

Please look through this but don't let it worry you or put you off: this is the rather technical overview of the course! If you require any further information then please feel to either call and see me or email me on a.ward@millthorpeschool.co.uk

Pre-Production-Unit purpose and aim

This unit helps learners to understand the basics of pre-production skills for the creative and media sector. It allows them to understand the client brief and time frames and deadlines and preparation techniques to form part of the planning and creation process:

- Understand the purpose and uses for a range of pre-production techniques
- Be able to plan pre-production documents to a client brief
- Be able to produce planned pre-production documents
- Understand how to review pre-production documents and process

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1 Know about pre-production techniques	1.1 Describe the purpose and uses for a) a mood board b) mind maps/spider diagrams c) visualisation diagrams d) a storyboard	This report should identify the purpose of pre-production documents, where they are used e.g. visualisation diagrams for still images/graphics, storyboard for moving image or other assets that use a timeline. Candidates should also identify the components parts of each e.g. for a storyboard include timings, camera angles, lighting, settings, locations
2 Be able to plan pre-production	2.1 Identify client requirements based on their brief to include the target audience 2.2 Select appropriate equipment, resources and/or software for creating pre-production documents 2.3 Identify suitable technique for pre-production documents in line with client requirements 2.4 Produce a work plan for the preparation of the pre-production documents; to include tasks, timescales and resources needed 2.5 Identify any legal issues regarding any assets to be sourced	Equipment/resource/software list with annotated comments on reasons why suitable for the project A work plan in a text or graphical format Demonstrate knowledge and understanding of copyright and trademarks
3 Be able to produce pre-production documents	3.1 In line with client requirements, produce a: a) mood board b) mind map/spider diagram c) visualisation diagram or sketch d) storyboard 3.2 Identify appropriate files, types and formats needed to produce the final products in conjunction with the pre-production documents	<ul style="list-style-type: none"> • The brief followed should allow the candidate to demonstrate their knowledge and abilities across all pre-production techniques in an appropriate way to the Creative and Media industry. • The mood board may be photographed for evidence purposes • All pre-production documents may be demonstrated using hand drawn sketches or generated using computer software. These will need to be digitised for submission. • Narrative or annotated document that covers relevant file types/formats and where these are used as part of the workflow processes to produce the work

<p>4 Understand how to review pre-production documents and process</p>	<p>4.1 Identify parameters and constraints that influenced any decisions that were made</p> <p>4.2 Critically review the quality of the finished products and their fitness for purpose</p> <p>4.3 Review the pre-production documents and process with the client and record feedback</p> <p>4.4 Identify areas for improvement and further development of the pre-production documents and process</p>	<p>Critical personal review, commenting on the quality of finished product and its fitness for purpose</p> <p>The review should identify positives and negatives relating to the finished product, rather than the creation process as this has been included in earlier evidence.</p> <p>Candidates should review the pre-production documents against the original brief and obtain feedback from their client. They should identify any parameters and constraints that influenced their decisions.</p> <p>Maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given</p>
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Digital Animation-Unit purpose and aim

This unit helps learners to understand the basics of digital animation for the creative and media sector. It allows them to understand the client brief and time frames and deadlines and preparation techniques to form part of the planning and creation process:

- Candidates will explore different types of digital animation techniques and where they are used
- Plan a digital animation to the client brief
- Create and edit and then test the digital animation
- Review the final product with against the original brief

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1 Be able to investigate digital animation techniques	1.1 Research a range of animation types detailing where they are used 1.2 Explore the purpose of these animations 1.3 List the advantages and disadvantages of using different animation techniques	Candidates should investigate a range of digital animation types, methods and formats. A range indicates a minimum of 3 types. This should include types of digital animation (e.g. hand drawn flipbook, cell animation, time lapse photography, cut out animation, computer animation, modelling, stop motion) Candidates should consider the types of animation and then list advantages and disadvantages for the identified range
2 Be able to plan a digital animation	2.1 Identify client requirements based on their brief to include the target audience 2.2 Create a work plan to produce an original digital animation to include a) assets b) resources c) timescales 2.3 Identify the computer hardware, peripherals and software required to produce digital animations 2.4 Create a storyboard of sketches and identify sources for assets 2.5 List copyright implications of any assets to be sourced	The plan will include details of client requirements, activities to be carried out with proposed timescales and deadlines, assets to be sourced and equipment to be used. Candidates should identify the computer specification, software applications and requirements together with other equipment needed to produce the digital animation. Candidates should create sketches or drawings of ideas. Work plan should: <ul style="list-style-type: none"> • identify client requirements (e.g. discussion, written brief/specification/assets) • use planning methods (e.g. visualise, conceptualise and identify sources) • identify timescales and • identify number of frames, timing, frame rate, key frames, digital animation techniques and software functions • identify assets • identify and record source details, permissions and copyright implications for use
3 Be able to create, save and test the planned digital animation	3.1 Source and create assets and resources as planned 3.2 Organise all asset files using appropriate naming conventions 3.3 Use animation software to create the planned animation 3.4 Import assets and place on a timeline 3.5 Use software interface to manage assets 3.6 Use a range of functions within the software to enhance and animate movement 3.7 Organise and save the animation and asset files using appropriate naming conventions 3.8 Develop and use a test plan to fully test the digital animation	Software interface to manage assets includes libraries and organisers Candidates should use a range of tools and techniques within the animation software. A range indicates a minimum of 3 different tools and techniques for example <ul style="list-style-type: none"> • tools and options (eg selection and transformation) • using assets, tools and timeline to create the digital animation • drawing and text tools (eg geometric, line, pen, brush, text, stroke, fill and paint, erase, applying colour, or equivalent) • the digital animation approach eg frame by frame, shape and motion tweening

	3.9 Correct any identified faults and apply improvements based on the test plan.	<ul style="list-style-type: none"> transitions and effects (eg fade, dissolve, cut) <p>The digital animation should be saved/exported in a format so that it can be viewed for moderation purposes.</p> <p>Candidates should:</p> <ul style="list-style-type: none"> test/check the saved digital animation file select appropriate file formats eg for web apply suitable optimisation techniques and settings use appropriate naming conventions choose appropriate size relating to quality export/publish the digital animation <p>Candidates should test their digital animation – and make any improvements required to include:</p> <ul style="list-style-type: none"> basic functionality display movement <p>Candidates should correct and retest as appropriate.</p>
4 Understand how to review the digital animation against the original brief	<p>4.1 Critically review the finished product with the client and record feedback</p> <p>4.2 Describe the quality of the finished product</p> <p>4.3 Explain the fitness for purpose of the finished product</p> <p>4.4 Identify parameters and constraints that influenced decisions made</p> <p>4.5 Produce accurate written records of relevant information about assets obtained such as</p>	<p>Critical personal review, commenting on the quality of finished product and its fitness for purpose</p> <p>The review should identify positives and negatives relating to the finished product, rather than the creation process as this has been included in earlier evidence.</p> <p>Candidates should review their digital animation against the original brief and obtain feedback from their client. They should identify any parameters and constraints that influenced their decisions. e.g. file formats, asset manipulation, software</p>

Digital Graphics-Unit purpose and aim

This unit helps learners to understand the basics of digital graphics editing for the creative and media sector. It allows them to understand the client brief and time frames and deadlines and preparation techniques to form part of the planning and creation process:

- Candidates will explore different types of digital graphics editing and where it is used
- Plan to edit digital graphics to the client brief
- Create and save a new digital graphic using editing techniques
- Review the final product with against the original brief

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1 Be able to investigate digital graphics	<p>1.1 Explore how and where a range of digital graphics are used</p> <p>1.2 Identify the purpose of these digital graphics</p> <p>1.3 Research the design, layout and properties of digital graphics</p>	<p>Candidates should investigate a range of digital graphics. A range indicates a minimum of 3 existing products in both print and electronic format eg magazine covers, adverts, posters, cartoons, web images and graphics</p> <p>Candidates should identify the purpose of digital graphics e.g. entertainment, information, education, advertising, promotion</p> <p>Properties of images sourced from digital</p>

		cameras, scanners, the internet and photo libraries, to include pixel dimensions, resolutions and suitability for use in creating graphics. Properties of bitmap/raster images and vector based graphics. The use of colour, composition and layout for graphics design
2 Be able to plan the editing of a digital graphic montage	<p>2.1 Identify client requirements based on their brief to include the target audience</p> <p>2.2 Identify appropriate file types and formats for the digital graphic montage</p> <p>2.3 Produce a work plan for the original graphics creation; to include</p> <p>a) workflow</p> <p>b) timescales</p> <p>c) resources needed</p> <p>2.4 Produce a visualisation diagram or sketch for the intended work, to include</p> <p>a) multiple photographic images</p> <p>b) scanned graphics</p> <p>2.5 Identify the legal restrictions on all images and graphics to be used, whether sourced or created</p>	<p>For example, client discussion, written brief, specification, end user requirements, purpose and timescales.</p> <p>Identify digital workflow needed to produce the digital graphic montage. The montage must include a minimum of 5 images/graphic elements</p> <p>Use planning methods, for example visualise and/or conceptualise the final graphic</p> <p>Identify and record sources of graphics with permissions and implications of use in creating graphics</p> <p>Understanding of copyright, trademarks and intellectual property use</p>
3 Be able to create and save a digital graphic	<p>3.1 Source/create the assets identified for use in the digital graphic montage</p> <p>3.2 Modify/crop the images and graphics to the required pixel dimensions and resolution</p> <p>3.3 Edit the images and graphics using a range of graphics tools and techniques</p> <p>3.4 Create the digital graphic montage, using a range of different graphics tools and techniques</p> <p>3.5 Save the digital graphic montage in the required pixel dimensions and resolution and in a suitable file format</p> <p>3.6 Create an asset list to include file names, description and properties of graphic files</p>	<p>Identify file formats, properties and fitness for purpose (eg print or web resolution, maximum print size, file formats such as jpg, tif, png, gif)</p> <p>A range of different tools and techniques should be a minimum of 7.</p> <p>Graphics processing and manipulation techniques (for example cropping, rotating, brightness/contrast, levels, colour adjustment, cloning, retouching, red eye removal, filters, selections, use of layers, text)</p> <p>Graphics pixel dimensions, print size and dpi resolution</p> <p>Save in different file sizes and formats for web and print (for example tif, jpg, gif, png) including jpg image quality settings</p>
4 Understand how to review the digital graphic	<p>4.1 Critically review the finished products with the client and record feedback</p> <p>4.2 Describe the quality of the finished products</p> <p>4.3 Explain the fitness for purpose of the finished products</p> <p>4.4 Identify parameters and constraints that influenced decisions made</p> <p>4.5 Produce accurate written records of relevant information about assets obtained such as</p> <p>a) source ownership</p> <p>b) any restrictions on use</p> <p>c) where they are located, filenames given</p>	<p>Critical personal review, commenting on the quality of finished product and its fitness for purpose</p> <p>The review should identify positives and negatives relating to the finished product, rather than the creation process as this has been included in earlier evidence.</p> <p>Candidates should review the digital graphic against the original brief and obtain feedback from their client. They should identify any parameters and constraints that influenced their decisions. For example asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR,</p>

		<p>trademarks etc</p> <p>Maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given</p>
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Enhanced Website Design- Unit purpose and aim

This unit helps learners to familiarise themselves with the more advanced aspects of enhanced websites. It allows them to understand the client brief and time frames and deadlines and preparation techniques to form part of the project planning and creation process:

- Candidates will investigate different types of enhanced websites and discuss the features and principles
- Create and maintain a project plan for the creation of an enhanced website to the client brief
- Create and edit the enhanced website
- Evaluate the final product with against the original brief

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1. Be able to investigate a range of published websites	<p>1.1 Research and describe basic design principles used to create websites</p> <p>1.2 Investigate a range of published web sites to include</p> <p>a) the purpose</p> <p>b) target audiences</p> <p>c) accessibility options</p> <p>d) design principles used</p> <p>e) rich media format and content</p>	<p>Candidates should understand the industry standard considerations when designing a website and the different considerations depending on the final purpose ie client/target audience needs, display sizes, web colours, fonts and sizes, W3C guidelines and accessibility.</p> <p>Candidates should explore the different types of websites. A minimum of 5 websites should be researched covering a range of purposes eg news/information; brand/advertising; ecommerce; collaborative/social networking; entertainment.</p> <p>Candidates should look at the intended target audience for the website and comment on suitability and accessibility.</p> <p>Candidates should look at the design principles of the websites including page structure (ie head including title, meta tags and css, body) colours, navigation, consistency, display sizes, image attributes, and accessibility, and discuss their suitability.</p>
2 Be able to plan a website with enhanced features to a client brief	<p>2.1 Identify client requirements based on their brief to include the target audience</p> <p>2.2 Generate a range of original ideas for the website and review with the client, identifying the structure, navigation and design principles</p> <p>2.3 Create a detailed site map for the selected idea based on investigations</p> <p>2.4 Create visualisations for the planned pages to include page layout, colour schemes, accessibility features and content</p> <p>2.5 Consider methods of accessing the site and the impact on accessibility features</p> <p>2.6 Create and maintain a project plan to include</p> <p>a) tasks</p>	<p>Candidates should develop a range of 3 ideas to show to the client, these may be evidenced as mood boards, spider diagrams as applicable. These will then be reviewed and one option selected by the client. The candidate will then plan a 7-page website based on this review.</p> <p>Candidates should explore and compare the opportunities to developers of different connection methods, eg dial-up, broadband, Bluetooth, wireless, mobile, 3G. The storyboard may be created manually and scanned for evidence or may be created digitally by the candidate</p> <p>Candidates should understand planning methods</p>

	<p>b) timescales</p> <p>c) resources</p> <p>2.7 Identify key stages, production constraints and contingency planning</p> <p>2.8 Describe the legal and ethical issues regarding website creation including media assets</p>	<p>and select the most appropriate to the work.</p> <p>They should identify any assets needed for the website</p> <p>Accessibility features should be identified on the plan to include</p> <ul style="list-style-type: none"> o Active dialogue boxes o Link options o Browser targeting o Alternative text for images o Header values for tables o Page layout for speech technologies <p>The candidate should develop and show evidence of using a project plan throughout their work changing timings, if needs be, as the project progresses</p>
<p>3 Be able to prepare assets, create, test and publish the planned website</p>	<p>3.1 Use web design software and create the planned folder structure</p> <p>3.2 Create and/or obtain assets to include rich media and save in appropriate formats and locations</p> <p>3.3 Create the web pages using planned design tools and principles</p> <p>3.4 Add enhanced content and embed rich media assets</p> <p>3.5 Add search engine optimisation</p> <p>3.6 Organise and save the web page and asset files using appropriate naming conventions</p> <p>3.7 Create and use a detailed test plan to fully check for consistency, broken links, and browser compatibility</p> <p>3.8 Correct any identified faults and retest using the test plan</p> <p>3.9 Publish the website in an appropriate location for client review</p>	<p>Candidates should create a suitable file folder structure including sub-folder(s) for saving the assets and the final web pages.</p> <p>Candidates should create/obtain enhanced content eg rollover buttons, hitcounter, downloadable files, video, sound, animation</p> <p>Candidates should create web pages using appropriate structure and design tools (eg css, templates, master pages, layers, tables, DIVs)</p> <p>Candidates should create the required number of web pages and include enhanced features such as rollover buttons, alt text, downloadable files, hitcounter, email links, external hyperlinks, video, sound, animation.</p> <p>Candidates should make use of meta tags and meta data eg author, keywords, description for search engine optimisation.</p> <p>Web pages should be saved conventions eg index.htm</p> <p>Testing should ideally be carried out with the target audience. The test plan should show testing of</p> <ul style="list-style-type: none"> o Navigation o Hyperlinks o Image display/rich media objects o Page layout o Download speeds o Browser compatibility o accessibility <p>Candidates must ensure that their finished product would be suitable for presenting to a client; this includes the spelling, grammar and consistency of any text and fonts used in addition to the identified criteria.</p> <p>The website should be exported in a format that</p>

		<p>can be read without specialist software.</p> <p>Candidates should re-test the website after it has been uploaded to the selected web server to ensure that all page content is displayed and all links work as expected.</p>
<p>4 Understand how to evaluate the product against the original brief</p>	<p>4.1 Identify parameters and constraints that influenced any decisions that were made</p> <p>4.2 Critically evaluate the quality of the finished product and its fitness for purpose</p> <p>4.3 Evaluate the product with the client and analyse feedback</p> <p>4.4 Identify areas for improvement and further development of the product, using your own critical evaluation and the analysis of client feedback</p> <p>4.5 Review the technical and aesthetic qualities of the final outcome</p>	<p>Critical personal evaluation, commenting on the quality of finished product and its fitness for purpose</p> <p>Obtain feedback from the client and/or the target audience</p> <p>Identify parameters and constraints that influenced decisions made. For example asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, Maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given</p>