

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?
1	<p>1.1 Purpose of visual identity</p> <ul style="list-style-type: none"> <li>• Recognition/familiarity</li> <li>• Establish a brand</li> <li>• Develop brand loyalty</li> <li>• Visual communication with audiences/consumers</li> </ul>	<p>Introduction to the unit - cover:</p> <ul style="list-style-type: none"> <li>• what students will learn</li> <li>• what skills will be developed</li> <li>• what equipment will be used.</li> </ul> <p>What is a visual identity?</p> <ul style="list-style-type: none"> <li>• Class activity to create a mind map with ideas for what this is and means to students</li> </ul>	<p>Brand identity</p> <p>Visual identity</p>	<p>Identify the purpose of a visual identity</p>	<p><a href="#">Book - Creating a brand identity – Catherine Slade Brooking</a> (Amazon)</p> <p>OCR endorsed textbooks and resources</p> <p><a href="#">Core brand values examples: why they are key to differentiating your brand</a> (brandfolder.com)</p> <p><a href="#">Visual identity: everything you need to know about this essential aspect of branding</a> (99designs.co.uk)</p> <p><a href="#">What's in a brand? How to define your visual identify</a> (business.adobe.com)</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, create impact and engage audiences</p>
2	<p>1.1 Component features of visual identity</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Logo</li> <li>• Slogan/strap line</li> </ul>	<p>Create a mood board with a collection of logos and visual identities</p> <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"> <li>• company/organisation name</li> <li>• any graphical logo</li> <li>• any slogan or strap line.</li> </ul>	<p>Visual identity</p> <p>Logo</p> <p>Name</p> <p>Slogan</p>	<p>Identify the component features of a visual identity</p>	<p>OCR endorsed textbooks and resources</p> <p><a href="#">Core brand values examples: why they are key to differentiating your brand</a> (brandfolder.com)</p> <p><a href="#">Book - Creating a brand identity – Catherine Slade Brooking</a> (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, 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 key features to be documented for future reference by students			<a href="http://99designs.co.uk">Visual identity: everything you need to know about this essential aspect of branding</a> (99designs.co.uk)  <a href="http://business.adobe.com">What's in a brand? How to define your visual identify</a> (business.adobe.com)	
3	1.1 Elements of visual identity <ul style="list-style-type: none"> <li>• Graphics               <ul style="list-style-type: none"> <li>○ shape/symbol</li> </ul> </li> <li>• Typography</li> <li>• Colour palette and meaning</li> <li>• Layout/complexity</li> </ul>	Using the mood board produced in the previous lesson.  Class discussion to identify the main elements: <ul style="list-style-type: none"> <li>• use of graphics i.e. shapes, symbols</li> <li>• use of text and typography</li> <li>• use of colour</li> <li>• complexity (or simplicity) of the layout.</li> </ul> Summary of the main elements to be documented for future reference by students	Visual identity  Elements  Graphics  Typography  Colour layout	Identify the elements of a visual identity	OCR endorsed textbooks and resources  <a href="http://brandfolder.com">Core brand values examples: why they are key to differentiating your brand</a> (brandfolder.com)  <a href="http://Amazon">Book - Creating a brand identity – Catherine Slade Brooking</a> (Amazon)  <a href="http://99designs.co.uk">Visual identity: everything you need to know about this essential aspect of branding</a> (99designs.co.uk)  <a href="http://business.adobe.com">What's in a brand? How to define your visual identify</a> (business.adobe.com)	R093 2.5 Media codes used to convey meaning, create impact and engage audiences
4	1.1 Visual identity design style <ul style="list-style-type: none"> <li>• Business type</li> </ul>	Presentation on the influences for the design style. Illustrate with examples from:	Visual identity  Design	Recognise the design style of a visual identity	OCR endorsed textbooks and resources	R093 2.5 Media codes used to convey

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	<ul style="list-style-type: none"> <li>Brand values</li> <li>Brand positioning               <ul style="list-style-type: none"> <li>economy</li> <li>mid-range</li> <li>high-end</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>supermarkets</li> <li>technology companies</li> <li>fashion and clothing.</li> </ul> <p>Hold a class discussion:</p> <ul style="list-style-type: none"> <li>categorise these examples for the different types of business</li> <li>decide whether economy, high-end or somewhere in between</li> <li>think about what the brand values could be - this could be completed as a research activity for homework.</li> </ul> <p>Summary of the main influences to be documented for future reference by students.</p>	<p>Business</p> <p>Brand</p>	and why it is used	<p><a href="http://brandfolder.com">Core brand values examples: why they are key to differentiating your brand</a> (brandfolder.com)</p> <p><a href="https://www.amazon.co.uk/dp/1445422222">Book - Creating a brand identity – Catherine Slade Brooking</a> (Amazon)</p> <p><a href="http://99designs.co.uk">Visual identity: everything you need to know about this essential aspect of branding</a> (99designs.co.uk)</p> <p><a href="http://business.adobe.com">What's in a brand? How to define your visual identify</a> (business.adobe.com)</p>	meaning, create impact and engage audiences
5	<p>2.1 Concepts of graphic design</p> <ul style="list-style-type: none"> <li>Application of visual identity</li> <li>Alignment</li> <li>Typography</li> <li>Use of colour and colour systems</li> <li>Use of white space</li> </ul>	<p>Presentation covering the concepts of graphic design supported by a range of examples. These could include:</p> <ul style="list-style-type: none"> <li>magazine advertisements</li> <li>product packaging</li> <li>books (fiction and non-fiction)</li> <li>DVD/Blu-Ray/game covers</li> <li>CD covers.</li> </ul> <p>Highlight the similarities and application of design concepts, in particular:</p> <ul style="list-style-type: none"> <li>positioning of any logo or visual identity</li> </ul>	<p>Graphic design</p> <p>Concepts</p> <p>Conventions</p> <p>Alignment</p> <p>Colour</p> <p>Colour system</p> <p>White space</p>	Identify the concepts and conventions of graphic design	<p>OCR endorsed textbooks and resources</p> <p><a href="https://www.amazon.co.uk/dp/1445422222">Book – Graphic design for everyone – Cath Caldwell</a> (Amazon)</p> <p><a href="http://lcca.org.uk">7 basic principles of graphic design</a> (LCCA.org.uk)</p> <p><a href="http://99designs.co.uk">The 8 types of graphic design</a> (99designs.co.uk)</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, 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?
		<ul style="list-style-type: none"> <li>alignment of different elements of the graphic</li> <li>use of typography – ease of reading</li> <li>use of colour and how this relates to the product</li> <li>use of white space to separate out the different parts.</li> </ul> <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><a href="#">8 basic principles of design to help you create awesome graphics</a> (adobe.com)</p> <p><a href="#">Book - Color Harmony Pantone edition - Leatrice Eiseman</a> (Blackwells.co.uk)</p>	
6	<p>2.2 Layout conventions for different graphic products and purposes</p> <ul style="list-style-type: none"> <li>Additional information</li> <li>Headlines and copy</li> <li>Image content</li> <li>Titles and mastheads</li> </ul>	<p>Create a mood board with a collection of graphics:</p> <ul style="list-style-type: none"> <li>Students find and contribute those from any printed material (this can be partly completed as a homework activity). They could find further examples from: <ul style="list-style-type: none"> <li>magazine advertisements</li> <li>product packaging</li> <li>books (fiction and non-fiction)</li> <li>DVD/Blu-Ray/game covers</li> <li>CD covers.</li> </ul> </li> </ul> <p>Class discussion to identify the layout and any conventions that were used:</p> <ul style="list-style-type: none"> <li>purpose of the graphic</li> </ul>	Graphic design Content Layout Purpose	Identify the concepts and conventions of graphic design	<p>OCR endorsed textbooks and resources</p> <p><a href="#">Book – Graphic design for everyone – Cath Caldwell</a> (Amazon)</p> <p><a href="#">7 basic principles of graphic design</a> (LCCA.org.uk)</p> <p><a href="#">The 8 types of graphic design</a> (99designs.co.uk)</p> <p><a href="#">8 basic principles of design to help you create awesome graphics</a></p>	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

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		<ul style="list-style-type: none"> <li>main heading position, content and style</li> <li>use of image based content</li> <li>any additional information (position and font size e.g. the small print).</li> </ul> <p>Summary of the conventions that were used to be documented for future reference by students.</p>			<p>(adobe.com)</p> <p><a href="#">Book - Color Harmony Pantone edition - Leatrice Eiseman</a> (Blackwells.co.uk)</p> <p><a href="#">Research - BBC Bitesize research</a> (BBC.co.uk)</p> <p><a href="#">Production skills – BBC Bitesize</a> (BBC.co.uk)</p> <p><a href="#">An introduction to graphic design: layout and composition</a> (Freepik.com)</p>	
7	<p>2.2 Technical properties of images and graphics</p> <ul style="list-style-type: none"> <li>□ Bitmap/raster properties <ul style="list-style-type: none"> <li>○ colour depth</li> <li>○ colour mode</li> <li>○ compression settings</li> <li>○ overall quality</li> <li>○ transparency</li> </ul> </li> </ul>	<p>Presentation on bitmap image properties (links to R093). Expand on this to include colour depth (8 and 16 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"> <li>use of compression and whether lossy or lossless</li> <li>Jpg quality settings</li> <li>what file formats support transparent backgrounds for use with logos and visual identity.</li> </ul>	<p>Image files</p> <p>Properties</p> <p>Bitmap</p> <p>Raster</p> <p>Colour depth</p> <p>Colour mode</p>	<p>Explain the properties of bitmap files</p>	<p>OCR endorsed textbooks and resources</p> <p><a href="#">Definition of bitmap and raster image</a> (Lifewire.com)</p> <p><a href="#">What's the difference between vector, raster and bitmap images?</a> (Prepress.co.uk)</p> <p><a href="#">Difference Between Bitmap and Vector (With Table)</a> (Askanydifference.com)</p>	<p>R093</p> <p>4.1 Distribution platforms and media to reach 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?
		Students could then record this information in a journal or notebook.				
8	<ul style="list-style-type: none"> <li>• Vector graphic properties               <ul style="list-style-type: none"> <li>○ compatibility</li> <li>○ file size</li> <li>○ scalability</li> <li>○ software support</li> </ul> </li> </ul>	<p>Research activity to find the differences between bitmap/raster and vector graphics. Students could:</p> <ul style="list-style-type: none"> <li>• identify the use of vector graphics instead of bitmap/raster.</li> </ul> <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><a href="#">Definition of bitmap and raster image</a> (Lifewire.com)</p> <p><a href="#">What's the difference between vector, raster and bitmap images?</a> (Prepress.co.uk)</p> <p><a href="#">Difference Between Bitmap and Vector (With Table)</a> (Askanydifference.com)</p>	<p>R093</p> <p>4.1 Distribution platforms and media to reach audiences</p>

Spring 1						
<b>Summary of what you will cover from the <a href="#">curriculum planner</a></b>		<b>R094:</b> Techniques to plan visual identity and digital graphics <b>R094:</b> Tools and techniques to create visual identity and digital graphics <b>R094:</b> Technical skills to source, create and prepare assets for use within digital graphics				
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9	2.2 Licences and permissions to use assets sourced from <ul style="list-style-type: none"> <li>Client images</li> <li>Internet</li> <li>Logos</li> <li>Photographs</li> <li>Stock library</li> </ul>	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.  Use examples of a: <ul style="list-style-type: none"> <li>licence form/letter</li> <li>permission form.</li> </ul> Practical exercise to complete a permission form (could use either a model release or property release form). Examples can be sourced from the Internet.  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.	Images  Assets  Licences  Permissions	Explain the need for licences and permissions when using assets	OCR endorsed textbooks and resources  <a href="#">What is copyright?</a> (Investopedia.com)  <a href="#">How copyright protects your work</a> (Gov.uk)  <a href="#">The ultimate guide to image usage rights</a> (Getcarro.com)  <a href="#">Step-by-step guide to copyright in images online</a> (Uk.practicallaw.thomsonreuters.com)	R093 3.4 Legal issues that affect media

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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"> <li>Mood board</li> <li>Mind map</li> </ul>	<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"> <li>add images and ideas to the mood board that relate to school logos (not limited to your own school)</li> <li>add house colours</li> <li>add any slogans and motto.</li> </ul> <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><a href="http://99designs.co.uk">How to make a mood board for your brand</a> (99designs.co.uk)</p> <p><a href="http://milanote.com">Make beautiful, shareable moodboards in minutes</a> (milanote.com)</p> <p><a href="http://adobe.com">Create your aesthetic board in minutes</a> (Adobe.com)</p> <p><a href="http://simplemind.eu">Mind mapping basics</a> (simplemind.eu)</p> <p><a href="http://mindmeister.com">Why mind mapping?</a> (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"> <li>Concept sketch</li> </ul>	<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><a href="http://accessart.org.uk">Visualisation drawing</a> (accessart.org.uk)</p>	R093 3.1 Work planning 3.3 Documents used to design and plan media products



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		<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"> <li>Visualisation diagram</li> </ul>	<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>	Create a visualisation diagram	<p>OCR endorsed textbooks and resources</p> <p><a href="#">Visualisation diagrams</a> (Slideshare.net)</p> <p><a href="#">What is composition in design?</a> (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>

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13	3.1 Software tools and techniques used to create digital graphics <ul style="list-style-type: none"> <li>Image/canvas size</li> <li>Layout tools</li> </ul>	<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"> <li>set the size (width and height)</li> <li>set the resolution</li> <li>choose the background colour and mode.</li> </ul> <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 <a href="#">YouTube search – image processing</a> (YouTube.com) <a href="#">Photopea: advanced image editor</a> (photpea.com) <a href="#">Adobe Photoshop Classroom in a book (textbook)</a> (Amazon.co.uk) <a href="#">Variety of templates from Adobe Stock and blank presets</a> (Adobe.com) <a href="#">Video - Workspace setup</a> (YouTube) <a href="#">Video – Beginning graphic design: fundamentals</a> (YouTube) <a href="#">Video - Photoshop for beginners</a> (YouTube)	
14	<ul style="list-style-type: none"> <li>Drawing tools</li> </ul>	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	

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		<p>logo/visual identity. As a minimum, these should include:</p> <ul style="list-style-type: none"> <li>placing shapes from the library (scaled to the required size)</li> <li>adding symbols in the form of text using different fonts (e.g. wingdings, webdings)</li> <li>using pencil lines and brushes</li> <li>selecting and using different colours (for shapes, symbols and brushes)</li> <li>the fill and eraser tools can also be included.</li> </ul> <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>	<p>Techniques Drawing</p>		<p><a href="#">YouTube search – image processing</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photopea.com)</p> <p><a href="#">Adobe Photoshop Classroom in a book (textbook)</a> (Amazon.co.uk)</p> <p><a href="#">Video – 10 step RAW photo processing</a> (YouTube)</p> <p><a href="#">Video – Beginning graphic design: fundamentals</a> (YouTube)</p> <p><a href="#">Video - Photoshop for beginners</a> (YouTube)</p>	
15	<ul style="list-style-type: none"> <li>Adjustments to brightness/contrast and colour</li> </ul>	<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"> <li>adjusting the brightness and contrast using sliders</li> </ul>	<p>Image editing software</p> <p>Tools</p> <p>Techniques</p> <p>Adjustments</p>	<p>Use image editing software to modify the brightness, contrast and colour of an image</p>	<p>OCR endorsed textbooks and resources</p> <p><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photopea.com)</p>	

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		<ul style="list-style-type: none"> <li>adjusting the Levels using the histogram (move black point, white point and gamma point to suit the shape of the histogram)</li> <li>adjust the colour using hue and saturation and colour balance</li> </ul> <p>Save any modified images and assets in a suitable storage location.</p>	Brightness Colour		<a href="#">Adobe Photoshop Classroom in a book (textbook)</a> (Amazon.co.uk)  <a href="#">Video - Photoshop for beginners</a> (YouTube)	
16	<ul style="list-style-type: none"> <li>Use of selections</li> <li>Use of layers and layer styles</li> </ul>	<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"> <li>rectangular selections</li> <li>oval or elliptical selections</li> <li>shape based selections</li> <li>colour based selections.</li> </ul> <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  <a href="#">YouTube – graphics editing search</a> (YouTube.com)  <a href="#">Photopea: advanced image editor</a> (photpea.com)  <a href="#">Video - Photoshop for beginners</a> (YouTube)  <a href="#">Video - Remove and delete backgrounds</a> (YouTube)	

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		Students can then apply a drop shadow to an object and experiment with other styles.				
17	<ul style="list-style-type: none"> <li>Retouching</li> </ul>	<p>Demonstrate the use of tools and techniques for retouching an image. These should include:</p> <ul style="list-style-type: none"> <li>spot healing brushes</li> <li>cloning.</li> </ul> <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><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photopea.com)</p> <p><a href="#">Video - Photoshop for beginners</a> (YouTube)</p>	
18	<ul style="list-style-type: none"> <li>Typography</li> <li>Filters and effects</li> </ul>	<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><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photopea.com)</p> <p><a href="#">Video - Photoshop for beginners</a> (YouTube)</p>	

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		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"> <li>• Images</li> <li>• Graphics</li> </ul>	<p>Demonstration on using a web search to find images of a specific type, size and content/subject.</p> <p>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.</p>	<p>Internet Search</p> <p>Obtain Assets</p> <p>Images</p> <p>Graphics</p>	Source a range of images and graphics for use	<p>OCR endorsed textbooks and resources</p> <p><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photpea.com)</p> <p><a href="#">Video - Photoshop for beginners</a> (YouTube)</p> <p><a href="#">Video - Remove and delete backgrounds</a> (YouTube)</p>	
20	3.2 Create assets for use in digital graphics <ul style="list-style-type: none"> <li>• Editing sourced assets to create a derivative asset</li> </ul>	<p>Explain how an asset can be created by either:</p> <ul style="list-style-type: none"> <li>• creating from a blank document (typically when creating a visual identity)</li> <li>• modifying a sourced image e.g. by removing the background and changing the colour.</li> </ul> <p>Students can create a range of assets, some from scratch and</p>	<p>Image editing software</p> <p>Tools</p> <p>Techniques</p> <p>Editing</p> <p>Create derivative</p>	Create a range of images and assets using image editing software	<p>OCR endorsed textbooks and resources</p> <p><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photpea.com)</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?
		<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"> <li>Creating assets using drawing tools</li> </ul>	<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><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photpea.com)</p> <p><a href="#">Video - Photoshop for beginners</a> (YouTube)</p>	

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22	<p>3.2 Modify images and other assets to ensure the technical compatibility for use within print graphics</p> <ul style="list-style-type: none"> <li>• Resize and resample</li> <li>• Modifying image properties</li> </ul>	<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"> <li>• a 300 pixel wide image could be used at 1 inch</li> <li>• an 1800 pixel wide image could be used at 6 inches.</li> </ul> <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 it 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"> <li>• pixel dimensions</li> <li>• DPI resolution</li> <li>• choice of file format.</li> </ul> <p>NB This links to R093</p>	<p>Image editing software</p> <p>Tools</p> <p>Techniques</p> <p>Modify</p> <p>Resize</p> <p>Resample</p> <p>Technical compatibility</p>	<p>Use image editing software to modify the properties of images and assets to ensure their technical compatibility with a print product</p>	<p>OCR endorsed textbooks and resources</p> <p><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photopea.com)</p> <p><a href="#">Video - Photoshop for beginners</a> (YouTube)</p> <p><a href="#">Video - Resizing without stretching</a> (YouTube)</p>	
23	<p>3.2 Store assets for use</p> <ul style="list-style-type: none"> <li>• Storage location</li> <li>• Changing the file format</li> </ul>	<p>Demonstrate the use of different folders on the computer system for:</p> <ul style="list-style-type: none"> <li>• sourced assets</li> <li>• edited assets (i.e. resampled or modified)</li> <li>• created assets (i.e. from scratch).</li> </ul>	<p>Computer system</p> <p>Folders</p> <p>Organisation</p> <p>Structure</p>	<p>Organise files and folders on a computer system to manage assets</p>	<p>OCR endorsed textbooks and resources</p> <p><a href="#">Windows 10 tip: manage files and folders with file explorer</a> (groovypost.com)</p>	<p>R093</p> <p>4.1</p> <p>Distribution platforms and media to reach 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?
		<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>File format</p> <p>Storage</p>		<p><a href="#">10 tricks for managing your files with Windows 10 file explorer</a> (uk.pcmag.com)</p> <p><a href="#">Working with files</a> (edu.gcfglobal.org)</p>	
24	<p>3.3 Save and export</p> <ul style="list-style-type: none"> <li>Proprietary format master files</li> <li>Repurpose and export in appropriate file formats</li> </ul>	<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><a href="#">YouTube – graphics editing search</a> (YouTube.com)</p> <p><a href="#">Photopea: advanced image editor</a> (photpea.com)</p> <p><a href="#">Difference between 'save as' and 'export as' in Photoshop</a> (YouTube)</p>	<p>R093</p> <p>4.1</p> <p>Distribution platforms and media to reach audiences</p>
25	TA1	<p>Assignment #1</p> <p>Develop visual identity</p>			OCR-set assignment released for the current academic year	
26	TA1	<p>Assignment #2</p> <p>Develop visual identity</p>			OCR-set assignment released for the current academic year	