, incorporating a range of technologies and features to engage audiences - consideration of how interactive features could be applied to other platforms - how to use design principles, sound and movement to engage and stimulate audiences.	**In the context of interactive media, this could include:** - the scope and potential of interactivity and its multi-disciplinary application - understanding the needs of the consumer/ audience, the user experience, and the social context of a product - creation of user scenarios - idea generation, techniques and principles - idea development, analysis, research and evidence - experimenting with platforms and challenging conventions - idea implementation, particularly in gaining support, championing a product and taking initiative - critical appraisal (peer review) and regular feedback loops.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of interactive media, this could include: - the production process for different interactive media products - skills in IT software applications and new technology - basic skills in digital image manipulation - content considerations in relation to legal and ethical constraints, eg intellectual property and copyright - consideration of basic visual design elements, including colour and layout.	**In the context of interactive media, this could include:** - skills and knowledge required to carry out the stages in the production processes - multidisciplinary skills and principles that apply to interactive media, eg design, music, art, graphic art and digital imaging - skills in writing copy for interactive media - use of IT hardware and software to create media forms - use of audio files in interactive media products and services -content considerations of constraints, eg IPR, offensive material, illegal file sharing.	**In the context of interactive media, this could include:** - Interaction Design Principles and its relations to other disciplines, including product design, fine art and craft - User Centred Design (UCD) methodologies - Techniques and the application and manipulation of assets and media, eg sound, digital images, music, animation, video. - project management methodologies - creating and working in project teams - appropriate skills and understanding of relevant IT and software - skills in written and verbal communication, including copy writing, and presentation and pitching.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of interactive media, this could include: - job roles, progression opportunities and the essential skills and knowledge to support progression into the interactive media sector - structure of the industry and ways the cross-discipline application of interactive media is made possible, eg in television, DVDs, computer games, visual arts and mobile technology - seeking opportunities for enterprise and entrepreneurship, eg creating and uploading own content, designing a website to exhibit own work, local competitions.	**In the context of interactive media, this could include:** - how interactive media supports and contributes to business and the economy, eg communication, advertising, promotion and audience engagement - basic skills in report writing, copy writing, accuracy and fluency of written communication - the realities of the industry and the specific skills and knowledge required to support progression into future employment.	**In the context of interactive media, this could include:** - understanding the different functions of the interactive media industry design, production, editorial, sales, marketing - the different commercial drivers for the production of interactive media content - approaches to audience and content research in order to identify trends in consumption - the realities of the industry, in particular the progression routes and employment opportunities - the importance of enterprise in a highly competitive industry - demonstrating what you know and are able to do via a portfolio and practical demonstration - knowledge of the value chain and of different business models, eg agencies, consultancies, production companies, corporate divisions - networking – importance of real and virtual networks for career and business development - building and maintaining client relationships - technical and creative specification and scoping of projects and products in response to a client - project budgeting and cost control

		- enterprise budgeting, running a business, eg finance, HR, operations, insurance
		- corporate social responsibility.

Level 1: Animation	Level 2: Animation	Level 3: Animation
T1 - CREATIVITY IN CONTEXT **In the context of animation, this could include:** - the relevant cultural contexts in which animation has an impact, eg children's entertainment, general entertainment, advertising - the language tools to be able to form and articulate a personal response to animation - historical examples of animation and investigation of how animation styles have developed over time.	**T1 - CREATIVITY IN CONTEXT** **In the context of animation, this could include:** - the historical development of animation techniques and forms - the wider application of animation in other disciplines - the social and cultural context, in terms of entertainment, art forms and personal expression through animation - the work of a diverse range of animators and animation styles, appreciating the differences in style, approach and effect.	**T1 - CREATIVITY IN CONTEXT** **In the context of 2D and 3D animation, this could include:** - the historical development of animation and of a diverse range of practitioners that have influenced or contributed to the development - how new technologies have altered animation techniques and practices - cross-sector and multi-disciplinary applications of animation and appreciate its impact on the product and audience, eg music videos, computer games, film, commercials - impact of animation on social and cultural languages and visual expression.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of animation, this could include: - evaluate own ideas and ideas of others for creative ways of using animation for a range of audience and purpose -investigating examples of animation to stimulate and influence idea development - experimenting with styles and techniques to develop original ideas.	**In the context of animation, this could include:** - the use of a mood board to demonstrate idea development, references, sources of inspiration and the decision making process - evaluation of own work and the work of others, offering and responding positively to constructive criticism - ways of using sound, movement, colour and sequence to communicate meaning and create form.	**In the context of 2D and 3D animation, this could include:** - critical analysis of the work of a diverse range of practitioners to appreciate a range of techniques, principles and approaches - originating and refining work with an attention to detail - producing a mood board to demonstrate idea development with a range of initial drawings and sketches, digital images - explain work and the development and decision making process behind final ideas - reviewing the work of others in a constructive way and responding positively to constructive feedback on their own work.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of animation, this could include:	**In the context of animation, this could include:**	**In the context of animation, this could include:**
- basic skills in hand drawing and sketching	- skills in drawing, use of colour, line and form	- principles behind observational and anatomical drawing
- basic skills in digital image manipulation	- telling a story using a sequence of images and sound	- use of a range of IT software applications
- how to construct a narrative	- creating a storyboard	- why it is important to be able to tell a story and structure a narrative
- skills in telling a story using images	- the types of animation	- techniques in story telling through images and sound
- basic animation techniques in 2D and 3D animation	- skills in creating 3D models	- a knowledge of film literacy, eg shot composition, lighting, camera angles, shot sequences, use of sound and sound effects
- the key production stages involved in creating animated sequences or films.	- basic film literacy, eg camera shots and angles, the sequence of camera shots, the use of sound and lighting effects	- a range of animation forms and the basic principles and techniques behind their production
	- use of audio and music as part of an animation sequence	- basic art and design skills, with an appreciation of why they are fundamental to the process, eg life drawing, sketching, use of colour, perspective and composition
	- content considerations including legal and ethical constraints, intellectual property rights, copyright and representation	- basic skills in photography and digital image manipulation
	- production stages and how they relate to each other.	- chronology of the processes involved in animation production
		- skills in recording, mixing and editing sound and music.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of animation, this could include: - job roles, progression opportunities and the essential skills and knowledge to support progression into the animation industry - structure of the industry and opportunities for cross-discipline application of animation, eg in film, television, computer games, visual arts, music videos and advertising - seeking opportunities for enterprise and entrepreneurship, eg entering a local competition; filming and uploading short animation on the internet.	**In the context of animation, this could include:** - the realities of the industry and the specific skills and knowledge required to support progression into future employment - realities of working conditions, including working in a pressurised environment within tight deadlines - the importance of cross-discipline and generic skills, eg drawing, telling a story and using colour - how to present and promote ideas and products to support business and enterprise - how to compile and present a show reel of own work.	**In the context of animation, this could include:** - the realities of the industry, in particular the progression routes and employment opportunities - the importance of enterprise in a highly competitive industry - demonstrating what you know and are able to do via a show reel of work and practical demonstration - typical funding streams for animation production, including co-production, grants, merchandising and licensing - impact of a competitive marketplace on supply and demand, leading to shifts in production.

Level 1: Computer Games	Level 2: Computer Games	Level 3: Computer Games
T1 - CREATIVITY IN CONTEXT **In the context of computer games, this could include:** - the relevant social contexts in which it has a significant impact, eg home entertainment, audience engagement, education and age certification - the language tools to be able to form and articulate a personal response to digital and interactive media texts - the historical development of computer games - the global context of the games industry.	**T1 - CREATIVITY IN CONTEXT** **In the context of computer games, this could include:** - the historical development of computer games and the impact of developments in technology on its growth in the market - the different impacts of computer games on a wide range of different audiences - how different audiences engage with different platforms, eg mobile, online, PC and console - critical evaluation of a range of computer games, in terms of their function, game play, interactivity and level of engagement - viewing the games industry within the context of the entertainment industry.	**T1 - CREATIVITY IN CONTEXT** **In the context of computer games, this could include:** - critical response to a range of computer games, in terms of quality of graphics, functionality and game play - critical analysis of games to determine how they are constructed - the significance and function of computer games in a socio-cultural context - why players like playing computer games - diversity issues in relation to gender stereotypes and visual representation of individuals or groups - the growth of the games industry and the consequent impact on audiences - the impact of emerging technologies on the quality, function and scope of computer games – the potential for use of games with other platforms and other types of media.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of computer games, this could include: - how to maximise new technologies to develop innovative and imaginative ideas - what game play is and how to build it into the development of ideas - exploring creative ideas to develop characters, settings and plot.	**In the context of computer games, this could include:** - the use of a mood board to demonstrate idea development, references, sources of inspiration and the decision making process - evaluation of own work and the work of others, offering and responding positively to constructive criticism - ways of using sound, movement, colour and sequence to communicate meaning and create form.	**In the context of computer games, this could include:** - originating and refining work with an attention to detail - drawing from a diverse range of resources and reference material - producing a mood board to demonstrate idea development with a range of initial drawings and sketches, digital images - explaining work and the development and decision making process behind final ideas - reviewing the work of others in a constructive way and responding positively to constructive feedback on their own work - the interpretation of existing properties, film, TV, books and other IPs (using case studies) - dealing with briefs, and demonstrating creativity within constraints.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of computer games, this could include: - the basic stages in the design, development and production process - skills in IT software applications and new technology - basic skills in digital image manipulation - development of character and scenery through visual design - hand drawing - storytelling.	**In the context of computer games, this could include:** - the game production cycle and the dependencies created by the production workflow - the disciplines involved in games development, including programming, art and design, and quality assurance testing - the links between game design, game development and game publishing, and how the links operate in practice - observational drawing, anatomical drawing, line drawing and sketching - basic design skills and principles, eg use of colour, composition, environment and spatial awareness, perspective - use of technology and IT software to create forms, generate content, apply sound and music, and manipulate images.	**In the context of computer games, this could include:** - the technical skills involved in asset creation - the convergence of skill sets between computer games artist and digital post production artists in film and TV - observational and anatomical drawing - skills in 3D modelling to support idea development and realisation - principles and techniques in photography, cinematography, storytelling through images, visual literacy, visual design - principles in character development including, visual appearance, behaviour, abilities and personality - theory behind computer games programming and accessible programming languages - technical equipment and processes, eg software engines, control method, interface design and digital image manipulation - design and application of sound and music.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of computer games, this could include: - job roles, progression opportunities and the essential skills and knowledge to support progression into the games industry - structure of the industry and how the parts of the industry relate to each other, eg games design, publication and distribution - seeking opportunities for enterprise and entrepreneurship, eg creating own content, designing a website to exhibit own work, local competitions.	**In the context of computer games, this could include:** - the business and commercial realities of the industry - the specific skills and knowledge required to support progression into future employment - the importance of cross-discipline and generic skills, eg telling a story and using colour - the importance of high level discipline specific skills, eg maths, physics, drawing and IT - how to present and promote ideas and products to support business and enterprise - the supply chain, understanding how games get from the developer to the shelf.	**In the context of computer games, this could include:** - demonstrating what you know and are able to do via a portfolio and practical demonstration - the range of job roles and disciplines in development, including game programmer/engineer, game artist, game designer, QA tester, producer and administration, audio designer - the range of job roles in non-development positions/corporate functions, sales, marketing, PR, HR, operations - the personal skills and qualities that are valued in the game business, eg the ability to take criticism and make changes willingly, respect for the roles and responsibilities of colleagues, a thorough and methodical approach to work, attention to detail, accuracy, enthusiasm - the games industry in an international context, including international games publishers and design studios - the importance of enterprise in a highly competitive industry - project budgeting and cost control - enterprise budgeting, running a business, eg finance, human resources, operations, insurance - understanding the size of the market in terms of sales, GDP - understanding the challenges of transition, (hardware

		cycles case studies)
		- ability to understand and assess risks – licensed IP vs original
		- knowledge of the corporate responsibilities of companies.

Level 1: Photo Imaging	Level 2: Photo Imaging	Level 3: Photo Imaging
T1 - CREATIVITY IN CONTEXT **In the context of photo imaging, this could include:** - how photographs and photographic equipment has changed over time - how photographs can have a historical, social and cultural impact, eg recording events, historical evidence, reporting news - an investigation of the work of different photographers.	**T1 - CREATIVITY IN CONTEXT** **In the context of photo imaging, this could include:** - historical development of photography and photographic processes - the impact of photography on history, as a method of recording and reporting events and as a form of historical evidence - the work of a range of photographers and their characteristic style - representation in the context of how individuals and groups are represented in photographic images.	**T1 - CREATIVITY IN CONTEXT** **In the context of photo imaging, this could include:** - the influence and impact of photography, eg photo journalism, press photography and the value placed on personal photos as memorabilia - the historical development of photographic processes and the contemporary techniques and applications of digital photo imaging - the language and appreciation of design principles to be able to engage in critical analysis of photographic images - cross-discipline application of photography, eg news journalism, print media and publishing, advertising, fashion industry, graphic design and web site design.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of photo imaging, this could include: - investigating different types of photographs, eg portrait, landscape, news photography - taking photographs of subject from different angles, with different lighting and composition, to see effects - investigating use of colour, line of perspective in other 2D art forms.	**In the context of photo imaging, this could include:** - experimenting with ideas for photographs, eg angle of shots, point of view, positioning of the subject in the shot, shot composition - challenging traditions by experimenting with techniques in how photos are taken, developed and enhanced.	**In the context of photo imaging, this could include:** - experimenting with equipment, principles and techniques to achieve creative effects - sketching ideas and researching stimulus resources to enhance and inspire idea generation and development - principles behind film and film theory to inform idea development and the appreciation of form - critical analysis of own ideas and of the work of others.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of photo imaging, this could include: - basic principles in framing and taking photographs - basic skills in digital photography and digital image manipulation - understanding basic lighting principles in relation to exposure and colour balance.	**In the context of photo imaging, this could include:** - photographic and design principles, eg composition, lighting, colour and image manipulation - photographic terms and techniques, eg focal distance, aperture, use of lenses, colour filters and flash - process of digital photography, eg image capture, image manipulation and enhancement, digital storage, filing, retrieval, transfer and transmission - legal considerations such as privacy, civil law, trespass and the photography of minors.	**In the context of photo imaging, this could include:** - processes involved in taking a photograph, developing a photograph and digitally enhancing or manipulating a digital photograph - skills in relevant IT software, file management systems and image transfer and transmission systems - skills in sound recording, editing and image projection.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of photo imaging, this could include: - investigating the job roles, employment opportunities and typical progression routes into photo imaging - opportunities for using photo imaging in other disciplines or products, eg advertising, 2D visual art, web design, graphic design, fashion, photography.	**In the context of photo imaging, this could include:** - the wider business context, including photo retail, laboratories, manufacturing of photographic equipment and picture libraries and archives - job roles in the wider context and progression opportunities - how to organise and present work to others, including building and presenting a portfolio of photographic images - exploring activities and opportunities to support enterprise, eg the cross-discipline application of photography, including web design, advertising, print media and 2D visual art.	**In the context of photo imaging, this could include:** - the range of commercial applications of photo imaging and the specific skills, knowledge and understanding required for each - skills in self-promotion and how to exhibit own work, appreciating the skills and opportunities relevant to working as a freelancer - intellectual property rights in relation to the protection of own work and attributing authorship of work of others - identifying enterprise opportunities, eg competitions, portraits for friends and family, local community commissions.

Level 1: Creative writing	Level 2: Creative writing	Level 3: Creative writing
T1 - CREATIVITY IN CONTEXT **In the context of creative writing, this could include:** - investigating different types of creative writing forms - comparing the work of a range of writers, including from different countries and different centuries - exploring creative writing in a variety of contexts, eg film scripts, play scripts, magazines, advertising copy.	**T1 - CREATIVITY IN CONTEXT** **In the context of creative writing, this could include:** - critical response to creative writing, including poetry, prose and drama - the work of a range of writers, poets and dramatists, including those from a diverse range of cultures - how representation is expressed in creative writing and the issues that should be considered, eg equality and diversity in the representation of individuals or groups.	**T1 - CREATIVITY IN CONTEXT** **In the context of creative writing, this could include:** - key movements in fiction, non-fiction and poetry, including the stylistic and thematic characteristics of that period, eg Romantic, Victorian, Modernism, contemporary - how creative writing can communicate a reaction to or a commentary on social, cultural or political issues or themes - examples of creative writing from a diverse range of writers, including those from a variety of other cultures and ethnic backgrounds - the issue of representation and equality in relation to writers and creative writing - how creative writing can be applied to a range of contexts for different purposes, eg in advertising to create a brand identity for a product or service.

T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY	T2 – THINKING AND WORKING CREATIVELY
In the context of creative writing, this could include: - experimenting with words and phrases to achieve creative effects - how meaning is communicated through different forms of creative writing - comparing non-creative texts with creative texts - What makes writing 'creative'?	**In the context of creative writing, this could include:** - techniques in creative and imaginative thinking and expression, eg imagery and language devices - traditional forms in poetry, prose and drama, and ways in which to work with, and to challenge, them - sharing ideas with peers and collaborating on the development of creative ideas.	**In the context of creative writing, this could include:** - exploring ideas, themes and images in imaginative and expressive ways - use of a diverse and creative vocabulary with which to articulate creative ideas - a critical perspective in response to a range of creative writing, including poetry, prose, drama, scripts for radio, film and television, advertising slogans and copy , identifying and analysing technical, thematic and poetic devices - skills in interpretation and the ability to articulate responses using appropriate terminology.

T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE	T3 – PRINCIPLES, PROCESSES AND PRACTICE
In the context of creative writing, this could include: - developing a broader, more varied vocabulary - applying language tools to achieve a creative effect - experimenting with language in a range of forms and for a range of purposes, eg to entertain, to persuade, to describe.	**In the context of creative writing, this could include:** - language tools and devices to help achieve creative effects, eg the use of metaphors, personification, rhythm, rhyme, assonance, vocabulary and sentence structure - the principles associated with creative writing forms, eg poetry, prose and drama, script writing for the media, advertising - legal and ethical constraints, eg intellectual rights, copyright, plagiarism and equality and diversity in representation.	**In the context of creative writing, this could include:** - principles and characteristics of a range of creative writing forms, eg poetry, prose, drama, script writing for film, TV and radio, advertising - language, form and techniques to develop skills in imaginative creative writing - self-development through reading and responding to the work of others, in particular, recognised writers and seminal literary works - written forms to support the process, eg a synopsis to promote an idea for a literary work.

T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE	T4 – CREATIVE BUSINESSES AND ENTERPRISE
In the context of creative writing, this could include: - the job roles, employment opportunities and typical progression routes into creative writing as a career - how creative writing is used in a range of creative and media industries - the impact on business and enterprise of creative written communication.	**In the context of creative writing, this could include:** - the publication process, including the role and activities of publishers - the range of job opportunities and progression routes to becoming a writer - the cross-disciplinary links and applications of writing, eg journalism; script writing for radio, screen writing for film and television.	**In the context of creative writing, this could include:** - the publication process, in terms of writing a synopsis, contacting publishers, preparing first chapters, contractual arrangements - legal considerations and constraints, including plagiarism, copyright and Intellectual property rights - the realities of becoming a writer and the practical steps to becoming published - platforms for sharing work, other than through publication, with a book publisher.