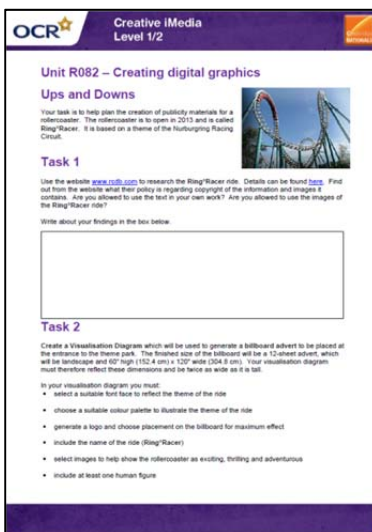


Unit R082 – Creating digital graphics

Ups and Downs

Instructions and answers for teachers

These instructions should accompany the OCR resource ‘Ups and Downs Activity’, which supports Cambridge Nationals in Creative iMedia Level 1/2 Unit R082, Creating digital graphics.



OCR Creative iMedia Level 1/2

Unit R082 – Creating digital graphics

Ups and Downs

Your task is to help plan the creation of publicity materials for a rollercoaster. The rollercoaster is to open in 2013 and is called Ring'Racer. It is based on a theme of the Hurlingham Racing Circuit.

Task 1

Use the website www.rcdb.com to research the Ring'Racer ride. Details can be found [here](#). Find out from the website what their policy is regarding copyright of the information and images it contains. Are you allowed to use the text in your own work? Are you allowed to use the images of the Ring'Racer ride?

Write about your findings in the box below.

Task 2

Create a Visualisation Diagram which will be used to generate a billboard advert to be placed at the entrance to the theme park. The finished size of the billboard will be a 12-sheet advert, which will be landscape and 60" high (152.4 cm x 120" wide (304.8 cm)). Your visualisation diagram must therefore reflect these dimensions and be twice as wide as it is tall.

In your visualisation diagram you must:

- select a suitable font face to reflect the theme of the ride
- choose a suitable colour palette to illustrate the theme of the ride
- generate a logo and choose placement on the billboard for maximum effect
- include the name of the ride (Ring'Racer)
- select images to help show the rollercoaster as exciting, thrilling and adventurous
- include at least one human figure

Associated Files:
Ups and Downs Activity

Expected Duration:
Task 1 – approx. 10 minutes
Task 2 – approx. 40 minutes-
Extension tasks – 30-60 minutes



This activity offers an opportunity for English skills development.

This lesson activity uses information from the rollercoaster database website www.rcdb.com.

Although these activities are based on the **ring°racer** rollercoaster which is listed in the 'New For 2013' section of the website, other rollercoasters may be chosen instead. The deciding factor here was that the ride chosen must be complete enough to have photographs on the site which can be used as part of the planned graphic. Being able to see the ride cars, for instance, helps learners to decide on a colour scheme and theme for their visualisation diagram.

Task 1

Use the website www.rcdb.com to research the **ring°racer** ride. Find out from the website what their policy is regarding copyright of the information and images it contains. Are you allowed to use the text in your own work? Are you allowed to use the images of the **ring°racer** ride?

Write about your findings in the box below.

The information requested is readily available on the rcdb website in its terms of use. Learners must be aware of the constraints of legislation and should also notice the different permissions on this website for text and facts as compared to photographic images. Their notes could form the basis for later discussion of the issue of copyright of web-based materials.

Task 2

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- include at least one human figure

Note for Teacher:

Learners should be aware that the standard of finish required for a visualisation diagram is not the same as that of the final graphic. It may be 'sketchier' and can include annotation, to ensure that the meaning is clear.

Extension Tasks

- Generate a slogan relating to the theme of the ride and incorporate this into your visualisation diagram.
- Identify the assets needed to create the graphic you have designed. Where will the images or graphics come from? Record your ideas in a source table or other suitable format.
- Ensure the visualisation diagram includes images from a variety of sources (eg photographs, scanned images, library images, graphics).
- Decide how the diagram could be adapted to use as a banner advert on the theme park's website
 - Which elements could be animated and how?
 - Where might interactivity be included?
 - Resave your visualisation diagram using a different file name.

Note for Teacher:

These tasks ask learners to source materials for use. Learners therefore need to consider the file types used to store the graphics they select. They are also required to consider how a graphic may differ for a banner advert, and should be encouraged to consider movement or animation of the graphic as well as interactivity.

To give us feedback on, or ideas about the OCR resources you have used, email resourcesfeedback@ocr.org.uk

.OCR Resources: *the small print*

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