

Computing

Creative iMedia – R094

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Students will be following the exam board for the assessment criteria that has been set. This will enable students to be taught the key skills within lesson and then complete the assessments for the brief set by the exam board.</p>	<p>How to succeed as a digital designer Adobe</p> <p>How to use Photoshop for beginners - learn the basics - Adobe</p> <p>How to Use Photoshop: The Bookmarkable Photoshop Tutorial for Beginners (hubspot.com)</p>	<ul style="list-style-type: none">• Application analyst• Applications developer• UX designer• Web designer• Web developer• Graphics Designer

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Cambridge National in Creative iMedia

Scheme of work – R094 Visual identity and digital graphics

About this scheme of work

Our redeveloped Cambridge National in Creative iMedia Level 1/2 J834 is for first teaching from September 2022.

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre's needs. Our curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples of how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach
- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version
- links to our [curriculum planner's first model](#) which is one teacher teaching the qualification over two years, broken down into half terms
- each lesson's **key terms**
- **ideas** for teaching and learning with useful **links**
- some 'warm up' teaching ideas if you're teaching over three years.



Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.

Units and guided learning hours

Here is a reminder of the seven units in the redeveloped Cambridge National in Creative iMedia Level 1/2 J834:

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
R093	Creative iMedia in the media industry	48	OCR set and marked	Mandatory
R094	Visual identity and digital graphics	30	Centre-assessed tasks, OCR moderated	Mandatory
R095	Characters and comics	42	Centre-assessed tasks, OCR moderated	Optional
R096	Animation with audio	42	Centre-assessed tasks, OCR moderated	Optional
R097	Interactive digital media	42	Centre-assessed tasks, OCR moderated	Optional
R098	Visual imaging	42	Centre-assessed tasks, OCR moderated	Optional
R099	Digital games	42	Centre-assessed tasks, OCR moderated	Optional

Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 30 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes.
- Students can access some resources outside of lessons for any online homework or extension tasks.
- You will refer to the [specification](#) as the key document for detailed insight into the qualification's content and assessment requirements.

First year of teaching

Autumn 2						
Summary of what you will cover from the curriculum planner		R094: Purpose, features, elements and design of visual identity R094: Graphic design concepts and conventions R094: Properties of digital graphics and use of assets				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	1.1 Purpose of visual identity <ul style="list-style-type: none"> Recognition/familiarity Establish a brand Develop brand loyalty Visual communication with audiences/consumers 	Introduction to the unit - cover: <ul style="list-style-type: none"> what students will learn what skills will be developed what equipment will be used. What is a visual identity? <ul style="list-style-type: none"> Class activity to create a mind map with ideas for what this is and means to students 	Brand identity Visual identity	Identify the purpose of a visual identity	Book - Creating a brand identity – Catherine Slade Brooking (Amazon) OCR endorsed textbooks and resources Core brand values examples: why they are key to differentiating your brand (brandfolder.com) Visual identity: everything you need to know about this essential aspect of branding (99designs.co.uk) What's in a brand? How to define your visual identify (business.adobe.com)	R093 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and engage audiences
2	1.1 Component features of visual identity	Create a mood board with a collection of logos and visual identities	Visual identity	Identify the component	OCR endorsed textbooks and resources	R093

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	<ul style="list-style-type: none"> • Name • Logo • Slogan/strap line 	<p>Students find and contribute those from products and brands they like or use - this can be partly completed as a homework activity.</p> <p>You could hold a class discussion to identify key features:</p> <ul style="list-style-type: none"> • company/organisation name • any graphical logo • any slogan or strap line. <p>Summary of the key features to be documented for future reference by students</p>	<p>Logo</p> <p>Name</p> <p>Slogan</p>	<p>features of a visual identity</p>	<p>Core brand values examples: why they are key to differentiating your brand (brandfolder.com)</p> <p>Book - Creating a brand identity – Catherine Slade Brooking (Amazon)</p> <p>Visual identity: everything you need to know about this essential aspect of branding (99designs.co.uk)</p> <p>What's in a brand? How to define your visual identify (business.adobe.com)</p>	<p>2.1 How style, content and layout are linked to the purpose</p> <p>2.5 Media codes used to convey meaning, create impact and engage audiences</p>
3	<p>1.1 Elements of visual identity</p> <ul style="list-style-type: none"> • Graphics <ul style="list-style-type: none"> ○ shape/symbol • Typography • Colour palette and meaning • Layout/complexity 	<p>Using the mood board produced in the previous lesson.</p> <p>Class discussion to identify the main elements:</p> <ul style="list-style-type: none"> • use of graphics i.e. shapes, symbols • use of text and typography • use of colour • complexity (or simplicity) of the layout. 	<p>Visual identity</p> <p>Elements</p> <p>Graphics</p> <p>Typography</p> <p>Colour layout</p>	<p>Identify the elements of a visual identity</p>	<p>OCR endorsed textbooks and resources</p> <p>Core brand values examples: why they are key to differentiating your brand (brandfolder.com)</p> <p>Book - Creating a brand identity – Catherine Slade Brooking (Amazon)</p>	<p>R093</p> <p>2.5 Media codes used to convey meaning, create impact and engage audiences</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Summary of the main elements to be documented for future reference by students			Visual identity: everything you need to know about this essential aspect of branding (99designs.co.uk) What's in a brand? How to define your visual identify (business.adobe.com)	
4	1.1 Visual identity design style <ul style="list-style-type: none"> • Business type • Brand values • Brand positioning <ul style="list-style-type: none"> ○ economy ○ mid-range ○ high-end 	Presentation on the influences for the design style. Illustrate with examples from: <ul style="list-style-type: none"> • supermarkets • technology companies • fashion and clothing. Hold a class discussion: <ul style="list-style-type: none"> • categorise these examples for the different types of business • decide whether economy, high-end or somewhere in between • think about what the brand values could be - this could be completed as a research activity for homework. Summary of the main influences to be documented for future reference by students.	Visual identity Design Business Brand	Recognise the design style of a visual identity and why it is used	OCR endorsed textbooks and resources Core brand values examples: why they are key to differentiating your brand (brandfolder.com) Book - Creating a brand identity – Catherine Slade Brooking (Amazon) Visual identity: everything you need to know about this essential aspect of branding (99designs.co.uk) What's in a brand? How to define your visual identify (business.adobe.com)	R093 2.5 Media codes used to convey meaning, create impact and engage audiences
5	2.1 Concepts of graphic design	Presentation covering the concepts of graphic design supported by a range of examples. These could include:	Graphic design Concepts	Identify the concepts and	OCR endorsed textbooks and resources	R093

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	<ul style="list-style-type: none"> Application of visual identity Alignment Typography Use of colour and colour systems Use of white space 	<ul style="list-style-type: none"> magazine advertisements product packaging books (fiction and non-fiction) DVD/Blu-Ray/game covers CD covers. <p>Highlight the similarities and application of design concepts, in particular:</p> <ul style="list-style-type: none"> positioning of any logo or visual identity alignment of different elements of the graphic use of typography – ease of reading use of colour and how this relates to the product use of white space to separate out the different parts. <p>Homework – research activity to find out about colour systems such as Pantone ® and NCS plus what is the Pantone colour of the year and what does it represent?</p>	<p>Conventions</p> <p>Alignment</p> <p>Colour</p> <p>Colour system</p> <p>White space</p>	<p>conventions of graphic design</p>	<p>Book – Graphic design for everyone – Cath Caldwell (Amazon)</p> <p>7 basic principles of graphic design (LCCA.org.uk)</p> <p>The 8 types of graphic design (99designs.co.uk)</p> <p>8 basic principles of design to help you create awesome graphics (adobe.com)</p> <p>Book - Color Harmony Pantone edition - Leatrice Eiseman (Blackwells.co.uk)</p>	<p>2.1 How style, content and layout are linked to the purpose</p> <p>2.5 Media codes used to convey meaning, create impact and engage audiences</p>
6	<p>2.2 Layout conventions for different graphic products and purposes</p> <ul style="list-style-type: none"> Additional information Headlines and copy 	<p>Create a mood board with a collection of graphics:</p> <ul style="list-style-type: none"> Students find and contribute those from any printed material (this can be partly completed as a 	<p>Graphic design</p> <p>Content</p> <p>Layout</p> <p>Purpose</p>	<p>Identify the concepts and conventions of graphic design</p>	<p>OCR endorsed textbooks and resources</p> <p>Book – Graphic design for everyone – Cath Caldwell (Amazon)</p>	<p>R093</p> <p>2.1 How style, content and layout are linked to the purpose</p> <p>2.5 Media codes used to convey meaning,</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
	<ul style="list-style-type: none"> Image content Titles and mastheads 	<p>homework activity). They could find further examples from:</p> <ul style="list-style-type: none"> magazine advertisements product packaging books (fiction and non-fiction) DVD/Blu-Ray/game covers CD covers. <p>Class discussion to identify the layout and any conventions that were used:</p> <ul style="list-style-type: none"> purpose of the graphic main heading position, content and style use of image based content any additional information (position and font size e.g. the small print). <p>Summary of the conventions that were used to be documented for future reference by students.</p>		At the end of the lesson, students will be able to:	<p>7 basic principles of graphic design (LCCA.org.uk)</p> <p>The 8 types of graphic design (99designs.co.uk)</p> <p>8 basic principles of design to help you create awesome graphics (adobe.com)</p> <p>Book - Color Harmony Pantone edition - Leatrice Eiseman (Blackwells.co.uk)</p> <p>Research - BBC Bitesize research (BBC.co.uk)</p> <p>Production skills – BBC Bitesize (BBC.co.uk)</p> <p>An introduction to graphic design: layout and composition (Freepik.com)</p>	create impact and engage audiences
7	2.2 Technical properties of images and graphics	Presentation on bitmap image properties (links to R093). Expand on this to include colour depth (8 and 16	Image files Properties	Explain the properties of bitmap files	OCR endorsed textbooks and resources	R093

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	<ul style="list-style-type: none"> □ Bitmap/raster properties <ul style="list-style-type: none"> ○ colour depth ○ colour mode ○ compression settings ○ overall quality ○ transparency 	<p>bit) plus colour mode (RGB versus CMYK) in graphics file formats.</p> <p>Presentation on the key differences in the file formats, covering:</p> <ul style="list-style-type: none"> • use of compression and whether lossy or lossless • Jpg quality settings • what file formats support transparent backgrounds for use with logos and visual identity. <p>Students could then record this information in a journal or notebook.</p>	<p>Bitmap</p> <p>Raster</p> <p>Colour depth</p> <p>Colour mode</p>		<p>Definition of bitmap and raster image (Lifewire.com)</p> <p>What's the difference between vector, raster and bitmap images? (Prepress.co.uk)</p> <p>Difference Between Bitmap and Vector (With Table) (Askanydifference.com)</p>	<p>4.1 Distribution platforms and media to reach audiences</p>
8	<ul style="list-style-type: none"> • Vector graphic properties <ul style="list-style-type: none"> ○ compatibility ○ file size ○ scalability ○ software support 	<p>Research activity to find the differences between bitmap/raster and vector graphics. Students could:</p> <ul style="list-style-type: none"> • identify the use of vector graphics instead of bitmap/raster. <p>Presentation on the key differences to be documented for future reference by students.</p>	<p>Image files</p> <p>Vector</p> <p>Properties</p> <p>Scalability</p>	<p>Explain the properties of vector files</p>	<p>OCR endorsed textbooks and resources</p> <p>Definition of bitmap and raster image (Lifewire.com)</p> <p>What's the difference between vector, raster and bitmap images? (Prepress.co.uk)</p> <p>Difference Between Bitmap and Vector (With Table) (Askanydifference.com)</p>	<p>R093</p> <p>4.1 Distribution platforms and media to reach audiences</p>

Spring 1						
Summary of what you will cover from the curriculum planner		<p>R094: Techniques to plan visual identity and digital graphics</p> <p>R094: Tools and techniques to create visual identity and digital graphics</p> <p>R094: Technical skills to source, create and prepare assets for use within digital graphics</p>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
9	2.2 Licences and permissions to use assets sourced from <ul style="list-style-type: none"> Client images Internet Logos Photographs Stock library 	<p>Link to intellectual property content from R093. Focus on copyright issues and what licences and/or permissions are needed to use images and other assets in a digital graphic.</p> <p>Use examples of a:</p> <ul style="list-style-type: none"> licence form/letter permission form. <p>Practical exercise to complete a permission form (could use either a model release or property release form). Examples can be sourced from the Internet.</p> <p>Create a mind map that includes the five different types of image based asset and add the most likely method of obtaining permission to use them in a commercial context.</p>	Images Assets Licences Permissions	Explain the need for licences and permissions when using assets	OCR endorsed textbooks and resources What is copyright? (Investopedia.com) How copyright protects your work (Gov.uk) The ultimate guide to image usage rights (Getcarro.com) Step-by-step guide to copyright in images online (Uk.practicallaw.thomsonreuters.com)	R093 3.4 Legal issues that affect media

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
10	2.3 Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics <ul style="list-style-type: none"> Mood board Mind map 	<p>Link to R093 – mood boards and mind maps.</p> <p>Activity to create a mood board (either physical or digital format). Use a set brief for a specific new visual identity (e.g. your own school or a part of it).</p> <ul style="list-style-type: none"> add images and ideas to the mood board that relate to school logos (not limited to your own school) add house colours add any slogans and motto. <p>Keeping the mood board for inspiration, produce a mind map for ideas based on a request for an updated logo or visual identity.</p>	<p>Planning</p> <p>Pre-production</p> <p>Mood board</p> <p>Mind map</p>	Create a mood board and mind map	<p>OCR endorsed textbooks and resources</p> <p>How to make a mood board for your brand (99designs.co.uk)</p> <p>Make beautiful, shareable moodboards in minutes (milanote.com)</p> <p>Create your aesthetic board in minutes (Adobe.com)</p> <p>Mind mapping basics (simplemind.eu)</p> <p>Why mind mapping? (mindmeister.com)</p>	R093 3.1 Work planning 3.3 Documents used to design and plan media products
11	2.3 Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics <ul style="list-style-type: none"> Concept sketch 	<p>Activity to create a set of concept sketches based on ideas from the previous mind map.</p> <p>Emphasise that these are only rough sketches and can be annotated to explain content and colours.</p>	<p>Planning</p> <p>Pre-production</p> <p>Concept sketch</p>	Create concept sketches in response to a brief	<p>OCR endorsed textbooks and resources</p> <p>Visualisation drawing (accessart.org.uk)</p>	R093 3.1 Work planning 3.3 Documents used to design and plan media products

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>Suggested resources: Pencil and plain paper or notebook.</p> <p>Aim for a minimum of three different concept sketches (can be completed as homework activity).</p>				
12	<p>2.3 Pre-production and planning documentation:</p> <ul style="list-style-type: none"> Visualisation diagram 	<p>Explanation on how concept sketches can be shown to a client and one chosen for further development as part of the creative workflow.</p> <p>Students choose one of their concept sketches.</p> <p>Activity to create a more detailed visualisation diagram based on the chosen concept sketch. Note this is now going to be a mock-up of what it would look like.</p> <p>Include image based content and colour. This can be created as a hand drawn diagram or digitally produced.</p> <p>The finished diagram should have enough detail for it to be given to a different graphic designer so that they could create it.</p>	<p>Planning</p> <p>Pre-production</p> <p>Visualisation diagram</p>	<p>Create a visualisation diagram</p>	<p>OCR endorsed textbooks and resources</p> <p>Visualisation diagrams (Slideshare.net)</p> <p>What is composition in design? (Blueskygraphics.co.uk)</p>	<p>R093</p> <p>3.1 Work planning</p> <p>3.3 Documents used to design and plan media products</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
13	3.1 Software tools and techniques used to create digital graphics <ul style="list-style-type: none"> • Image/canvas size • Layout tools 	<p>Introduction to the image editing software that is available.</p> <p>Identify the main menus, features, panels and tools.</p> <p>Start by creating a new image document:</p> <ul style="list-style-type: none"> • set the size (width and height) • set the resolution • choose the background colour and mode. <p>Demonstrate how the image size and canvas size can be changed once it has been created.</p> <p>Demonstrate the use of layout tools in the form of grids and guides.</p> <p>Students can then create a new image document for their school logo (a practical size for use on documents is suggested, such as around 4 inches or 10cm wide).</p> <p>Display the grid in either 10% increments or using inches/cm.</p>	Image editing software Tools Techniques Image size Canvas size Layout	Use image editing software to create new documents	OCR endorsed textbooks and resources YouTube search – image processing (YouTube.com) Photopea: advanced image editor (photpea.com) Adobe Photoshop Classroom in a book (textbook) (Amazon.co.uk) Variety of templates from Adobe Stock and blank presets (Adobe.com) Video - Workspace setup (YouTube) Video – Beginning graphic design: fundamentals (YouTube) Video - Photoshop for beginners (YouTube)	
14	<ul style="list-style-type: none"> • Drawing tools 	Demonstrate the use of drawing tools to create the content for a	Image editing software Tools	Use image editing software drawing tools	OCR endorsed textbooks and resources	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>logo/visual identity. As a minimum, these should include:</p> <ul style="list-style-type: none"> placing shapes from the library (scaled to the required size) adding symbols in the form of text using different fonts (e.g. wingdings, webdings) using pencil lines and brushes selecting and using different colours (for shapes, symbols and brushes) the fill and eraser tools can also be included. <p>Students then practise the use of drawing tools to create their new school logo (or alternative design).</p> <p>Save any modified images and assets in a suitable storage location.</p>	Techniques Drawing		<p>YouTube search – image processing (YouTube.com)</p> <p>Photopea: advanced image editor (photopea.com)</p> <p>Adobe Photoshop Classroom in a book (textbook) (Amazon.co.uk)</p> <p>Video – 10 step RAW photo processing (YouTube)</p> <p>Video – Beginning graphic design: fundamentals (YouTube)</p> <p>Video - Photoshop for beginners (YouTube)</p>	
15	<ul style="list-style-type: none"> Adjustments to brightness/contrast and colour 	<p>Demonstrate the use of adjustments to images that have been sourced and opened in the image editing software.</p> <p>Students practise applying the following tools and techniques:</p> <ul style="list-style-type: none"> adjusting the brightness and contrast using sliders 	Image editing software Tools Techniques Adjustments	Use image editing software to modify the brightness, contrast and colour of an image	OCR endorsed textbooks and resources YouTube – graphics editing search (YouTube.com) Photopea: advanced image editor (photopea.com)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> adjusting the Levels using the histogram (move black point, white point and gamma point to suit the shape of the histogram) adjust the colour using hue and saturation and colour balance <p>Save any modified images and assets in a suitable storage location.</p>	Brightness Colour		Adobe Photoshop Classroom in a book (textbook) (Amazon.co.uk) Video - Photoshop for beginners (YouTube)	
16	<ul style="list-style-type: none"> Use of selections Use of layers and layer styles 	<p>Demonstrate the use of selections on an object in a suitable image based asset.</p> <p>Use:</p> <ul style="list-style-type: none"> rectangular selections oval or elliptical selections shape based selections colour based selections. <p>Having made a selection, copy and paste this onto a new layer in the software.</p> <p>Explain the use of the layer stack and how it is viewed from the top down.</p> <p>Demonstrate how an object (or section of text) can be enhanced using layer styles.</p>	Image editing software Tools Techniques Selections Layers Layer styles	Use image editing software to make selections and work with layers and layer styles	OCR endorsed textbooks and resources YouTube – graphics editing search (YouTube.com) Photopea: advanced image editor (photpea.com) Video - Photoshop for beginners (YouTube) Video - Remove and delete backgrounds (YouTube)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students can then apply a drop shadow to an object and experiment with other styles.				
17	<ul style="list-style-type: none"> Retouching 	<p>Demonstrate the use of tools and techniques for retouching an image. These should include:</p> <ul style="list-style-type: none"> spot healing brushes cloning. <p>Students can then practise and apply retouching techniques on a suitable image.</p>	<p>Image editing software</p> <p>Tools</p> <p>Techniques</p> <p>Retouching</p> <p>Cloning</p>	Use image editing software retouching and cloning tools	<p>OCR endorsed textbooks and resources</p> <p>YouTube – graphics editing search (YouTube.com)</p> <p>Photopea: advanced image editor (photopea.com)</p> <p>Video - Photoshop for beginners (YouTube)</p>	
18	<ul style="list-style-type: none"> Typography Filters and effects 	<p>Demonstrate the use of the text or type tool. Show how the font size, and colour can be selected in the options before clicking the start point for the text.</p> <p>Students add their own name and school name to a graphic.</p> <p>They can then use alignment tools to position the text, making any changes to size as needed. Grids and guides can be used to help with this.</p>	<p>Image editing software</p> <p>Tools</p> <p>Techniques</p> <p>Typography</p> <p>Text</p> <p>Filters</p> <p>Effects</p>	Use image editing software text/type, filters and effects	<p>OCR endorsed textbooks and resources</p> <p>YouTube – graphics editing search (YouTube.com)</p> <p>Photopea: advanced image editor (photopea.com)</p> <p>Video - Photoshop for beginners (YouTube)</p>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Demonstrate the availability of filters and effects in the software being used. Students can then practice and apply different effects to an image or graphic.				
19	3.2 Source assets for use in digital graphics <ul style="list-style-type: none"> • Images • Graphics 	Demonstration on using a web search to find images of a specific type, size and content/subject. Students are then supplied with a list of five to six images to be sourced on a specific theme e.g. school sports. They set the search parameters and copy a chosen result to a local folder, documenting the properties and use.	Internet Search Obtain Assets Images Graphics	Source a range of images and graphics for use	OCR endorsed textbooks and resources YouTube – graphics editing search (YouTube.com) Photopea: advanced image editor (photpea.com) Video - Photoshop for beginners (YouTube) Video - Remove and delete backgrounds (YouTube)	
20	3.2 Create assets for use in digital graphics <ul style="list-style-type: none"> • Editing sourced assets to create a derivative asset 	Explain how an asset can be created by either: <ul style="list-style-type: none"> • creating from a blank document (typically when creating a visual identity) • modifying a sourced image e.g. by removing the background and changing the colour. Students can create a range of assets, some from scratch and	Image editing software Tools Techniques Editing Create derivative	Create a range of images and assets using image editing software	OCR endorsed textbooks and resources YouTube – graphics editing search (YouTube.com) Photopea: advanced image editor (photpea.com)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>some that are derivatives of a sourced asset</p> <p>Save the created image assets to a suitable local folder</p>				
21	<ul style="list-style-type: none"> Creating assets using drawing tools 	<p>Activity to create a new asset using drawing tools learned earlier. This can be a summative activity for a set scenario.</p> <p>Each asset that is created should be saved to a suitable folder with an appropriate file name and file format.</p>	<p>Image editing software</p> <p>Tools</p> <p>Techniques</p> <p>Drawing</p> <p>Line</p> <p>Pencil</p> <p>Brush</p> <p>Shape</p>	<p>Use image editing software drawing tools to create assets</p>	<p>OCR endorsed textbooks and resources</p> <p>YouTube – graphics editing search (YouTube.com)</p> <p>Photopea: advanced image editor (photpea.com)</p> <p>Video - Photoshop for beginners (YouTube)</p>	

Spring 2						
Summary of what you will cover from the curriculum planner		R094: NEA Modify, store, save and export images and graphics for use R094: NEA Working on and submit for moderation)				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
22	3.2 Modify images and other assets to ensure the technical compatibility for use within print graphics <ul style="list-style-type: none"> • Resize and resample • Modifying image properties 	<p>Explain the requirement for image based assets to be fit for purpose in a print graphic i.e. they should have enough pixels to be used at the intended print size using 300dpi. For example:</p> <ul style="list-style-type: none"> • a 300 pixel wide image could be used at 1 inch • an 1800 pixel wide image could be used at 6 inches. <p>Use a sourced asset or teacher supplied image that is fairly low in pixel dimensions (up to 500 pixels).</p> <p>Using the image size window, resample the asset to be double what is was originally.</p> <p>Save the resampled asset to a local folder.</p> <p>For this activity, first explain or remind students the use of:</p> <ul style="list-style-type: none"> • pixel dimensions • DPI resolution • choice of file format. <p>NB This links to R093</p>	Image editing software Tools Techniques Modify Resize Resample Technical compatibility	Use image editing software to modify the properties of images and assets to ensure their technical compatibility with a print product	OCR endorsed textbooks and resources YouTube – graphics editing search (YouTube.com) Photopea: advanced image editor (photpea.com) Video - Photoshop for beginners (YouTube) Video - Resizing without stretching (YouTube)	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
23	3.2 Store assets for use <ul style="list-style-type: none"> Storage location Changing the file format 	<p>Demonstrate the use of different folders on the computer system for:</p> <ul style="list-style-type: none"> sourced assets edited assets (i.e. resampled or modified) created assets (i.e. from scratch). <p>These should have suitable folder names and be within the students own work area.</p> <p>Organise the different files they have been working with into the folders. Remind students of the uses and characteristics of the different file formats if needed.</p>	<p>Computer system</p> <p>Folders</p> <p>Organisation</p> <p>Structure</p> <p>File format</p> <p>Storage</p>	Organise files and folders on a computer system to manage assets	<p>OCR endorsed textbooks and resources</p> <p>Windows 10 tip: manage files and folders with file explorer (groovypost.com)</p> <p>10 tricks for managing your files with Windows 10 file explorer (uk.pcmag.com)</p> <p>Working with files (edu.gcfglobal.org)</p>	R093 4.1 Distribution platforms and media to reach audiences
24	3.3 Save and export <ul style="list-style-type: none"> Proprietary format master files Repurpose and export in appropriate file formats 	<p>Presentation on the use of native or proprietary file formats for the image editing software. Explain how this means that future editing can be possible on the master file and how versions can be exported in different formats for client use or distribution.</p> <p>Students can then save master files e.g. using .psd format and a copy as tiff, jpg, png and pdf.</p> <p>Class discussion on the main differences in these file formats when considering the use by the client and distribution e.g. file size and compatibility.</p>	<p>Image editing software</p> <p>Saving</p> <p>Exporting</p> <p>Proprietary</p>	Use image editing software to save and export images, visual identity and graphics	<p>OCR endorsed textbooks and resources</p> <p>YouTube – graphics editing search (YouTube.com)</p> <p>Photopea: advanced image editor (photpea.com)</p> <p>Difference between 'save as' and 'export as' in Photoshop (YouTube)</p>	R093 4.1 Distribution platforms and media to reach audiences

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
25	TA1	Assignment #1 Develop visual identity			OCR-set assignment released for the current academic year	
26	TA1	Assignment #2 Develop visual identity			OCR-set assignment released for the current academic year	
27	TA2	Assignment #3 Planning			OCR-set assignment released for the current academic year	
28	TA2	Assignment #4 Planning			OCR-set assignment released for the current academic year	
29	TA2	Assignment #5 Planning			OCR-set assignment released for the current academic year	
30	TA2	Assignment #6 Planning			OCR-set assignment released for the current academic year	
31	TA3	Assignment #7 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	
32	TA3	Assignment #8 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	
33	TA3	Assignment #9 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
34	TA3	Assignment #10 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	

Summer 1						
Summary of what you will cover from the curriculum planner		R094: Techniques to save and export visual identity and digital graphics (with integrated R093 TA4 distribution considerations and file formats) R094: NEA (working on)				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
35	TA3	Assignment #11 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	
36	TA3	Assignment #12 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	
37	TA3	Assignment #13 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	
38	TA3	Assignment #14 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	
39	TA3	Assignment #15 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	
40	TA3	Assignment #16 Creating visual identity and digital graphics			OCR-set assignment released for the current academic year	

Teaching over three years

Topic area	Warm up/introductory activities	Length of time activity may take	Useful resources
R093 TA1.1	Sectors of the media industry	2 hours	
R093 TA1.2	Job roles in the media industry	2 hours	
R093 TA3.4	Legal issues that affect media	2 hours	
R093 TA4.2	Properties and formats of media files	3 hours	

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