

**Qualification title: OCR Level 1/2 Cambridge National Certificate in Creative iMedia**

**Units to be taken:**

- 1. Unit R097: Interactive Digital Media**
- 2. Unit R094: Visual Identity and digital graphics**

**Rationale:**

Year 10 students will be able to develop independence and confidence in using skills that would be relevant to the media industry. This qualification will also help them to develop learning and skills that can be used in other life and work situations, such as:

- thinking about situations and deciding what is required to be successful
- exploring different options and choosing the best way forward to a solve problem
- exploring and generating original ideas to find imaginative solutions to problems
- selecting the best tools and techniques to use to solve a problem
- appropriate use of media to convey meaning
- use of planning techniques to complete tasks in an organised way which meet deadlines.

**A learner in Year 10 will be able to:**

In year 10 students will use their learning in practical, real-life situations, including:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

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Term 1	<p>10.1 &amp; 2: Topics/Themes</p> <p><b>Unit R097: Interactive Digital Media</b></p> <p><b>Topic Area 1: Plan interactive digital media and Topic Area 2: Create interactive digital media</b></p>	Autumn % Assessment
	<p><b>1.1 Types of interactive digital media, content and associated hardware</b></p> <p><b>Knowledge:</b></p> <p>1.1.1 The format types of interactive digital media</p> <p>1.1.2 Content used in interactive digital media</p> <p>1.1.3 Hardware devices used to access interactive digital media</p> <p>1.1.4 Methods of user interaction within interactive digital media.</p> <p><b>Skills:</b></p> <p>1.1.1 The different formats interactive digital media takes; How format is linked to the purpose of interactive digital media products; How format is linked to the audience of interactive digital media products; How devices used to access interactive digital media products impact on its format.</p> <p>1.1.2 How each type of content is used in interactive digital media products; What each content type is used for; How assets are used to create content; How the form and structure of interactive digital media products is affected by digital media content; How the form and structure of interactive digital media products is affected by the audience and purpose</p> <p>1.1.3 The range of devices used to access interactive digital media; How the devices used to access interactive digital media are linked to purpose and audience of products; How to adapt content to suit different access methods</p> <p>1.1.4 How each method of user interaction can be used to interact with interactive digital media products; Selecting appropriate applications for each method of user interaction.</p> <p><b>1.2 Features and conventions of interactive digital media</b></p> <p><b>Knowledge:</b></p> <p>1.2.1 Features of interactive digital media design</p> <p>1.2.2 Conventions of interactive digital media</p> <p>1.2.3 Creativity in interactive digital media</p> <p><b>Skills:</b></p> <p>1.2.1 What makes an effective GUI; Differences between types of interface and interaction styles including advantages to users; Technical limitations of interface and interaction styles; Selecting appropriate interfaces and interaction styles; Non-linear navigation and its benefits; The importance of accessibility and how each accessibility feature assists users; Selecting appropriate accessibility features</p> <p>1.2.2 Applying conventions to create effective interface designs</p> <p>1.2.3 How original work differs from adaptations to existing designs; How imaginative work can be derivative; How to balance following conventions with originality/imagination to produce creative products</p> <p><b>1.3 Resources required to create interactive digital media products</b></p> <p><b>Knowledge:</b></p> <p>1.3.1 Hardware used to create interactive digital media</p> <p>1.3.2 Software used to create interactive digital media products</p>	<p><b>Assessment style/questions:</b></p> <p>Internal assessment; through assignments that are subject to external standards verification. Learners will be given exam board allocated task to complete.</p>

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	<p><b>Skills:</b></p> <p>1.3.1 How different hardware is used to create interactive digital media products; Why designers use particular hardware devices; The positive and negative impacts hardware choice has on final products</p> <p>1.3.2 How different software applications and their tools are used to create interactive digital media; Why designers use particular software applications; The positive and negative impacts software and related tool choice has on final products</p> <p><b>1.4 Pre-production and planning documentation and techniques for interactive digital media</b></p> <p><b>Knowledge:</b></p> <p>1.4.1 Pre-production documentation for interface planning</p> <p>1.4.2 Pre-production documentation and planning for user interaction</p> <p><b>Skills:</b></p> <p>1.4.1 Creating designs which include all aspects of interactive digital media; Planning the content of interactive digital media products; Using conventions of interactive digital media when planning user interface layouts; Planning the properties of assets needed to meet client requirements; Planning assets that are technically suitable for interactive digital media products and client requirements</p> <p>1.4.2 Planning the navigation between pages/scenes and interactive elements; Planning user interaction; Planning responses to interaction (feedback/ closure)</p> <p><b>Topic Area 2: Create interactive digital media</b></p> <p><b>2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products</b></p> <p><b>Knowledge:</b></p> <p>2.1.1 Techniques for sourcing suitable assets</p> <p>2.1.2 Static image assets</p> <p>2.1.3 Audio assets</p> <p>2.1.4 Moving image assets</p> <p>2.1.5 Interactive assets</p> <p><b>Skills:</b></p> <p>2.1.1 Using search tools to source assets which are suitable for use within interactive digital media; Locating and using libraries and stock media, when identifying and selecting pre-made digital media content; Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media</p> <p>2.1.2 Using software tools and techniques to create and repurpose static image assets; Using vector and bitmap images appropriately; Adjusting brightness and contrast, levels, colour balance, hue, saturation; Changing image/canvas size - expanding or modifying; Using filters and effects to enhance visual appeal - stylise, monochrome, colour toning, vignette, sharpen; Applying transformations to correct or distort objects - flip, skew, rotate; Using retouching techniques to remove unwanted elements - using cloning, healing, blur, colour swatches, colour picker, pencil, brush, background removal; Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media</p> <p>2.1.3 Using software tools and techniques to create and repurpose audio assets; Importing sound to create assets; Trimming/cutting/splitting unwanted parts of sound assets; Joining sounds together to extend sound assets; Adjusting volume of sound assets; Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media</p>	
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	<p>2.1.4 Using software tools and techniques to repurpose video assets; Importing video footage to create assets; Placing and sequencing video assets along timelines; Trimming/cutting unwanted parts of video assets; Adjusting brightness and colour of video assets; Saving and exporting assets as suitable file sizes/ formats for use as components within interactive digital media</p> <p>2.1.5 Using software tools and techniques to create interactive elements</p> <p><b>Formative Assessment:</b> Homework is given as per the homework timetable. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions. This unit is assessed by a practical assessment set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of consolidating learning from the lessons.</p>	
Term 2	<p>10.3 &amp; 4: Topics/Themes</p> <p><b>Unit R097: Interactive Digital Media</b></p> <p><b>Topic Area 2: Create interactive digital media &amp; Topic Area 3: Review interactive digital media</b></p>	Spring % Assessment
	<p><b>2.2 Technical skills to create interactive digital media</b></p> <p><b>Knowledge:</b> 2.2.1 Product folder management 2.2.2 Techniques to create</p> <p><b>Skills:</b> 2.2.1 Structuring product folders within creation software; Using naming conventions to facilitate file management within product creation software 2.2.2 Implementing effective house styles within master pages/templates e.g. colour scheme, font styles, layout, fixed content, editable content/regions; Creating structures for navigation systems for interactive digital media e.g. navigation bar, buttons, rollovers, hyperlinks, hotspots; Using master pages/templates within interactive digital media products to ensure consistent styling e.g. singular and multipage templates/master page used to create a set of stylised pages each conforming to the house style; Inserting content into interactive digital media products e.g. text, images, tables, lists, sound, video, audio, maps, forms; Setting up playback controls within interactive digital media products e.g. navigation buttons, rollover buttons; Setting up triggers and behaviours within interactive digital media products e.g. pop-up messages, drag and drop, scoring and reporting, user input, customised screen messages and feedback, closure</p> <p><b>2.3 Techniques to save and export/publish interactive digital media</b></p> <p><b>Knowledge:</b> 2.3.1 Saving interactive digital media products during creation 2.3.2 Exporting/publishing finished interactive digital media products</p> <p><b>Skills:</b> 2.3.1 Saving interactive digital media products in native software using propriety formats to maintain editable versions during creation • Using version control and naming conventions to help rollback of features during the testing phase 2.3.2 Using settings/processes to export/publish finished interactive digital media products; Using appropriate file formats for interactive digital media products to be used without requiring installation of specialist software, compatibility of file formats with platforms and devices</p>	<p><b>Assessment style/questions:</b> Internal assessment is through assignments that are subject to external standards verification. Learners will be given exam board allocated task.</p>

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	<p><b>Topic Area 3: Review interactive digital media</b></p> <p><b>3.1 Techniques to test/check and review interactive digital media</b></p> <p><b>Knowledge:</b>  3.1.1 Techniques to test/check the technical properties of interactive digital media  3.1.2 Techniques to review the fitness for purpose of completed interactive digital media</p> <p><b>Skills:</b>  3.1.1 The structure, content and use of test plans, checklist and success criteria; How to record test results and how and when to retest; How and why to test iteratively both during production post-production; Planning and carrying out a range of functionality tests to make sure interactive digital media products function as intended; Checking the component quality of interactive digital media products; Checking the suitability of file formats used for interactive digital media against lists of compatible formats with the intended platforms, devices or distribution channels  3.1.2 Strengths and weaknesses of created interactive digital media; Comparing created interactive digital media products against client briefs, client requirement lists or success criteria; Assessing the appropriateness of chosen styles and approaches/conventions for clients and target audiences; Assessing fitness for purpose e.g. adverts should advertise; promotions should promote</p> <p><b>3.2 Improvements and further developments</b></p> <p><b>Knowledge:</b>  3.2.1 Constraints which limit the effectiveness of interactive digital media  3.2.2 Further development opportunities for digital media</p> <p><b>Skills:</b>  3.2.1 How the quality of created interactive digital media products are constrained by time, resources, hardware, software, budget, legislation, skills; The feasible improvements to created interactive digital media products in terms of client requirements and target audience engagement  3.2.2 How successful interactive digital media products can lead to repeat business/further commissions from a client; How different resources, software, budget and skills could help interactive digital media to be developed further; How to devise further developments in terms of client requirements and target audience</p> <p><b>Formative Assessment:</b>  Homework is given as per the homework timetable. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions.  This unit is assessed by a practical assessment set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of consolidating learning from the lessons.</p>	
Term 3	<p>10.5 &amp; 6: Topics/Themes</p> <p><b>Unit R094: Visual identity and digital graphics</b></p> <p><b>Topic Area 1: Develop visual identity &amp; Topic Area 2: Plan digital graphics for products</b></p> <p><b>1.1 Purpose, elements and design of visual identity</b></p> <p><b>Knowledge:</b>  1.1.1 Purpose of visual identity</p>	<p>Summer % Assessment</p> <p><b>Assessment style/questions:</b>  Internal assessment; through assignments that are subject to external standards verification. Learners</p>

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	<p>1.1.2 Component features of visual identity 1.1.3 Elements of visual identity 1.1.4 Visual identity design style</p> <p><b>Skills:</b> 1.1.1 What is meant by visual identity; That visual identity is used to communicate the nature of brands and business' services or products 1.1.2 The component features of visual identity; The elements of visual identity; How visual identity relates to brand identity 1.1.3 How visual identity elements are influenced by business type, brand values and brand positioning; How visual identity elements are combined to shape perception and create emotional response; That visual identity needs to encapsulate brand values and be appropriate/relevant for the audience and type of market 1.1.4 That if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose; Using appropriate elements to create visual identity suitable for different target audiences/ consumers</p> <p><b>2.1 Graphic design and conventions</b></p> <p><b>Knowledge:</b> 2.1.1 Concepts of graphic design 2.1.2 Layout conventions for different graphic products and purposes</p> <p><b>Skills:</b> 2.1.1 The importance of graphic designs that incorporate visual identity and house style; Why typography is important to convey clear messages using suitable text fonts and sizes; Colour systems and colour trends e.g. Pantone, NCS; Using colour to convey the intended meaning 2.1.2 Typical layouts for; advertisements; CD/DVD/Blu-ray covers; games; leaflets; magazine/book covers; multimedia products; packaging; posters; web images and graphics</p> <p><b>2.2 Properties of digital graphics and use of assets</b></p> <p><b>Knowledge:</b> 2.2.1 Technical properties of images and graphics 2.2.2 Licences and permissions to use assets sourced from</p> <p><b>Skills:</b> 2.2.1 Limitations of bitmap/raster file formats in terms how many colours are supported, scalability (enlarging) and whether transparent backgrounds can be included; Benefits of vector file formats, scalability for large print use 2.2.2 Using search engine filters (image size, type, licence); Using image stock libraries terms and conditions; Limitations of re-using social media content; Rights and permissions for the use of client owned and third-party assets (logos and images); Permitting use of own photographs and graphics in a client product; Using asset tables to record licence/copyright information</p> <p><b>2.3 Techniques to plan visual identity and digital graphics</b></p> <p><b>Knowledge:</b> 2.3.1 Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics</p>	<p>will be given exam board allocated task to complete.</p>
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	<p><b>Skills:</b></p> <p>2.3.1 Creating mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board; Creating digital mood boards using digital images collected from web and other sources, placed on documents/slides in software applications; Using mind maps drawn out on paper or using software applications to expand ideas and identify details; Using concept sketches to develop ideas; Using visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications</p> <p><b>Formative Assessment:</b></p> <p>Homework is given as per the homework timetable. These consist of a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions.</p> <p>This unit is assessed by a practical assessment set by the exam board. As such, the homework given is not a direct preparation for an examination, but a way of consolidating learning from the lessons.</p>	
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