



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

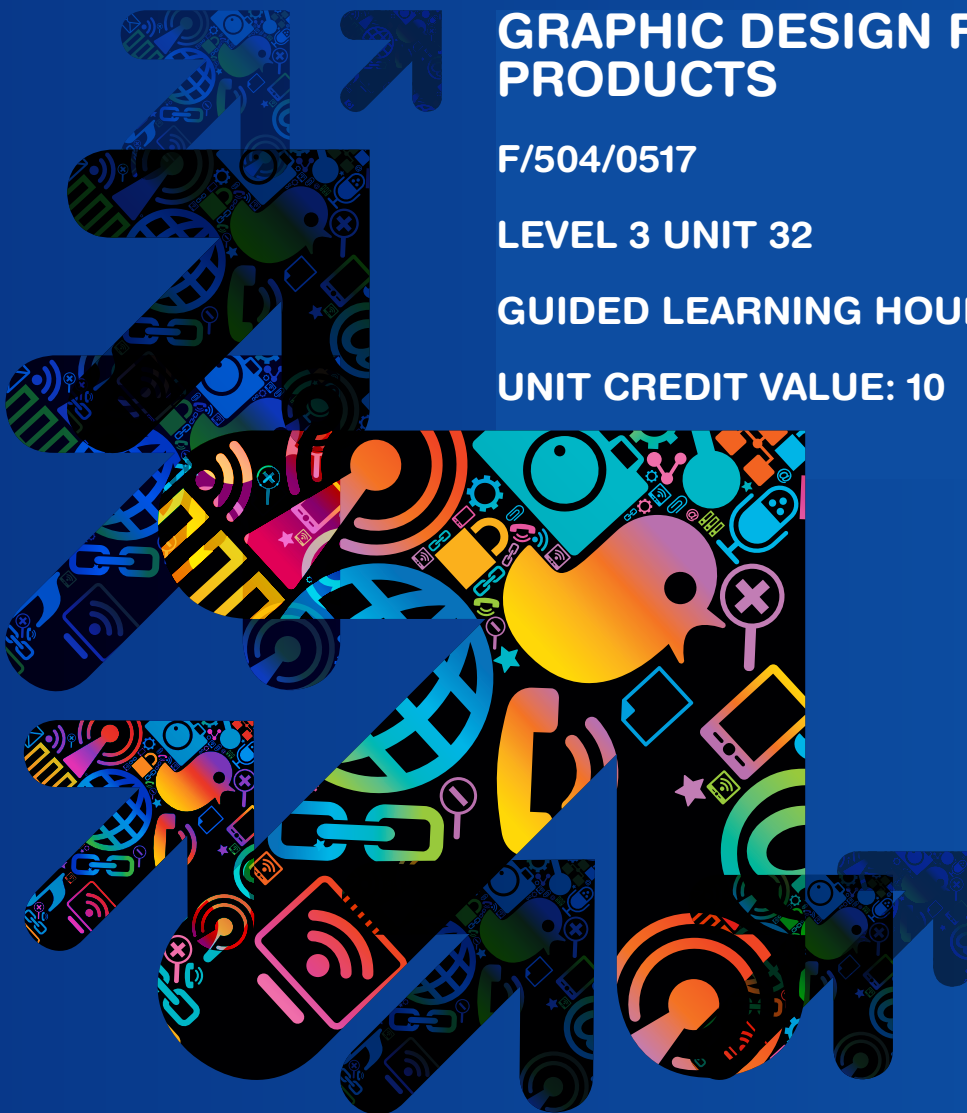
GRAPHIC DESIGN FOR MEDIA PRODUCTS

F/504/0517

LEVEL 3 UNIT 32

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



GRAPHIC DESIGN FOR MEDIA PRODUCTS

F/504/0517

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand existing graphic design products. Learners will understand how to generate ideas for and plan the production of three related graphic design promotional items for an original media product, for a specific target audience.

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 existing graphic design work for media products	P1 Learners analyse a range of related graphic design work created for media products, including: a) purpose b) format c) content d) style e) layout f) target audience g) regulatory bodies		
2 Be able to generate conceptual ideas for related graphic design items	P2 Learners generate competent conceptual design ideas for three related graphic design items, for an original media product, for a specific target audience	M1 Conceptual ideas generated by learners are fit for purpose and appropriate to the needs of the target audience	D1 Conceptual ideas generated by learners are imaginative and demonstrate a high level of visual appeal
3 Be able to present conceptual ideas for related graphic design items to a target audience	P3 Learners present conceptual designs for an original media product to the target audience for feedback and selection	M2 Learners provide a rationale for their conceptual designs based on suitability for the target audience	
4 Be able to plan for the production of related graphic design items	P4 Learners plan for the production of three related graphic design items for an original media product, including: a) budget b) production plan with launch date c) relevant legal and/or ethical issues		
5 Be able to produce related graphic design items	P5 Learners produce three final related competent graphic design items for an original media product	M3 The related 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 related graphic design items produced by learners have a high level of visual appeal and are generally of a high technical standard and quality

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 existing graphic design work for media products

For example:

- inform, educate, entertain, sell products, fitness for purpose
- poster, DVD/CD cover, billboard, flyer, merchandise, tickets, webpage, title sequence in a movie etc.
- text, e.g. copy, captions, headings; images, e.g. photographs, diagrams, logos
- style of language, colour, choice of images, relationship between text, images, layout, semiotics, denotation, connotation
- columns, paragraphs, appropriate positioning of text and images, use of white space, gutters and margins, alignment of text
- by age, gender, interests, spending power, lifestyle
- Press Complaints Commission or relevant regulatory body, Advertising Standards Authority, British Board of Film Classification, Ofcom.

Be able to generate conceptual ideas for related graphic design items

For example, the promotional package could be for:

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

Creating, for example mood boards, summary of ideas, spider diagrams, roughs/visuals .

Be able to present conceptual ideas for related graphic design items to a target audience

For example:

- focus group, presentation, questionnaire, online surveys etc.
- why appeals to specified target audience (e.g. matches lifestyle, age etc.)

Using, for example mood boards, summary of ideas, spider diagrams, roughs/visuals.

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

For example:

- budget based on professional rates
- industry standard production plans, resources, personnel, timescales, deadline for completion etc.
- copyright, libel, defamation, accuracy, offensive material, confidentiality, privacy, chequebook journalism, representation.

Be able to produce related graphic design items

Cover, for example, safe working practices, commercial/industry practices and conventions when producing graphic design products.

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 for instance 13, 30, 31, 33, 34, 40, 42, 51, 54 and 60. The content of other practical units could be linked to this unit, for example the production made in unit 18 could be the vehicle for the related graphic design products 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 analyse the chosen graphic design products. Learners may also find it helpful to look at company websites and company published material. Learners may find it beneficial to utilise online case studies and sources of information on regulatory bodies such as the Press Complaints Commission or relevant regulatory body, Advertising Standards Authority or any other relevant regulatory body. The tutor could lead discussions of a variety of graphic design items relevant to the ones learners propose to develop. If learners are planning on producing the graphic design promotional items for a media product they are

producing in another unit i.e. 23 they may find it helpful to conduct their analysis of graphic design work created for a media product which is the same as the media product they are planning on producing. Learners should analyse related graphic design items for instance the DVD cover, bus stop poster and the home page 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: 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. Learners should consider how these ideas could be linked based on their investigations of the graphic design promotional products analysed for existing media products in P1. Learners should understand how target audiences are segmented according to demographics such as gender, age etc. so that they can apply this practice to specify the target audience for their graphic design items, for instance a new romantic film might be targeted at an audience aged between 15 and 25 and so examples of graphic design material could include a magazine advertisement in a magazine with a strong teen to young adult audience readership, the merchandising design may include colours, fonts and stars who appeal to this target audience. Suggested evidence could be produced as mood boards, spider diagrams, sketches, roughs/visuals etc.

P3/M2: Learners should present their conceptual designs to a sample of their specified target audience. Learners should consider the space where the presentation will take place, particularly with reference to the layout and display of their ideas and the necessary equipment, which should be tested in advance of the presentation. They should also consider where the audience will be seated in relation to their presentation. Learners should provide a verbal introduction to the presentation and also provide the specified target audience with an opportunity to provide feedback, this may include for instance a discussion, a questionnaire, or a recorded question and answer session. It is important that the learner records the outcomes of the discussion, question and answer session, which could be in written format or an audio recording. If working as a group, learners should ensure that they have identified their contribution to the planning and execution of the presentation, so it is advisable that a

witness statement provided by the teacher/assessor could be included as evidence for the criteria.

P4: When planning the production of three related graphic design promotional items, learners should, where possible, follow industry standard formats with particular reference to the budget and 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 three integrated promotional items, 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. The budget should include all of the related products.

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

P5/M3/D2: Learners producing three related graphic design promotional items 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 could produce a poster, flyer, and t-shirt design for a new live music event for instance.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their 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)	<i>Graphic Design School: The Principles and Practices of Graphic Design</i> Thames & Hudson
Editor, Rockport Publishing (2006)	<i>Graphic Design That Works: Successful Design for Logos, Brochures, Promotions, Websites and More</i> Rockport Publishers Inc.
Samara, T (2007)	<i>Design Elements: A Graphic Style Manual</i> Rockport Publishers Inc.
Newark, Q (2007)	<i>What is Graphic Design?</i> 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

Proskills – Digital Print Production (2007)

- Unit 127** Plan and produce edited images
- Unit 711** Design and produce creative digital colour artwork for print

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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