

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	<p>1.1 Types of interactive digital media, content and associated hardware</p> <p>The format types of interactive digital media</p>	<p>You could start with explaining the outline of the unit and lead this into a discussion task – what is digital media? What does interactive mean? How do the two go together?</p> <p>You could ask the students to work in pairs or small groups to think of different interactive digital products they can think of, they could record these as a mind map.</p> <p>You could support this discussion to include all items outlined in the specification.</p> <p>Using some examples, you could create a task for students to look at how users interact with each product and how the audience impacts on the design. Students will likely be more familiar with some types than others.</p>	<p>Digital Media Interactive Apps Kiosks</p>	<p>To understand what the key terms of the unit mean and the format interactive digital media can take</p>	<p>Examples:</p> <p><a href="http://oemkiosks.com">Kiosks: Solution for all Markets</a> (oemkiosks.com)</p> <p><a href="http://brezerecreative.com">Interactive experiences designed to educate, excite &amp; amaze</a> (brezerecreative.com)</p> <p>There are also some examples on page 7 of the R087 delivery guide:</p> <p><a href="http://ocr.org.uk">Unit R087 Delivery guide</a> (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</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/ or engage audiences</p>

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		<p>It is important that students understand the difference between the product and hardware it is running on and how this can impact the interaction with the product</p> <p>You could set a homework task to research different types of products to broaden their knowledge of product types.</p>				

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2	<p>1.1 Types of interactive digital media, content and associated hardware</p> <p>Content used in interactive digital media</p>	<p>You could start this lesson by creating some key start questions which recap on the introduction material from the previous lesson regarding what digital media and interaction are.</p> <p>You could then use the OCR activity Users of and elements of interactive multimedia products. This would allow students to see how different content and assets could be used in an interactive multimedia product.</p> <p>You could consolidate this learning with a discussion about the findings of the research and what this has taught students about the structure, content and assets used in digital interactive product.</p>	<p>Digital Media Interactive Apps Kiosks</p>	To understand the content and form of digital media products	<p><a href="#">Uses of and elements of interactive multimedia products</a> (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</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/ or engage audiences</p>
3	<p>1.1 Types of interactive digital media, content and associated hardware</p> <p>Hardware devices used to access</p>	<p>You could start this lesson by asking students to define hardware.</p> <p>This could lead to a discussion on different hardware which they have seen used to access different types of interactive digital product.</p> <p>Students could complete a paired task to create a presentation explaining</p>	<p>Hardware Kiosk Console Tablet Phone interaction</p>	To understand different devices used to access interactive digital media		<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/ or engage audiences</p>

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	interactive digital media	<ul style="list-style-type: none"> <li>the different hardware used to access interactive media.</li> <li>the different audiences and purposes of the interactive digital media.</li> </ul>				
4	<p>1.1 Types of interactive digital media, content and associated hardware</p> <p>Methods of user interaction within interactive digital media</p>	<p>You could start the lesson with a task for the students to discuss in small groups, the different ways that a user could interact with a digital media product.</p> <p>Students could share ideas as a class, which could allow for teacher input to explain the interaction methods from the specification.</p> <p>As a task, students could look at different interaction methods and explain which types of audience, purpose and content would be best suited to this method. This could perhaps be constructed as a mind map.</p>	<p>Touch screen</p> <p>Stylus</p> <p>Voice controls</p> <p>Camera input</p> <p>Keyboard</p> <p>buttons</p> <p>Mouse</p> <p>Joystick control</p>	To understand different methods to interact with interactive digital media.		
5	<p>1.2 Features and conventions of interactive digital media</p> <p>Features of interactive digital</p>	<p>You could start the lesson with a short starter question – what is a GUI?</p> <p>The teacher could expand on the discussion to ensure there is a clear understanding of what a GUI is.</p>	<p>Graphical User Interface</p> <p>Consistent</p> <p>Typography</p>	To understand the features of a GUI and what makes a successful GUI		<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>

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	media design  GUI (graphical user interface) design	<p>As a task, students could look at some example interactive products and create a summary of the key elements of the GUI.</p> <p>As a group discussion consistent use of layout, the class could create a list of key things that make a good GUI. This should cover the key elements outlined in the specification:</p> <ul style="list-style-type: none"> <li>• consistent use of layout</li> <li>• colour scheme</li> <li>• house style</li> <li>• typography selection</li> <li>• white space</li> </ul>				create impact and/ or engage audiences
6	1.2 Features and conventions of interactive digital media  Features of interactive digital media design  Interface and interaction styles	<p>You could start with a recap question – What is interaction? How do we interact with people around us?</p> <p>This could lead thinking about different methods of interaction with digital media. Students could create a mind map of different methods of interaction they can think of.</p> <p>This could take the discussion to why there is a need for different methods of interaction.</p>	Interaction  Gesture  Motion  Closure  feedback	To understand the different forms of interaction that can be used in an interactive digital media product.		R093  2.1 How style, content and layout are linked to the purpose  2.5 Media codes used to convey meaning, create impact and/ or engage audiences

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		As a task students could research different products and how the interaction takes place, including why that method is the most suitable for audience and purpose.				
7-8	1.2 Features and conventions of interactive digital media  Conventions of interactive digital media and accessibility	<p>You could start the lesson with a key word discussion based around the word linear - what does it mean and how does it apply to interactive digital media.</p> <p>You could use examples to show how linear and non-linear navigation and look at the benefits of using non-linear navigation.</p> <p>Students could complete a task here to find an example of each type of navigation and explain why linear or non-linear navigation was suitable in each instance.</p> <p>This could link to a discussion on why we need user friendly design and the importance of making design suitable for a target audience.</p> <p>Students could make a mind map of target audience characteristics that they</p>	Accessibility Alternate Readability Contrast Captions resizable	To understand linear and non-linear navigation and how accessibility can be considered in interactive digital media design.	<p><a href="#">Resources and a quiz</a> (w3schools.com)</p> <p><a href="#">Web Content Accessibility Guidelines</a> (w3.org)</p> <p><a href="#">WCAG Checklists</a> (wuhcag.com)</p> <p><a href="#">Guidance and tools for digital accessibility</a> (gov.uk)</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/ or engage audiences

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		<p>would need to consider when designing an interactive digital media product.</p> <p>You could start the next section of the lesson with a question for students to discuss in small groups, when you use Interactive digital media products what accessibility features do you see?</p> <p>Using some provided we resources students could create a guide to creating accessible interactive digital media.</p> <p>You could create a lesson or homework task to find some examples of accessibility features and describe their use within the product. These could be shared with the class to ensure that students have seen and discussed each element of accessibility outlined in the specification.</p>				
9	1.1 Features and conventions of interactive digital media	This lesson could start with a teacher lead discussion to explain the key terms for this section. This could be done using examples of work and how they can be demonstrated. Also looking at the difference between derivative work and work created following conventions.	Derivative Original Imaginative	To understand the concepts of derivative and original work and how this works with the conventions required in interactive digital media design.	<a href="#">Derivative Design Concepts – Drop It Like A Bad Habit</a> (zilliondesigns.com)	

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	Creativity in interactive digital media	A task for this lesson could be to work in groups to research some examples of original and derivative work and explain the key concepts and why it is important to balance conventions with originality. This research could be used to create a presentation about the topic to the class.				
10	<p>1.2 Resources required to create interactive digital media products</p> <p>Hardware used to create interactive digital media</p>	<p>You could start the lesson by revisiting existing knowledge on what hardware is.</p> <p>You could provide students with a task to outline the main purpose of each item of hardware outlined in the specification:</p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Mouse/trackpad</li> <li>• Stylus</li> <li>• Monitor</li> <li>• Graphics tablet</li> <li>• Touch screen</li> <li>• Microphone</li> <li>• Digital camera.</li> </ul> <p>The task could then require the student to record what tasks within the creation of an interactive digital media product they could be used for and why.</p>	<p>Computer Mouse/trackpad Stylus Monitor Graphics tablet Touch screen Microphone Digital camera</p>	<p>To understand how hardware could be used to create an interactive digital media product.</p>	<p><a href="http://igcseict.info">Input and Output Devices</a> (igcseict.info)</p>	

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		<p>For items which serve a similar purpose, students could explain what the strengths of the particular items for both the user and the outcome are, for example mouse and trackpad.</p> <p>This would also be a good opportunity to allow students to try out different hardware you have in school that students may not have used recently, for example cameras, graphics tablets/stylus, microphones. This would allow students to make an informed choice of resources for their work later.</p>				
11 - 13	<p>1.4 Resources required to create interactive digital media products</p> <p>Software used to create interactive digital media</p>	<p>This is the opportunity to introduce the students to the software that the students will have available to them to create the interactive digital media product. This could include:</p> <ul style="list-style-type: none"> <li>• Web authoring software</li> <li>• App creation software</li> <li>• Authoring tools</li> <li>• Kiosk interface software.</li> </ul> <p>You could demonstrate the software and tools to the students then allow them time to complete a mini project to practice the tools they might use.</p>		To understand the range of software and tools available to create an interactive digital media product	<p><a href="#">Rocketcake: Free responsive WYSIWYG website editor</a> (ambiera.com)</p> <p><a href="#">Site Designer's code-free controls</a> (coffeecup.com)</p>	<p>R083</p> <p>2.3 Audience demographics and segmentation</p> <p>2.5 Media codes used to convey meaning, create impact and/ or engage audiences</p> <p>3.2 Documents used to support ideas generation</p> <p>3.3 Documents used to design and plan media products</p>

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		This could include software to create or edit content as well as software to create the product itself.				3.4 The legal issues that affect media

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14	1.4 Pre-production and planning documentation and techniques for interactive digital media	<p>You could start by introducing the concept of planning and how the understanding the client brief -You could use the OCR iMedia teaching resource – Identifying Client Needs.</p> <p>This could lead to a class discussion on why it is important to plan well for the creation on an interactive digital media product.</p> <p>A student task could be to create a mind map of all the different elements that would need to be planned in an interactive digital media product. Students could feedback on the content on their mind map and you could use teacher input to ensure that all the elements listed in the specification are outlined in the mind map:</p> <ul style="list-style-type: none"> <li>• screen designs</li> <li>• colour scheme, text, layout</li> <li>• navigation features</li> <li>• GUI (menus, buttons, links)</li> <li>• interaction with media elements.</li> </ul>		To understand the importance of the client brief and planning the key elements of the interactive digital media product.	<p><a href="http://ocr.org.uk">OCR Activities – Identifying Client Needs</a> (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</p> <p><a href="http://formula-d.co.za">Interactive product design blog</a> (formula-d.co.za)</p>	<p>R083</p> <p>2.3 Audience demographics and segmentation</p> <p>2.5 Media codes used to convey meaning, create impact and/ or engage audiences</p> <p>3.2 Documents used to support ideas generation</p> <p>3.3 Documents used to design and plan media products</p> <p>3.4 The legal issues that affect media</p>

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15-16	<p>1.4 Pre-production and planning documentation and techniques for interactive digital media</p> <p>Pre-production documentation for interface planning</p>	<p>You could start this lesson with a discussion surrounding the students understanding of the work interface in the context of an interactive digital media product.</p> <p>You could look here at some examples of different interfaces and discuss some of the conventions that are used in interface designs</p> <p>You could then start by demonstrating how to create a wireframe diagram to show the layout of the interface of a product.</p> <p>As a student task – students could take an interactive product as an example and create a wireframe to reflection the interface they use on this product.</p> <p>You could them look at products that may use interface pages or elements in a sequence where you may use storyboard. This may require the use of examples to show the use of a storyboard in this less conventional context.</p>	<p>Interface</p> <p>Wireframe</p> <p>Storyboards</p>	<p>To understand pre-production documentation for interface planning</p>	<p><a href="#">Quick and Easy Wireframing Tool</a> (balsamiq.com)</p> <p><a href="#">Planning software</a> (pencil.evolus.vn)</p> <p><a href="#">Download OCR storyboard templates</a> (teach.ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</p>	<p>R083</p> <p>2.3 Audience demographics and segmentation</p> <p>2.5 Media codes used to convey meaning, create impact and/ or engage audiences</p> <p>3.2 Documents used to support ideas generation</p> <p>3.3 Documents used to design and plan media products</p> <p>3.4 The legal issues that affect media</p>

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		In a similar format to the wireframe task to allow students to see the practical application of this planning tool they could have a go at using a storyboard to draw out a plan of the interface of an existing interactive digital media product to get used to this method of planning.				
17	1.4 Pre-production and planning documentation and techniques for interactive digital media  Pre-production documentation and planning for content	A large part of the planning for an interactive digital media product is based around content planning. You could start this lesson by asking the students to jot down all the different types of content that may be included on an interactive digital media product.  This could lead to a discussion about the importance of consistency in the design of pages which host content and how this can be done by using master pages or page templates.  Students could do a quick research task here to look at some examples of interactive digital media products and share how they keep their	Assets Template Master page Resolution Properties Content	To understand how to use planning documentation to plan interactive digital media product content.	<a href="#">Download OCR asset templates</a> (teach.ocr.org.uk) *  * This link refers to current specification but are relevant to the new specification.	R083 2.3 Audience demographics and segmentation 2.5 Media codes used to convey meaning, create impact and/ or engage audiences 3.2 Documents used to support ideas generation 3.3 Documents used to design and plan media products 3.4 The legal issues that affect media

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		<p>designs consistent with their partner.</p> <p>This section links heavily back to R093 section 3 so this may be a good time to recap some prior knowledge.</p> <p>You could then use the student list from the starter task to talk about the range of assets that need to be planned and start a discussion about using an assets table.</p> <p>You could explain the need to consider the purpose and the properties/characteristics of the assets needed to ensure they are suitable for their intended purpose. This could include discussion of:</p> <ul style="list-style-type: none"> <li>• Properties of assets linked to purpose: <ul style="list-style-type: none"> <li>○ age appropriateness</li> <li>○ quality</li> <li>○ size on screen</li> </ul> </li> <li>• Technical compatibility of assets <ul style="list-style-type: none"> <li>○ file size</li> <li>○ file type</li> </ul> </li> </ul>				

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		<ul style="list-style-type: none"> <li>○ resolution.</li> </ul> <p>Students could create a draft of an assets table, then as a consolidation task you could give them a short brief to plan some assets for, making sure they can effectively complete the table with the required level of detail.</p>				
18-19	<p>1.4 Pre-production and planning documentation and techniques for interactive digital media</p> <p>Pre-production documentation and planning for user interaction</p>	<p>You could start this lesson with an explanation of the importance of well-planned interaction in this style of product as it is key to the success on an interactive digital media product.</p> <p>In the early stages of this lesson you could look at the basics of laying out the pages and thinking about how they would fit together and how this is often done using a hierarchy/navigation diagram.</p> <p>Students could create a simple diagram for an app or website they use indicating how the pages map out and using arrows to show interaction between the pages.</p>	<p>Navigation</p> <p>Hierarchy</p> <p>Interaction</p> <p>Features</p> <p>Control</p>	To understand how to use documentation to plan user interaction	<p><a href="#">Resource on planning techniques</a> (<a href="#">creately.com</a>)</p> <p><a href="#">Planning software</a> (<a href="#">pencil.evolus.vn</a>)</p> <p><a href="#">Resource on planning techniques</a> (<a href="#">bbc.co.uk</a>)</p>	<p>R083</p> <p>2.3 Audience demographics and segmentation</p> <p>2.5 Media codes used to convey meaning, create impact and/ or engage audiences</p> <p>3.2 Documents used to support ideas generation</p> <p>3.3 Documents used to design and plan media products</p> <p>3.4 The legal issues that affect media</p>

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		<p>For the second part of this section you could look at how to plan the interaction within and between the pages. You could demonstrate different ways of recording this such as diagrams, tables, flow charts emphasising the need to plan the detail of how and where the interaction will take place and what will be the results.</p> <p>Students could use a familiar app or website (perhaps a section of) and try to map the interactions that the creator would have planned for this product.</p>				

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20	<p>2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products</p> <p>Techniques for sourcing suitable assets</p>	<p>You could start this lesson with a discussion about where assets in interactive digital media products might come from and how the properties of assets are important to the creation of an interactive digital media product.</p> <p>You could then demonstrate how to use advance searching to carry out searches based on a range of properties and licenses. This could lead to a demonstration of using libraries to source assets too.</p> <p>As a student task you could set the class a series so searching challenges to locate assets based on criteria which would involve a range of different search tools.</p>	<p>Properties</p> <p>Licenses</p> <p>Libraries</p>	To learn how to create and edit assets for use in interactive digital media products		<p><b>R093</b></p> <p>3.4 The legal issues that affect media</p> <p>4.2 Properties and formats of media files</p>
21-24	<p>2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products</p> <p>Static image assets</p>	To start this lesson students could complete a recap quiz on the features and uses of vector and bitmap images from their R093 knowledge.	<p>Bitmap</p> <p>Vector</p> <p>Repurpose</p> <p>Brightness</p> <p>Contrast</p> <p>Filters</p>	To learn how to create and edit static image assets		<p><b>R093</b></p> <p>3.4 The legal issues that affect media</p> <p>4.2 Properties and formats of media files</p>

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		<p>You could then demonstrate the skills to create static assets in the software available in school.</p> <p>As a student task you could ask the students to create an asset using the range of tools demonstrated.</p> <p>You could then demonstrate tools which would allow students to repurpose an asset, using tools listed in the specification for the following purposes:</p> <ul style="list-style-type: none"> <li>• adjust brightness/contrast and colour</li> <li>• adjust image/canvas size</li> <li>• apply filters</li> <li>• apply transformations</li> <li>• retouching.</li> </ul> <p>This demonstration could also include the tools needed to save and export static images in suitable formats for an interactive digital media product.</p> <p>To allow students to consolidate the extensive range of skills needed in this element you could set them an</p>	<p>Transformations</p> <p>Retouching</p>			

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		extended task to span a few lessons where students could apply the skills they have learnt to editing some provided or sourced assets, to demonstrate examples of the techniques listed in the specification.				
25	2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products  Audio assets	<p>You could start this lesson by discussing how audio assets could be used in an interactive digital media product and as such what properties or features they may need to fulfil these purposes.</p> <p>You could then demonstrate the software available to students to create and repurpose audio assets.</p> <p>You could then set the students some practical tasks to create and repurpose audio assets using the techniques listed in the specification:</p> <ul style="list-style-type: none"> <li>• cut</li> <li>• split</li> <li>• trim</li> <li>• extend</li> <li>• speed/pitch tempo</li> <li>• optimise file size/format</li> </ul>	Cut Split Trim Extend Speed Pitch Tempo Optimise	To learn how to create and edit audio assets	<p><a href="http://audacityteam.org">Free, open source, cross-platform audio software</a> (audacityteam.org)</p> <p><a href="http://manual.audacityteam.org">Tutorial - Editing an Existing Audio File</a> (manual.audacityteam.org)</p> <p><a href="http://ocr.org.uk">Big Johns Diner Tasks</a> (ocr.org.uk) *</p> <p><a href="http://ocr.org.uk">File formats and properties</a> (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</p>	<b>R093</b>  3.4 The legal issues that affect media  4.2 Properties and formats of media files

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		<ul style="list-style-type: none"> <li>enhancing sounds in audio editing software</li> <li>volume editing.</li> </ul> <p>You could repurpose tasks from the Big Johns Diner task from OCR to practise some of the skills needed here.</p> <p>Potential extension/homework activity could be the File formats and properties task from OCR.</p>				
26-27	<p>2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products</p> <p>Moving image assets</p>	<p>This aspect will vary based on the software your school has available for asset creation/repurposing and interactive digital media creation.</p> <p>Students will need to be shown how to create and import video footage into the available software.</p> <p>Once students have some video footage in the software you could demonstrate the skills listed in the specification to edit the video assets:</p> <ul style="list-style-type: none"> <li>cut</li> <li>split</li> </ul>	<p>cut</p> <p>split</p> <p>trim</p> <p>extend</p> <p>speed/pitch tempo</p> <p>optimise</p>	<p>To learn how to create and edit moving image assets</p>	<p><a href="#">Corporate video or movie studio</a> (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</p> <p><a href="#">Adobe Creative Cloud how to – video</a> (creativecloud.adobe.com)</p>	<p><b>R093</b></p> <p>3.4 The legal issues that affect media</p> <p>4.2 Properties and formats of media files</p>

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		<ul style="list-style-type: none"> <li>• trim</li> <li>• extend</li> <li>• speed/pitch tempo</li> <li>• optimise file size/format.</li> </ul> <p>Students will need to practise these assets creation skills; you could use parts of the corporate video or movie studio OCR task or create your own scenarios to provide practice activities for the students.</p>				
28-29	<p>2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products</p> <p>Interactive assets</p>	<p>This aspect will vary based on the software your school has available for asset creation/repurposing and interactive digital media creation.</p> <p>You could start with a recap task for students to list the interactive items they saw in their research into interactive digital media products in TA1.</p> <p>You will need to use the software available to you to demonstrate the creation of the following interactive elements.</p>	<p>Rollover Forms Maps Banners Navigation bars</p>	<p>To learn how to create and edit interactive assets</p>	<p><a href="#">Creating a navigation system for an interactive multimedia product</a> (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</p>	<p><b>R093</b></p> <p>3.4 The legal issues that affect media</p> <p>4.2 Properties and formats of media files</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>Students could experiment with the relevant software to make practice versions of the different types of interactive elements outlined in the specification:</p> <ul style="list-style-type: none"> <li>• diagrams</li> <li>• maps</li> <li>• buttons/roll over buttons</li> <li>• banners</li> <li>• navigation bars</li> <li>• forms.</li> </ul>				
30	<p>2.2 Technical skills to create interactive digital media</p> <p>Product folder management</p>	<p>You could start with a starter question – Why is good folder and file management important when creating an interactive digital media product?</p> <p>You could then outline the key themes of good file naming, as a student task you could get students to identify good file names from bad ones.</p> <p>You could then demonstrate the different file structure you might use to structure the content for the interactive digital media product.</p>	<p>Content</p> <p>Style</p> <p>Root</p> <p>Conventions</p>	<p>To understand how to suitably name files and structure file management for an interactive digital media product</p>	<p><a href="#">Resource about folder structure and file naming</a> (ukdataservice.ac.uk)</p>	<p><b>R093</b></p> <p>3.4 The legal issues that affect media</p> <p>4.2 Properties and formats of media files</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?
		You could create a student task that requires students to take some predefined folder and draw out a suitable folder structure for the files.				
31-34	2.2 Technical skills to create interactive digital media  Techniques to create interactive digital media	<p>The content here will vary based on the software available.</p> <p>You could start by recapping the importance of consistence in design and link this to demonstrating how to create a master page(s) or page templates(s) in the creation software. This could include how to build in a navigation system, house style and editable/fixed content.</p> <p>You could then look at how to insert the different types of digital media content into the product, which will link with how to create triggers, behaviour and playback controls.</p> <p>This could take a number of lessons to deliver – you could provide a topic or some pre-existing content to allow students to make their own model version as they work through the skills needed. This could be a summative</p>	Master page Template Editable content Playback Triggers Behaviours	To learn techniques to create interactive digital media	<a href="http://dl.serif.com">Serif Web Plus User Guide</a> (dl.serif.com)  <a href="http://helpx.adobe.com">Dreamweaver tutorials</a> (helpx.adobe.com)  <a href="http://rocketcaketutorials.com">Rocket Cake tutorials</a> (rocketcaketutorials.com)  <a href="http://appypie.com">How to create an app tutorial</a> (appypie.com)	<b>R093</b>  3.4 The legal issues that affect media  4.2 Properties and formats of media files

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?
		task or chunks into smaller task interspersed with the demonstration.				

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	<p>2.3 Techniques to save and export/publish interactive digital media</p> <p>Saving interactive digital media products during creation</p> <p>Exporting/publishing finished interactive digital media products</p>	<p>To start this session, you could recap file naming and version control conventions and why they are important when saving the interactive digital media product.</p> <p>You could start by explaining the concept of a native file format and why this is used during the creations stage of a project, alongside version control.</p> <p>You could look at what are native file formats in the software students have available to them and demonstrate how to save to this format.</p> <p>From here you could explain why a native file format may not be suitable for a finished version of a product. You could then demonstrate methods for exporting to platform independent file format in the software you have available.</p> <p>As a student task – students could research different software and their native and non-platform independent export options.</p>	<p>Native formats</p> <p>Version control</p> <p>Exporting</p> <p>Platform independent</p>	<p>To learn how to save and export the interactive digital media product during creation and as a final version.</p>		<p>R093</p> <p>3.4 The legal issues that affect media</p> <p>4.1 Distribution platforms and media to reach an audience</p> <p>4.2 Properties and formats of media files</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 also try out these techniques in the software for themselves to practise these skills.				
36-37	<p>3.1 Techniques to test/check and review interactive digital media</p> <p>Techniques to test/check the technical properties of interactive digital media</p> <p>Techniques to review the fitness for purpose of completed interactive digital media</p>	<p>You could start by explaining the importance of checking and testing to make sure that the technical properties of an interactive digital media product are correct. You could then explain that testing technical properties and functionality is separate to checking fitness for purpose and audience.</p> <p>You could then go on to look at the different methods of testing and checking:</p> <ul style="list-style-type: none"> <li>• test plan</li> <li>• checklist</li> <li>• success criteria.</li> </ul> <p>This could lead to how to record the tests, re-tests and results. You could use the OCR test plan template as a starting point here. This could link into a discussion about iterative and final product testing and why both are required.</p>	<p>Success Criteria</p> <p>Iterative</p> <p>Functionality</p> <p>Quality</p> <p>Inputs</p>	<p>To use different techniques to test/check the technical properties of interactive digital media</p>	<p><a href="#">Support for moderated units</a></p> <p>Test plan template available here (ocr.org.uk) *</p> <p>* This link refers to current specification but are relevant to the new specification.</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/ or engage audiences</p> <p>3.4 The legal issues that affect media</p> <p>4.2 Properties and formats of media files</p> <p>4.1 Distribution platforms and</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>There are a wide range of elements to test and check in an interactive digital media product and you could take students through the process of testing and recording the 3 sets of tests outlined in the specification:</p> <ul style="list-style-type: none"> <li>• testing input or behaviour</li> <li>• functionality tests</li> <li>• testing multimedia functions.</li> </ul> <p>You could also mention here the checking of the file formats for suitability and compatibility for devices and distribution channels. It could also be worth explaining that this process is individual not peer or group testing/checking.</p> <p>For the latter part of this section you could explain the difference between reviewing fitness for purpose and testing functionality.</p> <p>You could then outline the requirement to compare the product and its contents against the client brief and target audience requirements. This could include suitability of content and accessibility, as well as judging the appeal, aesthetics, interaction and engagement of the final product.</p>				media to reach an audience

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?
		As a student task, the students could test and review their products from earlier task in the work, or you could provide them with a product to test and review.				
38 - 39	3.2 Improvements and further developments	<p>After testing and checking the students need to be able to consider the constraints which have limited the effectiveness of the interactive digital media product. You could start by introducing the term constraints and linking it to the project.</p> <p>Students could try to create a reflection on potential constraints based around the key areas of:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• resources</li> <li>• hardware</li> <li>• software</li> <li>• skills.</li> </ul> <p>Next you could explain how test results and constraints can inform reflection for potential improvements to the product, these could include:</p> <ul style="list-style-type: none"> <li>• overall style and design</li> <li>• quality</li> <li>• content and concept</li> </ul>	Constraints Hardware Software Improvements Opportunities Scope Feasibility Commissions	To learn how to identify and explain the constraints, improvements and further development opportunities to an interactive digital media product.		R093 2.1 How style, content and layout are linked to the purpose 2.5 Media codes used to convey meaning, create impact and/ or engage audiences 3.4 The legal issues that affect media 4.2 Properties and formats of media files 4.1 Distribution platforms and media to reach an audience

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>• animation/video</li> <li>• audio.</li> </ul> <p>You could also discuss feasibility here, what it means and what might be classed as a feasibly improvement to an interactive digital media product.</p> <p>You could now introduce the idea of further developments and how a successful product can lead to repeat business and further commissions from a client.</p> <p>Students could do a research task to look at a media product which has been developed using the methods outlined in the specification:</p> <ul style="list-style-type: none"> <li>• scope</li> <li>• additional multimedia elements</li> <li>• more or different interactivity</li> <li>• altering product type.</li> </ul> <p>Students could also be introduced to developments that might stem from changing product types and different resources availability.</p> <p>Students could reflect on their earlier testing task and make suggestions for further</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?
		developments that could be made in this scenario.				