

KEVICC KS3 Curriculum:	Subject: Computing	Key terms and vocabulary.
Year: 7 Term: 4	Topic: Graphics and Animation	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <ul style="list-style-type: none"> <li>• Understand that bitmap images are made up of many individual pixels</li> <li>• Understand that each pixel has one single colour at any one time</li> <li>• Understand that this colour is stored as a series of bits (0s and 1s)</li> <li>• Understand the pros and cons of using bitmap images</li> <li>• Be able to edit bitmap images to create false images</li> <li>• Understand how images can be drawn using vector shapes</li> <li>• Understand the pros and cons of using vector images</li> <li>• Be able to use vector shapes to create a corporate logo</li> <li>• Understand how images can be combined into single graphic product</li> <li>• Understand the importance of planning and design before starting work</li> <li>• Be able to use a range of graphic tools to produce a single graphic product</li> <li>• Understand how to give and receive feedback on graphic products</li> <li>• Be able to use feedback to improve your work</li> <li>• Be able to evaluate a graphic produce against given criteria</li> </ul>		<p><b>Bitmap</b> <b>Pixel</b> <b>Bit</b> <b>Brush</b> <b>Eraser</b> <b>Selection</b> <b>Layer</b> <b>Vector</b> <b>Shape</b> <b>Line</b> <b>Stroke</b> <b>Fill</b> <b>Criteria</b> <b>Design</b> <b>Feedback</b></p> <p>Used in context during lessons and understanding checked in end of unit assessment</p>
<p><b>What prior learning supports understanding of this content?</b></p> <ul style="list-style-type: none"> <li>• Students will have used painting programs before so familiar with some of the tools to be used</li> <li>• Students should be used to peer-review to give and receive feedback</li> </ul>	<p><b>How does this content link to future learning?</b></p> <ul style="list-style-type: none"> <li>• Year 8 lessons on how computers store data, particularly images</li> <li>• Year 8 unit on game making, to use skills to create characters and backgrounds</li> </ul>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <ul style="list-style-type: none"> <li>• Students will be directed to read age-appropriate content from BBC Bitesize pages and other relevant online sources</li> </ul>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <ul style="list-style-type: none"> <li>• Students will write feedback for other students using prompts for scaffolding</li> <li>• Students will write full sentences to evaluate their final graphic product</li> </ul>	
<p><b>Key assessments:</b> <i>How will students review the information learned? How will feedback be seen?</i></p> <ul style="list-style-type: none"> <li>• Students will get short personalised feedback (mainly verbal) on individual tasks</li> <li>• End of unit assessment in penultimate lesson, with final lesson used to give feedback and enable corrections/improvements</li> </ul>		