OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 13 – Graphic design for digital media products
DELIVERY GUIDE

Version 1

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

ABC English   123 Maths   Work

Please note
The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk. The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Graphics are all around us and used to educate, inform, sell and promote items. They can range from posters, CD/DVD covers, billboards, flyers, merchandise, tickets to use in webpages, title sequences in movies and television and even game user interfaces.

By completing this unit, you will understand existing graphic design products. You will understand how to generate ideas for, and plan the production of, promotional graphic design items for an original media product.

Unit 13 Graphic design for digital media products	
LO1	Know existing graphic design products in the media
LO2	Be able to generate conceptual ideas and plan graphic design items in response to a client brief
LO3	Be able to create the planned conceptual graphic items

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite

Cambridge
TECHNICALS
2016

2016 Suite

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Digital Media units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 13)	Title of suggested activity	Other units/LOs	
LO1	Exploring different types of graphics	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
	Usage of graphics Audience and purpose of graphics	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed LO4 Understand the target audiences of media products
	Legal framework	Unit 1 Media products and audiences	LO6 Be able to evaluate legal, ethical and regulatory issues associated with media products
LO2	Explore how graphic design companies work with a brief	Unit 13 Graphic design for digital media products	LO1 Know existing graphic design products in the media
	Production planning for a given brief	Unit 3 Create a media product	LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
	Budget planning for a given brief Legal framework for graphics creation	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product
	Conceptual graphic design planning	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO3 Be able to plan the pre-production of a media product
		Unit 3 Create a media product	LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
LO3	Safe working practices Commercial practices and file sizes Font and image placement Graphic design principles Create your designed graphic product	Unit 3 Create a media product	LO3 Be able to create production materials for an original media product to a client brief

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Advertising Standards Authority (ASA)	The ASA is an independent regulator of advertising across all media in the United Kingdom. It is a self- and co-regulatory body. The ASA is a non-statutory organisation and so cannot interpret or enforce legislation.
Alignment	Alignment is a term used in page layout; it works best with items that have straight edges. Items often line up to their edges; for example text on a page can be aligned to the left, centre or right hand side of a page. There are essentially two types of alignment: edge and centre. For example, shapes without edges are best aligned to centre in that they align to an axis.
Balance	Balance can be described as formal when, in an arrangement, both sides are symmetrical , and as informal when sides of a page are not exactly equal. There are three main types of balance – horizontal, vertical and radial.
British Board of Film Classification (BBFC)	The British Board of Film Classification (BBFC) is a non-governmental organisation responsible for the national classification and censorship of films within the United Kingdom.
Chequebook journalism	Chequebook journalism is cited as a situation that occurs when a journalist pays the subject of the work for the rights to publish their story.
Connotation and denotation	Denotation is defined as the first level of analysis: what the audience can actually see on a page. Denotation often refers to something literal that avoids being a metaphor. Connotation is defined as the second level of analysis i.e. what the denotation represents. For example, a denoted red heart connotes love and romance.
Contrast	Contrast could involve using contrasting colours; for example text against a background colour or contrasting text sizes; for example adverts often use large text for a special offer and show terms and conditions in much smaller text. It may also involve using contrasting font types to make a word or sentence stand out, or contrasting shapes to make an item or object stand out on the page.
Copy	The copy is the text content of a media product.
Copyright	Copyright laws stop people or organisations from having their work copied or used without their permission. Copyright laws protect work such as writing, music, song lyrics, photos, drawings and films.
Font	A font is a collection of letters and symbols used when printing a document. In general, a group of letters and symbols sharing a common design is referred to as a font. A font consists of the letters A to Z in both upper and lower case, digits, and symbols. The design that distinguishes one font from another is referred to as a typeface. Each font has a typeface name, such as Courier, Times New Roman.
Independent Press Standards Organisation (IPSO)	IPSO is an independent regulator of the newspaper and magazine industry in the United Kingdom. It aims to promote and uphold the highest professional standards of journalism and to support members of the public in seeking redress.
Libel	Libel occurs when defamation (the action of damaging the good reputation of a person or organisation) is written down (including email, bulletin boards and websites).
Ofcom (Office of Communications)	Ofcom is the government-approved regulatory and competition authority for the broadcasting, telecommunications and postal industries of the United Kingdom.
Opacity	The transparency level of an image.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Proximity	Proximity is when items are moved closer together or further apart to gain visual impact. Putting an unrelated group of images within close proximity links them together visually.
Repetition	Repeating elements throughout a design gives a consistent feel to a graphic product. A good example is a presentation where the same background is used on every slide to give consistency and often to reinforce a company's house style.
Semiotics	Semiotics is an investigation into how meaning is created and how meaning is communicated. Sean Hall's *This Means This, This Means That: A User's Guide to Semiotics* (2012) illustrates how meaning is created through culture and myths. Examples are provided ranging from the arts to everyday 'signs' which learners can find useful in understanding the connection between the signifier and the signified. http://www.laurenceking.com/en/this-means-this-this-means-that-second-edition/
Title sequence	The graphics used in a sequence that comes before the start of a film, TV programme or game. It is often the passageway or teaser into the show; for example, in the opening for the feature film *Charlotte's Web* (which is an adaptation of E.B. White's classic children's book) the titles are typeset using shimmery spider webs to reflect the story's conceit of a spider miraculously weaving messages within her web.
Typography	This is the art of arranging type so that it is legible. The choices that are made with regard to typeface are important in how it works with the colour scheme and layout. Thought should therefore be given to font, font size, letter spacing and line height, alignment and readability.
White space	White space refers to the parts of the page with nothing on it. This may be margins, gutters, and spaces between lines of text or space left around graphics to make the graphic stand out. The space itself does not have to be white but rather should be a negative space.
Use of colour	Colour can play an important part in the design process by portraying a mood or appealing to a target audience. Colour contrasts should be thought about when designing a graphic product and the use of a colour wheel can help in this process. For additional information see: https://color.adobe.com/create/color-wheel/ https://helpx.adobe.com/photoshop/using/adobe-color-themes.html
User experience (UX) design	UX design involves enhancing user satisfaction by improving the overall usability, ease of use and pleasure provided in the user's interaction with the product.
User interface	A user interface is the method by which the user and the computer exchange information and instructions. These will be graphics that are designed for a menu driven interface or graphical user interface (GUI).
User interface (UI) design	UI design is the look, feel, presentation and interactivity of a product.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Graphics used for web and print are the same format	Tutors could explain the differences of files sizes, file types and resolution (dots per inch (dpi), pixels per inch (ppi)). For example, for an A4 page to print at 300 dpi the resolution would need to be 2480 pixels x 3508 pixels. For images used on the web, 72 ppi or 96 ppi are the standard resolutions.	http://www.verifiedlabel.com/knowledgecenter/know-difference-web-print-graphics.aspx
Graphic design is desktop publishing	Desktop publishing is a method of creating documents that feature a graphic design. This unit is focusing on graphic designs that could be in a desktop published document. For examples of these, look at existing graphic designs in order to understand the industry and its diverse products.	http://www.dandad.org/en/d-ad-award-winning-signage-examples/ http://www.businessillustrator.com/examples-of-shelters-campaign-graphics-and-infographics/ http://opengameart.org/content/user-interface http://gamedevelopment.tutsplus.com/tutorials/game-ui-by-example-a-crash-course-in-the-good-and-the-bad--gamedev-3943
That a graphic can be simple	Though the graphic may be simple in its look, the blending of different elements involves a level of complexity, advanced tools and techniques subsequently applied to images that may have been taken by a camera or sourced elsewhere.	
Internet sources can be used	Though graphics can be sourced from various areas, all sources must be properly referenced to avoid copyright infringements.	https://student.unsw.edu.au/how-do-i-cite-electronic-sources

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	**Know existing graphic design products in the media**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Exploring different types of graphics	Tutors could lead a discussion on where learners can see graphics in everyday usage (this could cover posters, DVD/CD covers, billboards, flyers, promotional merchandise, magazine covers, advertisements and include digital media such as social media, e-books, digital imagery). Learners could explore examples they are familiar with – extra prompting may be necessary to get learners to think about billboards, promotional merchandise and tickets. Each learner could randomly be given one of the areas outlined above and research this area to find examples of graphic designs (and encouraged to start to look at their use and the design elements). Learners can then present their findings to the rest of the group. Below are links to different types of graphic design displays that could be used in the activity: http://www.digitalartsonline.co.uk/features/graphic-design/how-top-studios-create-their-best-movie-posters-for-hollywood-indie-films/ http://www.ucreative.com/inspiration/top-15-dvd-cover-art-designs-of-2008/ http://www.geograph.org.uk/tagged/billboards http://www.itsnicethat.com/articles/london-2012-brand-identity http://www.creativeblog.com/design/ticket-design-2131860	1 hour	Unit 1 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How graphic design companies work	Tutors could organise a visit to a company or for a guest speaker to visit the centre to show learners how a company takes a client brief and turns it into a graphic. The company may have a number of different scenarios they are working on and thus learners can see how a company would produce the type of graphics they have researched in the activity above. Learners could also review the print process while visiting the company to gain an understanding of the differences between graphics for print and web in terms of size and resolution. Learners could record on a smartphone conversations with the graphic designers that could then be played back to the group on returning to the centre. Learners could create a diary blog of the activity and what they did on their visit. Examples of the kind of publishing companies that may be local to the centre include: http://www.coventrytelegraph.net/ http://www.birminghammail.co.uk/ http://www.worcesternews.co.uk/ Nationals examples include: http://www.telegraph.co.uk/ http://store.thetimes.co.uk/	1 hour	
Usage of graphics	Learners could be divided into small groups to explore the usage of different graphic types. Each group could be given a separate area to research such as web pages, title sequences in a movie or game user interfaces. They could explore different examples in their given area and compare and contrast the design and features used. Learners could create a presentation, showing the rest of the group the example graphics they have found and how they have compared and contrasted the design features and properties in each. Useful links for examples of the usage of graphics in different products and locations: http://www.timezdesign.com/graphic-design/gallery-of-examples/ http://devmag.org.za/2011/02/02/video-game-user-interface-design-diegesis-theory/ http://www.thewanderlust.net/2010/03/29/user-interface-design-in-video-games/	1 hour	Unit 1 LO2, LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Audience and purpose of graphics	Tutor could lead a discussion examining the purpose of graphics and how they educate, inform, entertain, and sell products and how these graphics can be fit for purpose. It may be possible to link this with the activity above and the graphics that each group have researched to examine how these are fit for purpose. Learners could also look at how graphics are suitable for a target audience e.g. cartoon style graphics aimed at younger age groups in order to educate and engage. Learners could look at newspaper and magazine advertising and how graphics are used to market a brand (and how that may change depending on the spending power of the audience the magazine or newspaper is aimed at). Learners could explore a wide range of magazines and newspapers such as *The Lady, The Chap, Hello!, Esquire, Cosmopolitan, She, The Sun, The Times, The Daily Express*. It could be useful for the centre to have copies of magazines and newspapers so that learners could look at these and analyse the graphics included. Tutors could organise a quiz activity where learners match graphic designs to their appropriate target audience in terms of age, gender, interests, spending power and lifestyle. Useful link for the use of graphics for the web in terms of audience: http://educationresources.serif.com/creating_graphics_for_web/2_plan_graphics/part2-3.html	1 hour	Unit 1 LO2, LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Comparing house styles across different products	Linking to the activity above, learners could explore house styles featured in magazines and newspapers. Learners could compare and contrast two different newspapers such as a broadsheet and a tabloid to compare: • style of the text (e.g. colour, font, captions, headings, images, accompanying photographs, diagrams, logos) • style of language (e.g. formal/informal, denotation, connotation, choice of images, relationship between text, images) • layout (e.g. columns, paragraphs, appropriate positioning of text and images, use of white space, gutters and margins, alignment of text, positioning on screen). Learners could create a mood board to display their findings and illustrate the differences between the different formats. Learners could also look at different computer games, discussing with the group (led by tutor) how graphics are used to enhance the user's experience (e.g. UX verses UI, screen resolution, menu design, colour used, positioning on screen, mapping, opacity verses pop ups, visibility, ease of use). Learners can feed back their findings to the whole group. Useful links for newspapers: http://journalism.about.com/od/trends/fl/Whats-the-Difference-Between-Broadsheet-and-Tabloid-Newspapers.htm http://www.esfmedia.com/page/How+do+broadsheet+and+tabloid+newspapers+differ+in+how+they+cover+the+news%3F+Compare+the+treatment+of Useful links for graphics for games: http://www.develop-online.net/opinions/why-good-user-experience-design-in-games-is-no-longer-a-luxury/0189456 https://www.microsoft.com/en-gb/developers/articles/week03oct14/video-game-design-theory-good-practices-for-tutorials-and-menu-design/	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Legal framework	Tutors could discuss the legal framework that designers have to work within; not just copyrighted material but also: • Independent Press Standards Organisation (IPSO) • Advertising Standards Authority • British Board of Film Classification • Ofcom. For example, the ASA ensures that people are not misled, harmed or offended by an advert. The ASA ensures a 'level playing field' is maintained among businesses and that all advertisers abide by the same rules to ensure this. If an advert is seen to be in breach of the codes, then it must be withdrawn or amended. For further information on sanctions see: https://www.asa.org.uk/Industry-advertisers/Sanctions/~/media/Files/CAP/Misc/Compliance%20leaflet_FINAL.ashx Learners could create a spider diagram for each legal framework and make notes on it of the points raised in the discussion. Useful links to legislative areas: https://www.ipso.co.uk/ https://www.asa.org.uk/ http://www.bbfc.co.uk/ http://www.ofcom.org.uk/	1 hour	Unit 1 LO6

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	**Be able to generate conceptual ideas and plan graphic design items in response to a client brief**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Explore how graphic design companies work with a brief	Linking to the How graphic design companies work activity in Learning Outcome 1, learners could write questions to ask the company they visited or the visiting speaker regarding the wide range of graphic products they may be asked to produce. This could include questions around how the company interprets a brief and any budgeting considerations. Learners could enquire as to how the company identifies the key areas for consideration such as the purpose of the graphic, where it will be displayed/used and the target market.	1 hour	Unit 13 LO1
	Learners could examine an example brief (if the information is not too sensitive) given to the company by a client. Learners could ask about the flow of work that is undertaken from concept planning to final realisation.		
	Learners could record, on a smartphone, conversations with the graphic designers that could then be played back to the group on returning to the centre. Learners could create a diary blog of the activity, detailing what they did on their visit.		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Production planning for a given brief	Tutors could discuss the planning process that is undertaken by those working in the graphic design industry. Learners could discuss how production plans are used, the deployment of personnel and how timescales are adhered to including deadlines, milestones and the use of contingency planning within this process. Learners could be given a mini-scenario for which they could plan the use of resources and timescales. Learners could look at the use of Gantt charts to organise the timeframe from start until completion. An example mini-scenario: A local company is producing a new wearable activity tracker. They have approached you to produce logo and graphic designs for this wearable technology that caters for an older audience that can afford a higher-end product. The company wants a master file saved at the highest resolution possible so that this can then be exported at lower resolutions and file types depending on the final requirements. Working in small groups, learners could work through the brief to create some advertising graphics, paying specific attention to the following: • interpretation of the client requirements • identification of a house style and graphics properties • creation of project planning documents (production plans, resources, timescales, deadline for completion, milestones and contingency planning). Learners could then feed back their approach to the whole group. Useful links to project planning tools: http://creately.com/blog/diagrams/use-gantt-chart-plan-project/ http://www.gantt.com/ https://designschool.canva.com/blog/effective-design-brief/	2 hours	Unit 3 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Budget planning for a given brief	Learners need to understand that budgets are important when generating ideas. The client is paying for a service but there must be time constraints for the production process to ensure that the final graphic(s) are produced within the budget. Linking in with the Explore how graphic design companies work with a brief activity, learners could discuss budget constraints with the visiting speaker or when they visit a graphics company. Using the mini-scenario in the activity above, learners could research professional rates that could be charged for this type of work and present this to the whole group in the form of an overall costing for the production of their graphic. Useful links to graphic design company rates of pay: https://www.creativereview.co.uk/cr-blog/2013/january/on-the-money/ http://www.thedesigntrust.co.uk/the-design-doctor-how-to-calculate-my-freelance-design-rate/ http://www.kallkwik.co.uk/	1 hour	Unit 2 LO1
Legal framework for graphic design creation	Learners could be divided into small groups and each given a different area of the legal framework to research such as copyright, libel, accuracy, offensive material, confidentiality, privacy, representation. Each group member could then take a specific legal area and consider the requirements for their graphic design and report back to the whole group who could make notes on the findings and actions. Alternative scenarios could be used to enable learners to consider specific legal issues such as chequebook journalism. Useful links on legislation: https://www.gov.uk/topic/intellectual-property/copyright http://dictionary.law.com/default.aspx?selected=1153 http://www.legislation.gov.uk/ukpga/2013/26/contents/enacted http://webarchive.nationalarchives.gov.uk/20140122145147/http:/www.levesoninquiry.org.uk/wp-content/uploads/2012/03/Submission-by-Media-Wise-Trust.pdf	1 hour	Unit 2 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Conceptual graphic design planning	Tutors could lead a discussion on planning techniques, showing learners examples of mood boards and explaining why and how they are used. They could discuss how to create a summary of ideas, the use of spider diagrams (to annotate ideas and thoughts) and how these may be achieved and the use of rough notes/visuals. Based on the mini-scenario in the Production planning for a given brief activity, learners could create mood boards, a summary of ideas, spider diagrams, roughs/visuals for the use of the graphic to be developed; these could include both digital and hand drawn formats. Useful links on different planning techniques: http://www.technologystudent.com/prddes1/artdecc1.html http://www.the-organic-mind.com/spider-diagrams.html http://www.telegraph.co.uk/education/educationadvice/9839678/Spider-diagrams-how-and-why-they-work.html http://saladcreative.com/blog/the-designers-guide-to-planning-a-photoshoot http://www.creativebloq.com/graphic-design/mood-boards-812470 https://designschool.canva.com/blog/make-a-mood-board/	2 hours	Unit 2 LO1, LO3 Unit 3 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Software and equipment planning	Linking with the Exploring different types of graphics activity in Learning Outcome 1, learners could examine the software and equipment that is used within the company they visited. It may be that the centre does not have the same level of software or equipment but learners could think about how they would still gain the same level of results using the centre's software and equipment. Tutors could lead a discussion and demonstration of the centre's software and equipment. This may include image capture/creation using cameras, the internet and/or graphics tablets. Learners could work on their mini-scenario and the planning they have undertaken to create a graphic. Much of the work will be tutor-led to allow for learners to get the best from the centre's equipment. They may plan for the use of appropriate tools and techniques when creating a new graphic, such as the correct file properties (size), crop, colour, brightness/contract, text, layers, colour fills, gradients, resizing/scaling and any hardware they require. Learners could put their findings into a blog which could then be shared with the whole group. Useful links to tutorials for various software packages: Serif suite: http://www.serif.com/community/productmanuals.aspx https://community.serif.com/tutorials/video-tutorial/1/tags/photoplus Adobe Creative Suite: https://helpx.adobe.com/creative-suite.html http://tv.adobe.com/channel/how-to/creative-cloud-tutorials/ GIMP tutorials: https://www.gimp.org/tutorials/ http://10steps.sg/tutorials/20-fantastic-gimp-tutorials-beginner-to-pro/	1 hour	

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to create the planned conceptual graphic items		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Safe working practices	Tutors could lead a discussion using the information learners have researched in the Legal framework for graphics creation activity in Learning Outcome 1, examining how they can apply their research to the mini-scenario in the Budget planning for a given brief activity in Learning Outcome 2. This could enable learners to consider any legal implications they need to be aware of with regard to safe working practices. Learners could then outline the health and safety practices they will follow when completing the client brief. Useful links that outline of some of the safe working practices for computers, recording images and in the printing industry: https://msds.open.ac.uk/your-record/health.htm http://www.michaelwayneplant.com/health-safety-photographers/ http://www.hse.gov.uk/printing/	30 minutes	Unit 3 LO3
Commercial practices and file sizes	Learners could look at different graphics, prepared by the tutor, with different resolutions and different file types. They could then fill out a feedback sheet for each graphic and state if it is more suited for output to web or to print and their reasoning behind this. Useful links that explain the difference in graphics that are prepared for print and for the web: https://designschool.canva.com/blog/print-vs-web/ http://sixrevisions.com/graphics-design/print-ready-graphics/ http://www.verifiedlabel.com/knowledgecenter/know-difference-web-print-graphics.aspx	1 hour	Unit 3 LO3
Font and image placement	Learners need to understand conventions when producing graphic design products. Tutors could lead a discussion looking at examples of industry standard layouts and conventions. Learners could annotate images from magazines and newspapers where colour, fonts and image placements have been used. Learners could critically evaluate the use of these and how they are best used to maximise impact. For example, the use of a large font to show a special offer and a much smaller font size used at the bottom of the page for the terms and conditions. Useful links for print and web graphics and tips for good graphic designs: http://www.verifiedlabel.com/knowledgecenter/know-difference-web-print-graphics.aspx http://digitalsynopsis.com/design/beautiful-illustrated-graphic-designer-tips/	1 hour	Unit 3 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Graphic design principles	Linking with the activity above, tutors could discuss graphic design principles including white space, use of colour, typography, balance, proximity, alignment, repetition and contrast. Learners could bring in their own examples and present and justify to the group why these are good and bad examples of design principles. Learners could use magazines, flyers posted through the door (or in hotel foyers), brochures and websites. Useful links on the principles of graphic design including the use of white space and typography: http://www.webdesign.org/web-design-basics/design-principles/what-is-white-space.10284.html https://www.smashingmagazine.com/2014/05/design-principles-space-figure-ground-relationship/ http://speckyboy.com/2013/06/13/the-principles-of-typography-back-to-basics-2/ http://tangledindesign.com/5-basic-principles-you-must-consider-to-master-the-art-of-typography/ http://www.pixel77.com/principles-of-typography/	1 hour	Unit 3 LO3
Create your designed graphic product	Learners could work on their mini-scenario and the planning they have undertaken, using the equipment explored in the activities above, to create a graphic product. They could then use the centre's software to edit and enhance their graphic to match the client's requirements. Much of the work could be tutor-led to allow learners to get the best from the software. When learners have completed their graphic they could explain to the rest of the group the approach they have taken. The group could form a panel to judge the best graphic, based on the brief, and this could be the one that would be used by the client. There should be an explanation as to why the graphic was chosen so that learners can understand more about what makes a good graphic design in the eyes of the audience.	3 hours	Unit 3 LO3
Saving your graphic for different uses	Based on the Commercial practices and file sizes activity above, learners could save their created graphic design as a master file at the highest resolution possible. This could then be exported at lower resolutions and different file types depending on the intended use (e.g. for print or web). Learners could export files for the following uses: • web upload • print formats A5, A4, A0 • flyers • billboards • a graphic interface for a pick-up in a computer game. Learners could then create a presentation on how they have carried this out and the decisions they made when saving the file for each use. They could compare file sizes in order to gain a good comparison of data volume and image quality.	1 hour	

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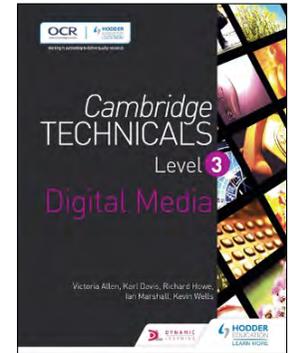
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