

CiDA

Pearson Edexcel Level 2 Certificate
in Digital Applications

CiDA Unit 2 Creative Multimedia Scheme of Work

**Inspiring. Creative.
Contemporary.**



Pearson

Unit 2: Creative Multimedia: Scheme of Work

Unit 2 is a 90 Guided Learning Hours (GLH) unit. Within this, centres must allow 30 hours for students to complete their Summative Project.

In this scheme of work the SPB is addressed sequentially by project stage. An approach that sequences the work by product could also be considered.

Lesson	Specification Topic	Lesson summary	Lesson content	Lesson resources
Specification 2.1: Investigating multimedia products				
1	Multimedia in use	Introduction to Unit 2. What is multimedia.	Introduce Unit 2 - content, assessment (SPB), structure of lessons. Students view 'What is multimedia' video Students work individually to create a slideshow 'What is multimedia' aimed at a specific audience such as young children.	Introductory video, e.g. https://uk.video.search.yahoo.com/search/video;_ylt=A9mSs2Ro9d1ZFHQAfQNLBQx.;_ylu=X3oDMTE0aGgxaGtsBG NvbG8DaXlyBHBvcwMxBHZ0aWQDQjQ3MjZfMQRzZWMDcGl2cw--?p=What+is+multimedia&fr2=piv-web&fr=mcafee#action=view&id=9&vid=0a2056307e9becb0b80358e54d564f21 Presentation software

2	Evaluate techniques and technology used.	Evaluate suitability for audience and purpose	<p>Contexts – Students list types of multimedia products they are familiar with and then compare their lists with the contexts listed in section 2.1 of the specification.</p> <p>Students work individually to search for an example of each context listed in the specification and analyse fitness for audience and purpose of each example.</p> <p>Students present their findings by extending their slideshow from lesson 1 to include two slides on audience and purpose.</p>	Presentation software.
3		Evaluate by considering features	<p>Discuss the features of digital multimedia products, as listed in section 2.1 of the specification.</p> <p>Students consider two contrasting ‘What is multimedia’ videos and evaluate the effectiveness of the main features used.</p> <p>Students present their findings by extending their slideshow from lessons 1 and 2 to include slides about features of multimedia products.</p> <p>Selected presentations could be reviewed as a whole class activity.</p>	<p>Contrasting videos e.g. https://www.youtube.com/watch?v=t4zrgOLNC58 https://www.youtube.com/watch?v=sgS_CVhNbJs</p> <p>Presentation software</p>

Specification 2.2: Designing multimedia products				
4	Project brief	Key questions and objectives.	<p>Consider two project briefs in relation to the key questions listed in section 2.2 of the specification.</p> <p>Students answer the key questions for each brief and then work in pairs to agree the main objectives for each brief.</p> <p>Students consider initial ideas for the products for the two projects in relation to the identified objectives and select one project for further development.</p>	<p>http://www1.edexcel.org.uk/DA202_1409/SPB/Index.htm</p> <p>http://www1.edexcel.org.uk/DA202_1309/SPB/Index.htm</p>
5	Generate ideas	Research, brainstorming,	<p>Discussion - How to generate ideas e.g. research, looking at other people's products, brainstorming ideas.</p> <p>Students are given a scenario to create an interactive advert for a new product e.g. a low sugar energy drink. Students research ideas for an interactive advert, identifying how different features attract the target audience and then brainstorm ideas for an original interactive advert for their chosen product.</p>	<p>Brainstorming video e.g.</p> <p>https://www.youtube.com/watch?v=rorgTqfb4TQ</p>
6	Considering alternatives	Pros and cons, narrowing down the possibilities	<p>Each student develops the ideas they brainstormed in the previous lesson into a concept for an interactive advert and refines their concept through discussion with other students.</p> <p>Students work in pairs, acting as the client and designer, to consider each other's concepts for the interactive advert, listing good points and bad points to weigh up the pros and cons of each</p>	<p>Drawing materials and graphics software.</p>

			concept. Students select the most appropriate concept and identify how it should be developed further.	
7	Project Proposal	Prepare a project proposal	<p>Discussion – what to include in a project proposal.</p> <p>Students prepare a proposal for the project brief they selected at the end of lesson 4, relating their ideas to the identified project objectives.</p> <p>Students work in pairs to provide feedback on each other’s proposals and refine their proposal in light of the feedback.</p>	Selected summative project brief (SPB)
8	Storyboards	Purpose of storyboarding. Use of storyboards in the design process	<p>Discussion</p> <ol style="list-style-type: none"> 1). What are storyboards. Why are they used. Who are they for? 2). Timelines and other visuals, including sketch designs. 3). Media, hand drawn or computer generated. <p>Students search for ‘storyboard examples’ and download 3 examples for reference.</p> <p>Students produce a hand drawn storyboard for an interactive splash screen for a website.</p>	<p>Drawing materials</p> <p>Examples of interactive splash screens: TWLVR: http://twlvr.com</p> <p>The Gilder: http://thegilder.ca</p> <p>Heck House: http://heckhouse.com</p>
9	Storyboards	Development and presentation of storyboards	<p>Whole class review tips for creating storyboards.</p> <p>Teacher/tutor demonstration of drawing techniques, including:</p> <ul style="list-style-type: none"> o shading, line weight etc. to enhance presentation of storyboards 	<p>Tips on storyboarding</p> <p>https://www.premiumbeat.com/blog/10-tips-for-</p>

			<ul style="list-style-type: none"> ○ use of inner arrows to indicate on screen movement ○ use of outer arrows to indicate camera movement (zoom, pan etc.) <p>Students enhance the presentation of their storyboards produced in lesson 8.</p>	creating-storyboards-from-dreamworks/
10	Structure charts	Use of structure charts and flow charts in the design process	<p>Teacher/tutor demonstration of the use of structure charts, site maps and wireframes to provide a graphical representation of the overall structure of a multimedia product and flowcharts to indicate the paths that the user can take through the product.</p> <p>Students select a website and prepare a structure chart for the site and a wireframe for its homepage.</p>	<p>Drawing materials</p> <p>Graphics software</p> <p>Free app for creating wireframes: https://wireframe.cc</p>
11	Design decisions	Annotate and explain design decisions	<p>Students annotate their storyboards from lesson 9, to explain their decisions regarding:</p> <ul style="list-style-type: none"> • Text, selection of font, font size etc. and content • Use of images and graphics • Animation • Use of video e.g. lighting, camera shots and movement • Use of sound e.g. effects, music, voice. 	
12	Design decisions	Identify and evaluate design decisions made by others	<p>Students label their structure chart and wireframe from lesson 10, to identify and comment on the effectiveness of:</p> <ul style="list-style-type: none"> • Navigation e.g. links and buttons, backtracking etc. • Text, selection of font, font size etc. and content • Selection and use of images and other multimedia assets 	

			<ul style="list-style-type: none"> • Interactivity, user-interface, menus, usability and accessibility • Feedback to users on their actions, such as sound, animation etc. 	
13	PROJECT Design	Identify the products and designs required by the Project SPB.	Students list the products and designs described in their chosen SPB.	Drawing materials and graphics software http://www1.edexcel.org.uk/DA202_1309/SPB/Index.htm or http://www1.edexcel.org.uk/DA202_1409/SPB/Index.htm
		Develop designs	With reference to the proposals prepared in lesson 7, students begin work on the required designs.	
14		Develop designs	Discuss the assessment criteria in the specification for strand (a), design. Agree the level of detail required to achieve band 3.	
15			Students continue to work on their designs and begin to annotate the designs to explain design decisions and obtain teacher and peer feedback.	
16		Refine designs	Students refine the content, annotation and presentation of their designs in response to feedback.	
17	Finalise designs and assessment	Students finalise the content, annotation and presentation of their designs. Students work in groups to mark the finished design work using the relevant assessment grid from the specification.		

Specification 2.3: Collecting and creating digital assets				
18	<p>Collecting ready-made assets.</p> <p>Recording details of ready-made assets.</p>	<p>Sources of ready-made assets.</p> <p>Contents of the assets table</p>	<p>Discuss available sources to include:</p> <ul style="list-style-type: none"> • Images from picture galleries or clipart collections. • Video and audio recordings from film libraries, video clip collections, archives or news websites • Text from websites, books or magazines. <p>Students to collect a series of images, a video clip, music, sound effects and title text for the interactive advert they planned in lesson 6.</p> <p>Students should then complete an assets table to acknowledge sources of the assets collected, recording where each asset came from, who created it, copyright status and details of editing required.</p>	
19	Copyright	Identification of copyright free resources.	<p>Discussion - copyright law. It is important that when students use sources, offline or online, they are aware of the legal implications of this. They should not include copyright protected assets within their products.</p> <p>There are sites where copyright free images, music and video clips can be obtained.</p> <p>Ask students to find and, if restrictions allow, download a range of copyright free assets comprising 3 images, a video clip and a music</p>	<p>Copyright legal factsheet: http://www.copyrightservice.co.uk/ukcs/docs/edupack.pdf covered in first section 'UK Copyright Law'.</p> <p>Useful copyright information:</p>

			track, that could be used for their interactive splash screen designed in lesson 8.	https://www.theedublogger.com/2017/01/20/copyright-fair-use-and-creative-commons/
20	Creating original assets.	Capturing images.	<p>Teacher/tutor presentation on capturing images e.g. using a camera, scanner and/or mobile phone.</p> <p>Students capture a series of images for a stop motion movie using cut out characters. Students prepare the images for the movie, aiming for consistency in terms of size, brightness etc.</p> <p>Teacher/tutor demonstrates batch processing of images.</p> <p>Students import their images into animation software.</p>	<p>Cameras</p> <p>Animation software</p>
21	Creating original assets.	Using graphic and drawing tools to create and edit images and simple animations.	<p>Vector drawing. Introduction to purpose and use of vector graphics.</p> <p>Teacher/tutor-led practical workshop on the use of autoshapes, lines and fills to draw a cartoon character.</p>	<p>Vector graphics software</p> <p>Example tutorial at https://www.youtube.com/watch?v=32KAq5_TcG8 (select to suit software)</p>
22			<p>Bitmap images. Introduction to purpose and use of bitmap images.</p> <p>Teacher/tutor-led practical workshop, covering re-sizing, cropping and combination of original captured images (possibly from lesson 20), using layers and effects to create a backdrop for a cartoon animation, featuring the character from lesson 21.</p>	Image editing software
23			<p>Animation. Introduction to use of available timeline based animation software.</p>	Animation software
24			Students import their backdrop image into the animation timeline.	

			<p>Students copy and edit their cartoon character drawing to provide versions with movement of facial features, arms, legs etc. and import the drawings to the animation timeline.</p> <p>Students experiment with timings and frames to produce an animation.</p>	
25	Creating original assets	Alternative animation – tweens.	Teacher/tutor-led practical workshop, covering use of motion and shape tweens.	
26	Recording and editing sound	Capture, import and editing of sound	<p>Teacher/tutor demonstration of main features of available sound editing software.</p> <p>Students design an audio track for their cartoon animation and then download music and record original sound effects for their cartoon animation.</p>	<p>Sound editing software.</p> <p>Animation software.</p>
27		Apply effects, export, compress and optimise.	Students edit and mix their audio files. Compress, optimise and import the files to the timeline in the animation software and edit and synchronise with the cartoon action to produce a finished product.	
28	Recording and editing video	Capture, import and editing of video	<p>Teacher/tutor demonstration of main features of available video editing software.</p> <p>Students work in small groups to design and produce a video entitled 'My School'. Students capture the required video footage,</p>	<p>Video editing software.</p> <p>Possible resource on tips for shooting video https://www.thebalance.co</p>

			which is to include at least one live interview. Students work individually to edit the video clips and combine with selected still images and title screens.	m/tips-shoot-professional-videographer-2315393
29		Apply effects, export, compress and optimise.	Students develop their videos to include overlays, transitions, credits etc. and background music. Students produce their finished videos and consider the file type to use for export and compression / optimisation in relation to purpose.	
30	PROJECT Collecting and creating digital assets.	Identify assets required to implement the designs.	Discuss the assessment criteria in the specification for strand (b). Agree the level of detail and information required to achieve band 2. For each design finalised in lesson 17, students produce a list of assets required to implement their chosen design. Students begin to collect the ready-made assets listed and to complete an assets table for the Project.	Assessment criteria for strand (b) from CiDA specification. Animation, video and sound editing software.
31		Collect and edit assets	Discuss mark descriptions in the specification for strand (b). Consider how the requirement to provide information on the complete development process can be addressed. Students continue collecting and editing assets and recording information on the development process.	

32		Create original assets	Students work on the creation of their original assets, including animated assets for the animation product, video content for the movie and audio, as required.	
33	Students continue to work on the creation of their original assets, recording information on the development process as the work proceeds.			
34	<p>Discuss standard ways of working in terms of file names, and file organisation.</p> <p>Students continue to work on the creation of their original assets, recording information on the development process as the work proceeds.</p> <p>Students ensure that all assets have sensible file names and that they are saved in a well organised folder structure.</p> <p>Students work in pairs to mark their evidence of collecting and creating digital assets using the relevant assessment grid from the specification.</p>			
Specification 2.4: Developing multimedia products				
35	Use features of software.	Layout and appearance.	Class exercise – Re-cap on the following skills and techniques learnt in Unit 1: Use of frames, tables and divisions for layout and templates. Produce templates for a website and a slideshow.	Web authoring software

			Students use their slideshow template to experiment with fonts and styles, colour schemes, borders and backgrounds to produce two slides on methods of transport for an adult audience and two slides on the same topic aimed at young children.	Presentation software Animation software
36	Use features of software.	User interaction	<p>Class exercise – Re-cap on the following skills and techniques learnt in Unit 1: Use of interactive elements, pop-ups on web-based products and linking screens.</p> <p>Students use their website template from lesson 35 and build a website of three pages using assets from their slides and including navigation with roll overs, a scrolling image gallery, a pop up and two hyperlinks to external websites.</p>	
37	Animation software	Timelines, scenes and navigation.	<p>Class exercise – Re-cap of timelines and use of scenes in animation software.</p> <p>Students work on creating a version of their websites from lesson 36 as a series of scenes in the available animation software, including embedding assets.</p>	
38			Students continue to work on their scenes, including navigation controls and synchronised music.	
39	Embed assets	Embed or link	Teacher/tutor-led discussion on the advantages and difficulties of embedding assets to include suitable file paths, choice of players and readers.	

			<p>Students embed assets to their transport web pages to ensure functionality, to include an audio file, a video and an animation.</p> <p>Students link assets to their transport web pages to ensure functionality and check for relative paths, to include an audio file, a video and an animation.</p>	
40	Technical specification	File size and compression	<p>Discuss implications of a technical specification for a multimedia eportfolio of work intended for online viewing with a restriction on the total size of 50 Mb.</p> <p>Teacher/tutor demonstration of available software to control file size and download time, including the options for file compression.</p> <p>Students consider the file size of their transport web sites and experiment with available options for controlling file size and file compression.</p>	File compression software
41	PROJECT Develop multimedia products	Combine assets and develop products.	<p>Discuss the assessment criteria in the specification for strand (c) - multimedia products. Agree the characteristics of products that will be required to achieve band 3 marks.</p> <p>Students refer to the Project SPB and combine assets to develop the required multimedia products.</p>	<p>Assessment criteria for strand (c) from CiDA specification.</p> <p>Animation, video, sound editing software.</p> <p>Image editing software</p> <p>Web authoring software.</p>
42				
43				
44				
45				

Specification 2.5: Prototyping and testing			
46	Functionality and usability testing	What and how to test.	<p>Formal testing is not required in Unit 2. However, students need to be able to carry out functionality testing of their products to ensure that they work as intended.</p> <p>Teacher/tutor explains that functionality testing covers:</p> <ul style="list-style-type: none"> • the layout and presentation of all content is accurate, appropriate and consistent • multimedia and interactive assets work as intended • hyperlinks work and go where expected • any interactive actions work as intended. <p>Students produce a checklist or test log for functionality testing.</p> <p>Teacher/tutor explains that usability is also required to assess the effectiveness of the products in terms of:</p> <ul style="list-style-type: none"> • a user interface and ease of navigation • accessibility • overall user experience <p>Students add appropriate usability tests to their checklist or test log.</p> <p>Students discuss methods for testing, for recording testing carried out and likely outcomes from testing.</p>

			Students work in small groups to carry out and record functionality testing of the Project products and correct any functionality issues discovered.	
47	PROJECT Prototype and test multimedia products	Usability testing of the Project products	Students work in the same groups with input from teachers/tutors, older students etc. to carry out and record usability testing of the Project products and carry out refinements as deemed necessary. Students work in pairs to mark their products using the relevant assessment grid from the specification.	Assessment criteria for strand (c) from CiDA specification.
Specification 2.6: Distribution				
48	File types and portability	File types and the Digital Applications moderators' toolkit.	Discussion – purpose and nature of standardised file types. Students review the Digital Applications moderators' toolkit and check that their products are suitable.	http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/summative-project-briefs-spbs/moderators-toolkit.html
Specification 2.7: Product review				
49	Contents of the review	Building a good review	Discussion. What is to be considered in the final review? How can the products be evaluated in terms of fitness for audience and purpose?	

			<p>What is the point of end user feedback? What are specific and valid suggestions for further improvement.</p> <p>Students obtain and record end user feedback on their final products and begin to draft their review.</p>	
50	PROJECT Producing the review	Writing the review	<p>Discuss the assessment criteria in the specification for strand (e), Review. Agree the scope and content that will be required to achieve band 2 marks.</p> <p>Students continue to write their reviews.</p>	Assessment criteria for strand (e) from CiDA specification.
51	Assessing the review	Marking the reviews and identifying improvements	<p>Students complete their reviews and work in pairs to consider the reviews in relation to the mark descriptions in the specification.</p> <p>Students refine their reviews following their consideration of the mark descriptions.</p>	
Specification 2.8: Presenting multimedia products in an eportfolio				
52	PROJECT Eportfolio	Creating a template for the eportfolio	<p>Re-cap on the following aspect of Unit 1: Creating a template that is fit for audience and purpose.</p> <p>Discuss the assessment criteria in the specification for strand (d), eportfolio. Agree the characteristics of an eportfolio that will be required to achieve band 3 marks.</p>	<p>Assessment criteria for strand (d) from CiDA specification.</p> <p>Web authoring software.</p>

			Students create a template for the presentation of the Project outcomes and plan the structure of their eportfolio.	http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html
53		Creating the eportfolio pages	<p>Discussion – number of pages required and content of the pages. What are introductory explanations?</p> <p>Students create the required web pages and begin to add content, including introductory commentaries.</p>	
54		Finalising eportfolio pages and linking content	<p>Students link all required content to their eportfolio pages.</p> <p>Students work in pairs to mark their eportfolios using the relevant assessment grid from the specification to produce a final overall mark for the work.</p> <p>Students compare their final mark with the published grade boundaries.</p>	
Specification 2.9: Standard ways of working				
55	Issues arising from standard ways of working	Presentation on standard ways of working.	Presentation to cover the topics listed in section 2.9 of the specification (Standard ways of working), emphasising points particularly relevant when tackling the SPB.	
Tackling the SPB: Stage 1. Introduction and proposal [Count of SPB lessons shown ()]				

56 (1)	The SPB	Considering contents of the SPB	Direct students to the SPB. Consider content required for the proposal. Students work individually on ideas and develop their proposal.	http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/summative-project-briefs-spbs.html
57 (2)		Approval of proposals	Students continue to develop their proposal. Provide individual feedback on the planned approach, highlighting strengths, weaknesses and possible problems with the planned product(s) and approach. Outcome – Teacher approval of individual proposals.	
Tackling the SPB: Stage 2. Design, build and develop products				
58 (3)	Design multimedia products. Strand (a):	Production and refinement of designs specified in the SPB	Students must work individually to design their products.	Materials for the production of hand drawn designs. Scanner Vector graphics software
59 (4)			Provide individual feedback on the planned approach, highlighting strengths, weaknesses and possible problems with the planned designs.	
60 (5)				
61 (6)				
62 (7)				
63 (8)	Collecting and preparing digital assets.	Gather and prepare ready-made assets.	Students must work individually to collect, edit and create the digital assets identified during the design stage.	Multimedia software for sound and video editing and optimisation.
64 (9)				
65 (10)				

66 (11)	Strand (b).	Create original digital assets.	Students update their assets tables and save evidence of their development of the assets, in the form of annotated screen shots, as the work proceeds.	Video and stills cameras Microphone. Animation software Vector drawing and image editing software.
67 (12)				
68 (13)	Develop multimedia products. Strand (c).	Implementing the designs using prepared assets	Students must work individually to produce a set of products that meet the requirements of the SPB. Students save evidence of their development of the products, in the form of annotated screen shots, as the work proceeds.	Multimedia software for sound and video editing and optimisation. Animation software Vector drawing and image editing software.
69 (14)				
70 (15)				
71 (16)				
72 (17)		Combine multimedia products	Students work individually to combine their products in accordance with the requirements of the SPB.	Web authoring software
73 (18)				
74 (19)				
75 (20)				
76 (21)	Refine multimedia products	Students work individually to obtain interim feedback on their prototype products and refine their products, where suggestions for improvement are agreed.		
77 (22)				
78 (23)	Present work in an eportfolio. Strand (d).	Eportfolio design and create template	Students work individually to produce an eportfolio template with an intuitive user interface that includes multimedia assets.	Web authoring, graphics and animation software

79 (24)		Eportfolio – create pages	Students work individually to produce eportfolio pages from their template to suit the products and supporting evidence required by the SPB.	
80 (25)		Eportfolio – link work to eportfolio pages	Students link their products and all other evidence to their eportfolio, checking compliance with the Digital Applications moderators’ toolkit and adding commentaries that introduce the linked content.	http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/summative-project-briefs-spbs/moderators-toolkit.html
81 (26)				
82 (27)		Eportfolio	Students finalise and test their eportfolio to ensure access is provided to all products and evidence via portable links.	
Tackling the SPB: Stage 3. Project review				
83 (28)	Project review. Strand (e)	Feedback	Students gather and present feedback from their end-of-project reviewer on the finished products.	Web authoring software
84(29)		Response to feedback	Students present their responses to the end-of-project reviewer’s feedback.	
85 (30)		Evaluation	Students present their own evaluation of their finished products, collate their product review and link this to their eportfolio.	

86 - 90		Submission and contingency		
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