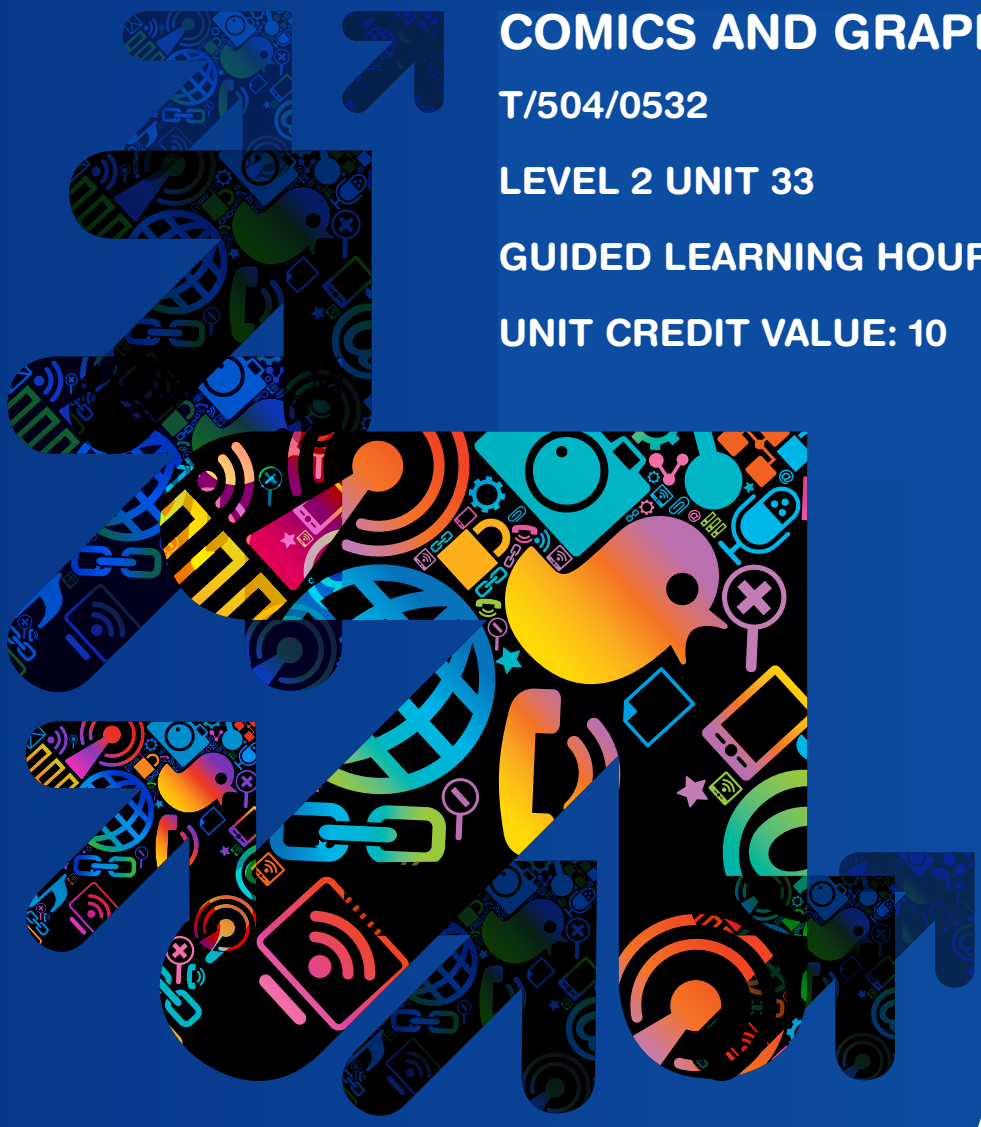
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



COMICS AND GRAPHIC NOVELS

T/504/0532

LEVEL 2 UNIT 33

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

COMICS AND GRAPHIC NOVELS

T/504/0532

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will understand the graphic novel and comic world, and graphic novel and comic products. Learners will know how to create one character for a new graphic novel or comic and be able to plan for, and produce, a 15-panel graphic novel or comic that includes their character. Learners will be able to review the new graphic novel or comic.

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 graphic novel and comic products	P1 P1 Learners explore one existing graphic novel and one existing comic, by describing its: a) genre b) content and style c) target audience d) characters e) company f) production roles	M1 Learners produce a detailed review of one graphic novel or comic product. They include a review of the genre, content and style, target audience, and characters using relevant sources. They draw detailed conclusions from their exploration	
2 Be able to create an original character for use in a comic or graphic novel	P2 Learners generate one original character idea for use in a comic or graphic novel. They produce: a) a character outline b) initial sketches for a character design, that convey at least one main feature from the character's basic outline		D1 The character design produced by learners conveys all of the main features from the character's basic outline. Learners progress initial sketches to finished illustrations that show the movement, expressions and emotions of the character
3 Be able to plan for the production of an original graphic novel or comic	P3 Learners produce a competent writing plot for at least 15 panels, featuring their own character, to be included in an original graphic novel or comic	M2 The writing plot produced by learners is detailed, imaginative and thoughtful. Learners create opportunities within the writing plot to show the movement, expressions and emotions of the character	
	P4 Learners plan for at least 15 panels, featuring their own character, to be included in an original graphic novel or comic, including: a) written script b) panel layouts		
4 Be able to produce panels for an original graphic novel or comic	P5 Learners produce at least 15 competent panels for an original graphic novel or comic. The panels are based on their writing plot and feature their own character	M3 Learners demonstrate proficient production skills to produce a well-structured graphic novel or comic	D2 Learners produce finished illustrated panels that are generally of a good technical standard and quality. The finished illustrated panels realise the intentions of the planned writing plot and written script effectively

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 graphic novel and comic products

Tutors should cover:

- **product types**: graphic novels, digital comics, motion comics, comic strips etc.
- **companies**: DC Comics, Marvel Comics, 2000AD, DC Thompson, Fleetway Press, etc.

  titles: The Incredible Hulk, Hercules, Iron Man, Astonishing X-Men, Superman, Batman, Judge Dredd, Beano, Dandy, etc.
- **production roles: role of writers/pencilers/letterers/ inkers/colourists**: Stan Lee, Jack Kirby, Bob Kane, Will Eisner, Kev F. Sutherland, etc.
- **genres:** action and adventure, slice of life, crime and mystery, science fiction / fantasy, super-heroes
- **content & style:** panelling, text, storyline, structure, visual narrative, use of formal elements (line, tone, colour etc.)
- **target audience:** by age, gender, interests, etc.
- **characters:** back story, development, their appeal to target audience.

Be able to create an original character for use in a comic or graphic novel

For example:

- name, back story, unique character traits and abilities
- initial character drawings/sketches/mock ups - body, head, clothing, etc
- illustrations of the character showing the characters emotions and movements.

Be able to plan for the production of an original graphic novel or comic

Consider, for example:

- title, format, genre, style, synopsis, narrative structure, etc
- other characters (e.g. name, age, background etc.)
- target audience (e.g. age, gender, etc.)
- possible legal/ethical issues – intellectual property, copyright, representation

For example:

- write script including dialogue bubbles/thought bubbles/ captions; sound effects should be considered for panels.
- layout panels on pages, considering narrative

Consider 'camera angles/shots' (eg. bird's eye view, close up).

Be able to produce panels for an original graphic novel or comic

For example:

- Narrative expressed in combined illustrated panels, dialogue/text, characters

Final panels can be digitally produced or hand drawn and inked.

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 and 14.

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/M1: learners should be encouraged to explore a wide selection of graphic novels and comics and these explorations could be taught through case studies and supported by teacher led discussions. Learners could use sources such as the internet, published material, comics and graphic novels, They could create profiles of companies and particular artists and their findings could be evidenced by outcomes such as a written report with supporting images, annotated material, blog, a commentary of audiovisual material. Learners need to be able to understand the elements of professional comics and graphic novels, so it may be helpful to review a number of graphic novels and comics and conduct teacher lead analysis of these items supported by teacher led discussions. Suggested types of evidence could include, annotated print material for example the front cover of a graphic novel or comic, a review of content of the comic or graphic novel, a profile of the target audience, a written presentation or a slide show presentation with supporting images.

P2/D1: when learners create their character they should ensure the character gives the learners scope to develop a range of movements in the character and emotional characteristics in order to achieve the higher grading criteria. Learners may wish to collate their evidence into a portfolio, or scrapbook with sketches supported by written notes detailed drawing of character movements, close up illustrations character features and drawings/illustrations from different angles.

P3/P4/M2: when producing the writing plot learners could be taken through industry standard plots how they are constructed and what elements to include. Evidence could be a series developed drafts of the writing plot. When planning the production of the proposed graphic novel or comic, learners should, where possible, follow industry standard formats. Evidence could be in the form of a series of developments of panel layouts, captions, camera angles and the development of the script.

P5/M3/D2: learners producing the graphic novel or comic should wherever possible work to a deadline and follow safe working practices. 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 should regularly refer to their writing plots while creating the graphic novel or comic.

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

Doran, C (2007)	*Manga Pro Superstar Workshop: How to Create & Sell Comics & Graphic Novels* IMPACT Books
Eisner, W (2008)	*Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist* WW Norton & Co
Eisner, W (2008)	*Expressive Anatomy for Comics and Narrative: Principles and Practices from the Legendary Cartoonist* WW Norton & Co
Eisner, W (2008)	*Graphic Storytelling and Visual Narrative: Principles and practices from the legendary Cartoonist* WW Norton & Co
Moore, A (2003)	*Alan Moore's Writing for Comics Volume 1* Avatar Press

Websites

www.dccomics.com

www.britishcomics.com

www.marvel.com

www.comicsuk.co.uk

LINKS TO NOS

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.

Telephone 02476 851509
Email cambridgetec@ocr.org.uk
www.ocr.org.uk