

Meden School Curriculum Planning							
Subject	Computing	Year Group	8	Sequence No.	MTP 3	Topic	Digital artefacts: CANVA

Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Teachers will need to retrieve and assess the following:</p> <ul style="list-style-type: none"> Students' proficiency with accessing programs and using different interfaces. Students' knowledge and understanding of how adverts engage consumers and persuade them to buy/do things. Students' knowledge and experience of the Media landscape and how newspapers, adverts and videos can manipulate and influence viewers' opinions. Students' ability to save work and 	<p>This unit introduces students to knowledge of branding and how to create digital artefacts through CANVA. Students learn knowledge about how brands and companies create their logos to convey meaning and appeal to target consumers. Students study knowledge of a variety of pre-existing brands for their use of symbolic, technical and linguistic coding and then move onto applying this knowledge to creating their own digital artefacts on CANVA.</p> <p>In CANVA, students learn knowledge of how to:</p> <ul style="list-style-type: none"> create professional looking projects Develop their digital design skills. Develop their digital literacy skills using a well-used software package. How to combine layout, design, editing and colours etc to build a variety of media products. 	<ul style="list-style-type: none"> Students learn about how to respond to an industry style brief and meet the requirements of a client. Students develop language related to image manipulation software which they then use to deconstruct and create media texts e.g. Business cards, adverts, magazine front covers etc. Students are given opportunities to discuss the moral implications involved in image manipulation by analyzing real-world examples of where celebrities have been air-brushed or skin has been lightened for certain effects e.g. Beyoncé. https://www.theguardian.com/media/2008/aug/08/advertising.usa https://www.insider.com/celebrities-photoshopped-edited-pictures-photos-2017-8 Students have a clear understanding of how to upload an image and edit, refine, combine and add to it to create something new. This helps develop students' digital literacy skills. Students are given opportunities to present and review work of peers. They also create their own adverts/media products that they can share with peers.

<p>upload/download images.</p>	<ul style="list-style-type: none">• Specific skills include how to: adjust colours, add and manipulate text for effect, insert images, create layers. <p>Tier three vocabulary</p> <p>Branding Canva Digital artifacts Logos Consumers Symbolic coding Technical coding Linguistic coding</p>	
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