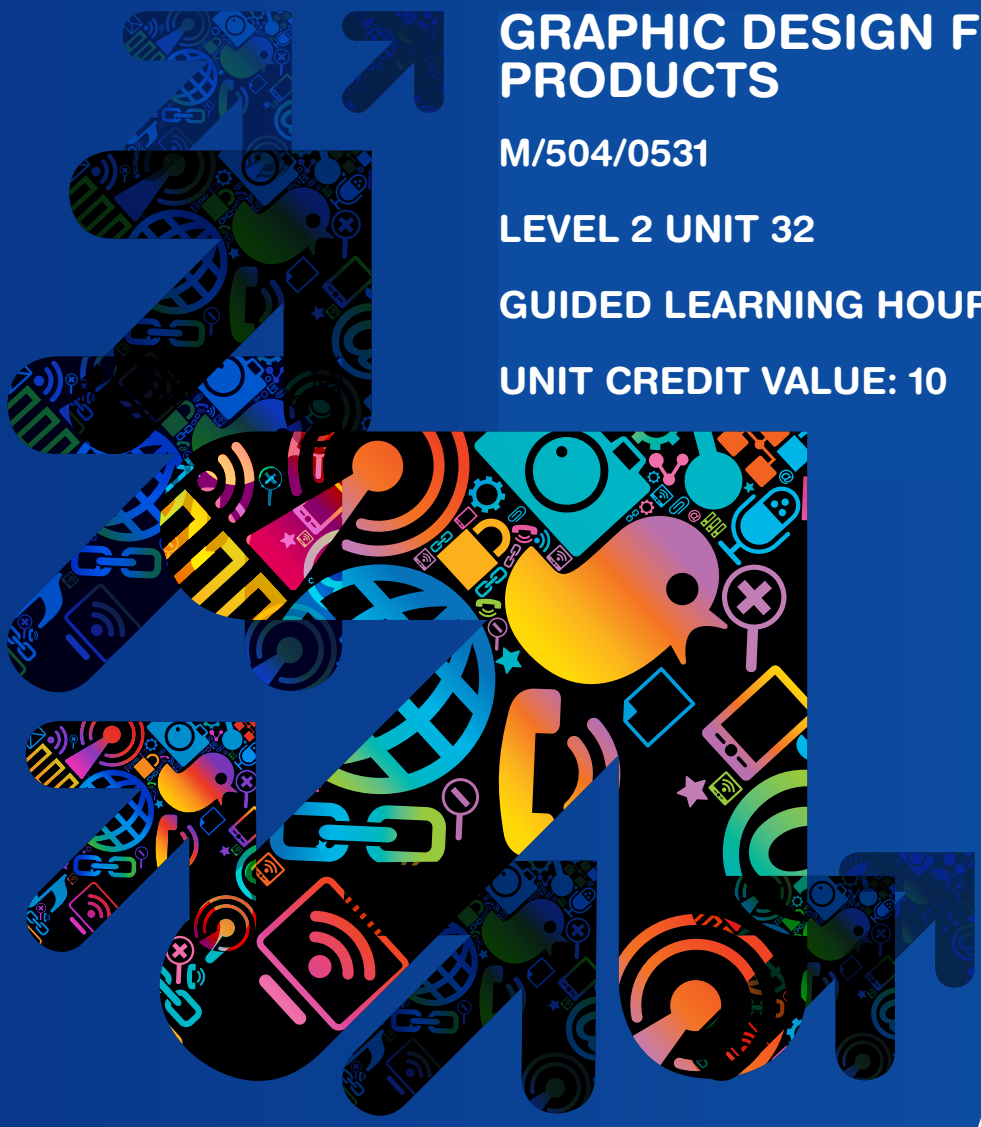
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



GRAPHIC DESIGN FOR MEDIA PRODUCTS

M/504/0531

LEVEL 2 UNIT 32

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

GRAPHIC DESIGN FOR MEDIA PRODUCTS

M/504/0531

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will understand a range of graphic design products. Learners will know how to generate ideas for two promotional items, for a planned original media product, in response to a client brief. They will gain some practical skills by planning and producing the two selected promotional items. Learners will also understand how to review the two promotional items produced for the planned original media product.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand a range of promotional graphic design products	P1 Learners explore a range of linked promotional graphic design items created for media products, including: a) purpose b) format c) content d) style e) layout f) target audience		
2 Be able to generate ideas for promotional graphic design items	P2 Learners generate appropriate ideas for two linked promotional graphic design items, for an original media product, for a specific target audience.	M1 Ideas generated by learners are fit for purpose and appropriate to the needs of the target audience	D1 Ideas generated by learners demonstrate a high level of visual appeal
3 Be able to plan for the production of promotional graphic design items	P3 Using their ideas, learners plan the production of the two linked promotional graphic design items for an original media product, including: a) production plan with launch date b) relevant legal/ethical issues		
4 Be able to produce promotional graphic design items	P4 Learners produce two final competent linked promotional graphic design items for an original media product	M2 The promotional graphic design items produced by learners are fit for purpose, appropriate to the needs of the target audience and generally of a good technical standard and quality	D2 The promotional graphic design items produced by learners have a high level of visual appeal and are generally of a high technical standard and quality
5 Be able to review promotional graphic design items produced	P5 Learners review the promotional graphic design items they have produced. Their review is based on their personal opinion of the items produced	M3 Learners use any feedback received from the target audience to inform their review	

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.

Understand a range of promotional graphic design products

For example:

- inform, educate, entertain, sell products
- poster, DVD/CD cover, billboard, flyer
- text – e.g. copy, captions, headings;
  images – e.g. photographs, diagrams, logos
- style of language, colour, choice of images, meaning created by text, images, layout
- columns, paragraphs, appropriate positioning of text and images, use of white space, gutters and margins, alignment of text
- by age, gender, interests, lifestyle, etc.

Be able to generate ideas for promotional graphic design items

The linked promotional items could be for:

- a new film, including poster and DVD cover
- a new band, including CD cover and T-shirt design
- a live event, including flyer and ticket design
- a new game, including game cover and point of sale display design

For example using mood boards, summary of ideas, spider diagrams, roughs/visuals for client etc.

Be able to plan for the production of promotional graphic design items

For example:

- resources, personnel, activities, equipement, timescales, contingency plans etc.
- copyright, libel, accuracy, offensive material, representation.

Be able to produce promotional graphic design items

Tutors should cover, for example, safe working practices, industry conventions.

- setting up appropriate equipment
- following production processes to realise the two final processes to realise the two final linked promotional graphic design items for an original media product, operate relevant equipment, etc.

Be able to review promotional graphic design items produced

For example:

- quality of items produced
- suitability to the media product being promoted
- appeal to the target audience
- feedback from target audience e.g. focus groups, questionnaire, online survey, etc.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with the other units including 12, 14 and 31. The content of other practical units could be linked to this unit, for example the production made in unit 40 could be the vehicle for the 2 related promotional items to be planned and made in this unit.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: learners should be taught the principles of textual analysis for a range of graphic design promotional items, they should also understand the media theory relevant to signification such as denotation and connotation, so that they are able to explore the chosen graphic design products. Learners may also find it helpful to look at company website and company published material. The tutor could lead discussions on a variety of graphic design promotional relevant to the ones learners propose to develop. Learners should analysis related graphic products for instance the DVD cover and a bus stop poster for a feature film. Their findings could be evidenced by outcomes such as a written textual analysis, annotated material, slide show presentation, integral commentary over audiovisual material.

P2/M1/D1: the brief could be from a real client or the teacher in the role of the client. Whilst the brief should reflect the vocational nature of the course, it should also be achievable given the resources available in the Centre. It is suggested that learners could be encouraged where possible to discuss their ideas in a teacher led class discussion, or in a one to one discussion with their tutor and learners should record their ideas as further evidence of their work. At this stage learners should try to generate a range of ideas for the related promotional items and not restrict the possibilities. Learners should consider how these ideas could be linked based on their investigations of existing media products in **P1**. Suggested evidence could be produced as mood boards, spider diagrams, sketches or a written synopsis of their ideas.

P3: when planning the production of two related promotional items, learners should, where possible, follow industry standard formats with particular reference to the production plan. They should also give consideration to any legal and ethical issues, which may have an impact on the graphic design products and utilise websites such as the Press Complaints Commission (PCC) or relevant regulatory body, the British Board of Classification (BBFC) or the Advertising Standards Authority (ASA) when planning their promotional items. Whilst it is possible to use one production plan for the two integrated products, learners may find it beneficial for clarity to include separate sections for some elements of the plan as long as the related promotional items remain integral to the overall plan.

P4/M2/D2: learners producing two related promotional items should, wherever possible work to a deadline and follow safe working practices. It may provide good experience for learners to work in a team, dependent on the media promotional items, however individual learner's contribution to the overall work must be clearly identifiable. If working as a group it is important that learners can demonstrate their contribution to the process, this could take the form of a witness statement from the teacher. Learners should be taught appropriate production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the Centre. Learners could produce a poster, flyer, and t-shirt design for a new live music event.

P5: learners should consider the planned intentions for the 2 final linked promotional graphic design items for an original media product. When reviewing the final edited linked promotional graphic design items learners must consider if the 2 products are fit for purpose and suitable to the media product being promoted. The review should also take into consideration the technical quality of 2 final linked promotional graphic design items as well as the appeal of the 2 items to the target audience. Learners should gain feedback from a client on the 2 linked graphic promotional items. Learners should provide the opportunity for the client to provide feedback whether through a question and answer session, questionnaire or written feedback. It is important that the learner records the outcomes of the discussion which could be in written format or an audio recording. The review could take the form of a written or verbally recorded report possibly with supporting images and diagrams on the suitability of the promotional items in relation to the client brief and appeal to the target audience.

Learners should be encouraged wherever possible to evidence the grading criteria through a variety of mediums (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) aiming to highlight their strengths, whilst being encouraged to develop their existing skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Books

Dabner, D (2004)	*Graphic Design School: The Principles and Practices of Graphic Design* Thames & Hudson
Editor, Rockport Publishing (2006)	*Graphic Design That Works: Successful Design for Logos, Brochures, Promotions, Websites and More* Rockport Publishers Inc.
Samara, T (2007)	*Design Elements: A Graphic Style Manual* Rockport Publishers Inc.
Newark, Q (2007)	*What is Graphic Design?* Rotovision

Websites

www.pcc.org.uk

www.asa.org.uk

www.bbfc.co.uk

www.ofcom.org.uk

LINKS TO NOS

The Newspaper Society – Multimedia and print journalism (2007)

16 Prepare visual material

17 Design and produce page layout

18 Produce contents promotional material

The Publishing Training Centre – Publishing (2005)

UNIT 13 Formulate and present visual design proposals

UNIT 24 Edit images



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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