

IT  
Unit 4: Multimedia



# IT

## Level 1 Unit 4: Multimedia

### Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

A sample assignment brief, an example of a learner's submission and commentary by the principal moderator are available at [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)

<b>Total GLH</b>	60
<b>Aim</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand how multimedia products can be used by businesses</li> <li>• design, create, test and evaluate multimedia products.</li> </ul>
<b>Notes</b>	<p>The practical activity in this unit could be undertaken using presentation software such as PowerPoint. However, animation software such as Adobe Flash or web creation software is more likely to engage the learners as well as providing many opportunities for the assessment task.</p> <p>You should ensure that learners are familiar with the advice and ground rules for internal assessment outlined in Section 4 of the Principal Learning specification (see pages 56–62). See also pages 52–54 on the guidance for delivery.</p> <p>You can find instructions on the use of marking grids at <a href="http://www.diplomainfo.org.uk/documents/Instructions_on_the_use_of_Marking_Grids_version_3.0.pdf">www.diplomainfo.org.uk/documents/Instructions_on_the_use_of_Marking_Grids_version_3.0.pdf</a></p> <p>Under FS (functional skills), * indicates opportunities for assessment in English of speaking and listening and/or written communication.</p>

Topic	Activities, assignments, assessments, resources	LO and AC	PLTS	FS	GLH	Other comments
<b>1</b> Introduction to the unit	<p>Provide an overview of the learning objectives, the tasks to be carried out for this unit and the assessment methods.</p> <p>Discuss what is meant by multimedia. It can be defined as the use of technology to combine two or more of the following: text, graphics, video, animation and audio.</p> <p>Discuss what is meant by animation. Show examples of use in presentations and on websites.</p> <p>Discuss the purposes of the examples seen, eg for education, marketing, etc.</p>		IE		1	
<b>2</b> Visit to a local business	<p>Arrange a visit to a local business, such as a car showroom and think about the following:</p> <ul style="list-style-type: none"> <li>• Does the company have a website?</li> <li>• Is there any multimedia content?</li> <li>• Do they use multimedia products in any other way?</li> <li>• If so, why is it used and what is the purpose?</li> </ul> <p>Then ask learners to compare the company's website with other websites.</p>	AC1a, b AC2a (i)	CT	*	2	<p>Links to Unit 1, AC3: the contribution of technology to meeting the needs of specific organisations.</p> <p>Links to Unit 2, AC1a: investigate the appropriateness and implications of using different communications media in different situations.</p> <p>Links to Unit 2, AC2a (iv): use appropriate written language on websites.</p>

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<b>3</b> Compare websites that use multimedia	In groups or pairs, ask learners to look at several websites that use multimedia and discuss whether multimedia is useful and if it has any drawbacks?  Using a writing frame, comment on the success of the multimedia content seen.	AC1a	RL	*	1	Links to Unit 2, AC1a: investigate the appropriateness and implications of using different communications media in different situations.  Links to Unit 2, AC2a (iv): use appropriate written language on websites.
<b>4</b> Professional sites and/or presentations	As a class, discuss professional web pages/slides, looking at house style, colour, columns, text size, background, logos, corporate image, etc.  Ask learners to produce a design for a web page or a slide in a presentation to fit the website of the company visited. Learners will need to include the company's logo and match their house style. Ensure learners think about the purpose of their web page or slide.  Once designed, ask learners to discuss their individual design in pairs and consider what improvements could be made. Learners can use a writing frame to record comments.	AC1a, b AC2e	CT RL	*	2	Links to Unit 2, AC1a: investigate the appropriateness and implications of using different communications media in different situations.
<b>5</b> Everyday uses of multimedia	As a class, discuss the use of multimedia in everyday life, eg websites, touch-screen information points, TV advertisements, computer games, etc.	AC1b	IE	*	1	
<b>6</b> Why use multimedia	As a class, discuss the use of multimedia in virtual tours, virtual reality, competitions, entertainment and games. Use the internet to find examples.	AC1b	IE		1	

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<b>7</b> Identifying an audience	<p>Discuss the needs of the following types of audiences:</p> <ul style="list-style-type: none"> <li>• old/young</li> <li>• male/female</li> <li>• rich/poor</li> <li>• with a lot of free time/with no free time</li> <li>• outdoor types/couch potatoes.</li> </ul> <p>Discuss the likely purchasers of the following: PSP, Wii, fashionable clothes, tickets to concerts, tickets to football matches, classical music CDs, shoes.</p> <p>The above can be delivered as an activity in which learners match consumer types to products.</p>	AC2b	IE		1	
<b>8</b> Assessment task 1	<p>Ask learners to produce a PowerPoint presentation to show examples of multimedia content found on the internet, identifying:</p> <ul style="list-style-type: none"> <li>• features of the multimedia content</li> <li>• the organisation that the multimedia content is used to support</li> <li>• the purpose of the multimedia content</li> <li>• how the multimedia content helps the organisation meet its objectives.</li> </ul>	AC1a, b	CT IE EP	*	4	

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<b>9</b> Multimedia components	<p>Learners should find or create examples of multimedia components such as:</p> <ul style="list-style-type: none"> <li>• Flash animations</li> <li>• audio files, eg by recording a short voice over</li> <li>• videos, eg by taking a digital video of the class</li> <li>• images, eg by taking digital photos of the school</li> <li>• animated gifs</li> <li>• animation within PowerPoint.</li> </ul> <p>Demonstrate how to set up master slides and/or style sheets on which all other pages/slides are based. Then show learners how to insert their web pages or presentation slides.</p> <p>Discuss the importance of checking file sizes.</p> <p>Resource: Teachers.tv, Building a multimedia web page, <a href="http://www.teachers.tv/video/3417">www.teachers.tv/video/3417</a></p>	AC2c, d	CT		3	
<b>10</b> Designing multimedia components	<p>This session should focus learners' attention on factors involved in the early stages of designing multimedia, such as defining the purpose of the final product, the needs of the business, the target audience, creating storyboards, testing and outlining the resources required.</p>	AC2a (i, ii) AC2c	CT		5	
<b>11</b> Flash animations	<p>Demonstrate how to create Flash animations including images, text, motion and resizing.</p> <p>Ask learners to create a practice animation for a given business need.</p>	AC2d			10	

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12 Using audio	In this session, learners will record a radio voice over/advert for a local company. They will need to write the script, record and edit the audio clip and add it to a web page or presentation.	AC2d	CT	*	2	
13 Using video	Ask learners to record a brief video, eg about the school. Again learners will need to write the script, record and edit the video clips (possibly using Windows Movie Maker) and add them to a web page or presentation.	AC2d	CT		3	
14 Using images	<p>Ask learners to download images from the internet, paying attention to the file sizes and download times. Ensure they understand the issues surrounding copyright.</p> <p>Learners will then take photos using a digital camera, resize the images, change the resolution and clarity and add them to a web page or presentation.</p> <p>Demonstrate and ask learners to then create animated gifs.</p>	AC2e			2	
15 Animation and transition	<p>Learners will need to add animation and transition effects to their already created web pages or presentation slides.</p> <p>Working in groups or pairs, learners should then reflect on the value of such animations to the audience and the businesses.</p>	AC2d	RL		1	

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<b>16</b> Assessing multimedia content	<p>In this session, learners should examine multimedia content on a variety of websites taking into account the target audience.</p> <p>Learners should give each website up to five stars for clarity, suitability and good design.</p> <p>Ask learners to then write a report (use a writing frame) on the use of the multimedia studied. They must consider the use of changing image, sound, text and video, and if the multimedia is fit for purpose.</p>	AC3b, c	RL		1	
<b>17</b> Assessment task 2	Ask learners to design and create a multimedia product to meet a business requirement. They must consider the purpose (the needs of the business and the target audience) and the resources requirements.	AC2d	CT SM		15	See pages 48–49 of Principal Learning specification.
<b>18</b> Assessment task 3	Learners will then need to test the multimedia product.	AC3a	RL SM		3	See pages 48–49 of Principal Learning specification.
<b>19</b> Assessment task 4	Learners will use the feedback gathered from the audience to evaluate their multimedia products.	AC3b, c	RL		2	See pages 48–49 of Principal Learning specification.