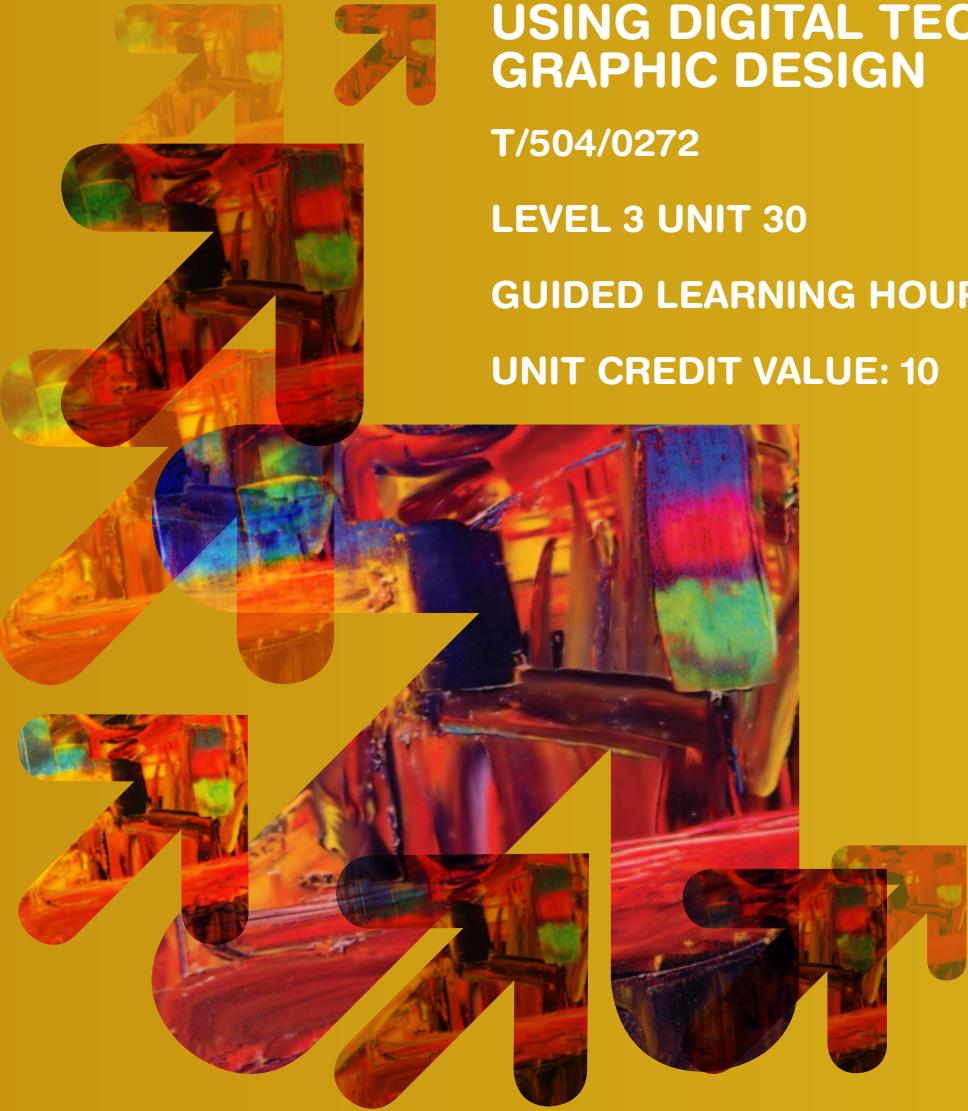




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# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN ART AND DESIGN



**USING DIGITAL TECHNOLOGY IN  
GRAPHIC DESIGN**

**T/504/0272**

**LEVEL 3 UNIT 30**

**GUIDED LEARNING HOURS: 60**

**UNIT CREDIT VALUE: 10**

# **USING DIGITAL TECHNOLOGY IN GRAPHIC DESIGN**

**T/504/0272**

**LEVEL 3**

## **AIM OF THE UNIT**

By completing this unit, learners will understand the use of text and image in graphic design products. They will be able to use a range of digital hardware and graphic design software, being able to experiment with the software, exploring alternative ideas, approaches and effects. Learners will be able to develop ideas for a graphic design outcome, in response to a brief, and they will be able to produce a final graphic design outcome that meets the requirements of the brief.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>	<b>Pass</b> The assessment criteria are the pass requirements for this unit.	<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:
The learner will:  1 Understand use of text and image in graphic design products	The learner can:  P1 Learners use annotated studies to record investigations into graphic designers' use of text and image in a range of graphic design products		
2 Be able to use a range of digital graphic design software and hardware	P2 Learners demonstrate competent use of a range of appropriate digital graphic design software and hardware		
	P3 Learners experiment with graphic design software, exploring alternative ideas, approaches and effects		
3 Be able to develop ideas for a digital graphic design outcome, in response to a brief	P4 Learners develop appropriate ideas for a digital graphic design outcome, in response to a brief	M1 Learners use their exploration into graphic design products to influence the development of an original, imaginative and thoughtful idea	
4 Be able to produce a final digital graphic design outcome, in response to a brief	P5 Learners produce a competent final digital graphic design outcome, in response to a brief	M2 Learners demonstrate proficient skills in producing a successful final digital graphic design outcome. The outcome produced is generally of a good quality	D1 Learners produce a very original final digital graphic design outcome. The outcome produced is skilfully finished, generally of a high quality and displays a thorough understanding of the materials and processes used.

## 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 use of text and image in graphic design products**

For example:

- contemporary practice
- styles
- processes
- digital developments
- where and how used.

### **Be able to use a range of digital graphic design software and hardware**

Software, for example:

- image manipulation software (bitmap, e.g. Adobe Photoshop, Corel Photopaint)
- illustration software (vector, e.g. Adobe Illustrator, Corel Draw)
- desktop publishing software (e.g. Adobe InDesign, Quark Express, Corel Draw)
- combinations of the above

Hardware, for example:

- PC/Mac
- tablet computer/other mobile devices
- Graphics tablet
- Digital camera
- Digital storage
- Scanner
- Digital video camera
- Photocopiers and printers

Keep an annotated record of development work.

Consider exploring:

Image manipulation software:

- colour & texture changes to image
- altering size, resolution, file format
- use of layers

Illustration software:

- colour changes to image
- scale, skew, rotate, distort, reflect
- use of bezier curves, direct point selection, path manipulation

Desktop publishing software:

- page layout, style sheets, grids, master pages, importing text and images.
- runarounds, textflow, drop caps, leading, kerning, tracking

Keep an annotated record of development work.

### **Be able to develop ideas for a digital graphic design outcome, in response to a brief**

For example:

Brief should be in the context of desktop publishing, bringing together elements of text and image, e.g.:

- magazine design and layout
- CD/DVD covers and/or booklets
- book illustration
- flyers/posters/leaflets

Produce annotated development work – both manual and electronic development.

### **Be able to produce a final digital graphic design outcome, in response to a brief**

The outcome should be presented in a format that satisfies the requirements of the brief e.g. final colour printouts on high quality paper.

## 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.

To gain an understanding of contemporary practice, digital developments, styles etc. learners should start by investigating the work of graphic designers and how they use text and image in graphic design products. A record of this research for **P1** should be evidenced using annotated studies. Learners will need to be familiar with a range of software and able to use a range of hardware. They should keep a personal journal/sketchbook or similar evidence demonstrating their use of a range of software and hardware for **P2**. Learners might benefit from adopting a theme or having a context to work in at this stage of the unit.

For **P3** learners must produce evidence of their ability to experiment with software and explore alternative ideas, approaches and effects.

With their knowledge and skills established they can evidence their ability in **P4/M1** to develop personal ideas in response to a graphic design brief. The quality of the brief is very important in generating an appropriate context for the learner to work in and should bring together elements of text and image in a context such as magazine design and layout, book illustration, CD/DVD covers and/or booklets, flyers/posters etc.

From their ideas a final graphic design outcome should be produced in response to the brief **P5/M2/D1**. Learners

should be encouraged to present their outcome in a way that is appropriate for the requirements of the work and the brief.

Throughout the unit learners must keep careful evidence of research, explorations, sample material, experimentation, and development of ideas, supported by notes/annotations that record observations and decisions made.

## 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, David.	<i>Graphic Design School</i> Thames and Hudson ISBN: 0-500-28526-8
Leslie, Jeremy.	<i>Mag Culture – New magazine design</i> ISBN: 1-85669-336-8
Neuenschwander, Brody.	<i>Letterworks: Creative Letterforms in Graphic Design</i> Phaidon ISBN: 0714829099
Brereton, Richard.	<i>The Hidden Art of Designers, Illustrators and Creatives</i> Laurence King Publishers ISBN-10: 1856695824
Illustralia.	<i>Cutting-edge Digital Illustration</i> Promotora de Prensa International S A ISBN-10: 849365082X

### Websites

About.Com: Graphic Design	<a href="http://www.graphicdesign.about.com">http://www.graphicdesign.about.com</a>
Graphic Design Blog	<a href="http://www.graphicdesignblog.org">http://www.graphicdesignblog.org</a>
Best Graphic Design Ideas	<a href="http://www.bestgraphicdesignideas.com">http://www.bestgraphicdesignideas.com</a>

## LINKS TO NOS

Creative and Cultural Skills – Design (2009)

- DES3** Use critical thinking techniques in your design work
  - DES5** Follow a design process
  - DES7** Contribute to the production of prototypes, models, mock-ups, artwork, samples or test pieces
  - DES10** Create visual designs
  - DES18** Interpret the design brief and follow the design process
- Unit 127** Plan and produce edited images
- Unit 711** Design and produce creative digital colour artwork for print

Proskills – Digital Print Production (2007)

Proskills – Digital Artwork for Print (2006)



## **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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