The Sutton Academy

Knowledge Rich Curriculum Plan

Digital Literacy

Year 9

Unit 1: Advanced Programming				
Lesson/Learning Sequence	Intended Knowledge: *Students will know that…*	Tiered Vocabulary	Prior Knowledge: *In order to know this students, need to already know that…*	Assessment
Lesson 1: Warm up	• Students will know how to identify where a variable is in a piece of Python code. • Students will use selection in Python to control the flow of program execution. • Students will understand the indexing of lists in Python. • Students will use code to modify lists in Python. • Students will use the import function to import the date/time module into Python.		• *Students need to already know that the print function is used to display text in Python.* • *Students need to already know that a variable stores a value, such as score.* • *Students need to know the difference between an input and output.*	
Lesson 2: Playlist	• Students will understand how to read the index of a list in python. • Students will know how to use a range of operations on lists in Python: append, remove, index. • Students will know that item numbering in lists begins with 0.		• *Students need to already know that the print function is used to display text in Python.*	
Lesson 3: In a while, crocodile	• Students will understand what is meant by condition in programming. • Students will understand why loops are used in programming. • Students will know how to create a WHILE loop in their code to repeat until a condition is met.		• *Students need to already know that the print function is used to display text in Python.* • *Students need to already know what a loop is in programming.* • *Students need to already know examples of where they have used loops from previous units: Scratch/Flowol.*	
Lesson 4: The famous for	• Students will understand what is meant by selection in programming. • Students will use selection (IF) in their code so that results are printed if a statement is met. • Students will know the difference between a WHILE and FOR loop. • Students will know how to create a FOR loop in their code to repeat until a condition is met.		• *Students need to already know what the operators > < = represent in programming.* • *Students need to already know what iteration means.* • *Students need to already know what a loop is in programming.*	
Lesson 5: Import RANDOM	• Students will understand what the import random function is used for in Python. • Students will know how to use import random function in their programming. • Students will know how to use both iteration and import random to create their own program to guess the chosen colour until correct.		• *Students need to already know how to display a list in Python.* • *Students need to already understand the use of iteration.*	

Unit 1: Advanced Programming				
Lesson/Learning Sequence	Intended Knowledge: *Students will know that…*	Tiered Vocabulary	Prior Knowledge: *In order to know this students, need to already know that…*	Assessment
	• Students will know how to use a count function to calculate the number of vowels in a sentence that has been input by the user.			
Lesson 6: While you guess…	• Students will understand how a variable is used to keep track of counts and sums in programming. • Students will understand on what condition a for or while loop is used. • Students will know how to independently create their own program using a combination of import random, iteration, condition and selection.		• *Students need to already know what a variable is.* • *Students need to already understand the index numbering of lists in Python.*	
Lesson 7: Wrap up	• Students will know how to independently create a program in Python using a range of variables, selection and condition. • Students will know how to remove an item from a list/repeat a loop for a number that the user has set/check if an input is in an existing list.		• *Students need to already know how indenting is structured when programming.* • *Students need to already understand how to structure a list in Python.*	

Unit 2: Digital Manipulation				
Lesson/Learning Sequence	Intended Knowledge: *Students will know that…*	Tiered Vocabulary	Prior Knowledge: *In order to know this students, need to already know that…*	Assessment
Lesson 1: Pre-production	• Students will know what is meant by pre-production documents. • Students will be able to identify the types of pre-production documents used for given scenarios. • Students will be able to design a pre-production document for a given scenario, using the correct features.		• *Students need to already know how to identify a mind map, mood board and storyboard.* • *Students need to already understand what a client is.*	
Lesson 2: Creating digital graphics	• Students will know the difference between bitmap/raster and vector graphics. • Students will be able to identify associated file types to bitmap/raster and vector graphics. • Students will be able to utilise software to create both types of digital graphics.		• *Students need to already be able to identify company logos.*	
Lesson 3: Creating digital video	• Students will know the difference between bitmap/raster and vector graphics. • Students will be able to identify associated file types to bitmap/raster and vector graphics. • Students will be able to utilise software to create both types of digital graphics.		• *Students need to already be able to identify company logos.* • *Students need to already know why logos are used.*	
Lesson 4: Creating digital video	• Students will be able to identify various camera angles and their uses e.g. panning, high angle, low angle, middle shot, close up, long shot, over the shoulder. • Students will be able to identify tools in Adobe Premier Pro to create a video advert - selection, import, text, timeline, layers. • Students will know what is meant by FPS - frames per second.		• *Students need to already know what is meant by a camera angle.* • *Students need to already know the difference between primary and secondary assets.*	
Lesson 5: Planning a product against a client brief	• Students will be able to understand what is the purpose of a client brief - purpose, target audience, requirements, design decisions. • Students will be able to identify suitable pre-production documents to fit a chosen brief. • Students will know how to make design decisions for a product based on it's target audience.		• *Students need to already know the difference between primary and secondary assets.* • *Students need to already know what is meant by the term client.* • *Students need to already know why we plan our products before creating them - pre-production.* • *Students need to already know what is meant by the term target audience.*	

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Lesson/Learning Sequence	Intended Knowledge: *Students will know that…*	Tiered Vocabulary	Prior Knowledge: *In order to know this students, need to already know that…*	Assessment
Lesson 6: Creating a product against a client brief	• Students will be able to independently create a logo based on a client brief. • Students will be able to export their logo using correct file formats. • Students will know the correct size dimensions for creating a logo.		• *Students need to already know the difference between primary and secondary assets.* • *Students need to already understand the purpose of a client brief in terms of purpose, target audience, requirements and design decisions.* • *Students need to already know what is meant by the term target audience.* • *Students need to already know tools used in Adobe Fireworks - Selection, Text, Shape, Magic Wand.*	
Lesson 6: Assessment	•		•	