



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN IT

**WEB ANIMATION FOR  
INTERACTIVE MEDIA**

**A/502/5661**

**LEVEL 3 UNIT 18**

**GUIDED LEARNING HOURS: 60**

**UNIT CREDIT VALUE: 10**



**OCR** 

# WEB ANIMATION FOR INTERACTIVE MEDIA

A/502/5661

LEVEL 3 UNIT 18

## AIM OF THE UNIT

This unit allows learners to understand the skills that are required in the creation of an interactive animation that is designed to be delivered over the web.

Learners will explore web animations and digital animation methodology. They will devise, plan and create their own animation using vector based software to produce animated, interactive web content. This unit will allow learners an insight into the skills that are required in order to work in designing animations for a web design company.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand uses and principles of web animation	P1 describe uses and principles of web animation with some appropriate use of subject terminology	M1 justify the choices of file formats within software that would be suitable for use in web animation	D1 evaluate the design constraints for web animations across different delivery formats
2 Be able to devise web animation	P2 generate outline ideas for web animation working within appropriate conventions and with some assistance	M2 develop ideas for web animation using different planning techniques	D2 justify how the design meets the identified needs of the client
3 Be able to create web animation following industry practice	P3 create web animation following industry practice, working within appropriate conventions and with some assistance	M3 implement improvements to a web animation using advanced software functionality	D3 justify how the use of advanced software functions has improved the final animation

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### **LO1 Understand Uses and Principles of web animation**

- uses
  - banner advertisements
  - animated interfaces (navigation bars, buttons)
  - linear and interactive animations
  - educational animations
  - animations for entertainment.
- principles
  - vector versus raster
  - compression and optimisation (effects on download)
  - frames and frame rates
  - onion skinning
  - morphing
  - tweening.
- interaction (e.g. extent and format)
- authoring software and types (e.g. animated GIF, DHML, XAML, silverlight applications and java applets.)
- file formats (e.g. silverlight, shockwave, GIF)
- delivery formats (e.g. for wired computer, laptop, tablet, mobile phone)
- delivery constraints.

### **LO2 Be able to devise web animation**

- scope
  - purpose
  - target audience
  - publishing format
  - quality of animation required
  - delivery method.
- planning (e.g. brainstorming, mood boards, spider diagrams, storyboarding, scripting, pseudo coding)
- assets (e.g. graphics, images, sounds)
- legal (e.g. copyright)
- acknowledging sources
- ethical (e.g. intellectual property, misrepresentation, decency).

### **LO3 Be able to create an interactive media product following industry practice**

- animation construction
  - planning and organisation skills
  - good naming conventions
  - time planning including milestones contingency planning and deliverables.
- software tools (e.g. moving, rotating, reshaping, converting, object and drawing tools, editing tools, colour tools, frame rates, layering, timelines, tweening)
- advanced software tools (e.g. scripting, guide layering, masking, and user interaction)

## DELIVERY GUIDANCE

### **Understand Uses and Principles of web animation**

Learners need to understand the scope of animations that are available on the World Wide Web. They can be shown examples of different types (genres) and different animated formats which will help them to understand how they are made so that they can explain their own with appropriate terminology. They could then work as groups to identify a range of uses on the web for animations and the principles used, feeding back to the wider group and discussing the options available.

They should be taught good animation techniques compared to bad e.g. bad frame rates, contrast and colours, load time and compare and contrast different animations for different uses as part of the larger group. They should be taught the different file formats and software that can be used to create web animations so that they can discuss the options and with additional individual or group research, choose the most appropriate and be able to justify their choices based on a sound knowledge.

They should then consider the different delivery formats and the constraints that each may place on the design of the animation. Allocating a different format to smaller groups and having the findings presented back to the larger group will provide a wider understanding for all learners.

### **Be able to devise web animation**

Learners should be taught about different planning methodologies including how to construct a storyboard and what should be included in it. It may be possible to get examples of professional storyboards (these are often in extras on DVD's and though not web animation may give some indication of workings). Learners should then work in groups to create storyboards for given scenarios and then review their work with the larger group to compare ideas and content which will help to extend their creative ideas and broaden understanding.

External visits to web design companies or inviting visiting speakers could be used to make the learners learning more real which may encourage creativity. Learners should also be taught about the legal and ethical considerations when creating an animation especially in terms of copyright of sounds and images they may use and privacy for filming and

understand the importance of these considerations. They should be encouraged to carry out research into breaches of these within the media and share these with the rest of the group.

Learners should then work to develop outline ideas which they then extend to include detailed annotations, again presenting and receiving feedback from the group as good practice.

### **Be able to create web animation following industry practice**

Learners should be taught a range of different types of animation software and the tools that can be used in them. They should ideally be able to practice on software such as Flash and Expression Blend or other popular software applications to try the tools and techniques within these. Learners should individually practice the creation of basic animations using this software to ensure they identify their own understanding and limitations.

Learners should then be taught how to use more advanced software functionality e.g. scripting, guide layers, masking, user interaction and why they may use these functions so that they can plan to use them and understand what they are doing. This should be followed with group discussions to identify the limitations and problems they had experienced with basic functions and to identify the potential opportunities and benefits from these advanced techniques.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

### Assessment Criteria P1, M1 and D1

The assessment criteria could be evidenced by the use of a report or presentation that will describe the uses and principles behind web animation with some appropriate use of terminology. Learners may include images to enhance and illustrate the points they are making and support their evidence.

*For merit criterion M1, learners should give examples of file formats and examples of the software that can be used to author a web animation. They should show different file formats and compare their sizes and those of compressed files to show the differences across a range of different software designed for web animation. They should highlight the most appropriate depending on type of animation that is being produced justifying their choices. This could be an extension of the original documentation or a separate document.*

*For distinction criterion D1, learners should evaluate the different delivery formats for web animation and the constraints that this may make on file formats, physical size, and size of file this could be in the form of a more technical analysis on download speeds and file formats and sizes as well as aesthetics due to screen sizes and resolutions. This could be in a report or presentation format as an extension of the Pass and Merit criteria or a separate document.*

### Assessment Criteria P2, M2 D2

Learners need to generate outline ideas for their web animation and should provide evidence in the format of their chosen planning methodology to include the plan for their animation which must be a minimum of 45 seconds in length which could be a storyboard (which can be hand drawn). The outline ideas must show depth of understanding with the inclusion of frame rates, tools to be used optimisation techniques and the format it will be saved in as well as the target audience it is being designed for.

*For merit criterion M2, different and additional planning techniques need to be evidenced which must include an annotated storyboard and at least one other planning method (as outlined in the learning outcome). This evidence must provide enough detail as to how the animation will be assembled so that someone other than the learner could take the planning and implement it. The prepared and annotated documentation will be the evidence submitted.*

*For distinction criterion D2, learners must justify how the design will meet the needs of the client and how it is suitable for the intended output medium this should include decisions made on the file type and size and optimisation and compression ratios that will be used and why. Learners should justify the aesthetics of the design with regard to the output medium in terms of physical size, colour schemes used. This could be as a report or detailed presentation.*

### Assessment Criteria P3, M3, D3

Learners must evidence the created web animation. This could be in the form of screen captures of the tools used for the creation of their animation and these could form the basis of a report or presentation along with the completed and tested animation for evidence. Learners must evidence how the animation has been created and that it is at least 45 seconds in length. There must also be evidence of optimising and saving the animation in an appropriate format for the web which again may be evidenced by screen captures and the final product.

*For merit criterion M3 learners should evidence using advanced software functionality in order to improve the functionality of the animation. They can provide annotated screen captures evidencing the use of these tools as the web animation is created as well as the actual web animation the learner has created using the advanced functions.*

*For distinction criterion D3, learners need to justify how the use of the advanced software functions has improved their final animation. This could be an extension of the evidence supplied for M3 and added to the annotated screen captures but must clearly state why they have used the functions they have and how, justifying choices and identifying how the final animation has been improved.*

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 12** Website production

**Unit 14** Computer animation

**Unit 16** 2D animation production

**Unit 17** Interactive media authoring

## LINKS TO NOS

**IM3** Prepare Assets for use in Interactive Media Products

**IM16** Plan Content for Web and Multimedia Products

**IM24** Create 2D Animations for Interactive Media Products



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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