

DESIGN FOR THE WEB



STUDENT NAME :

ASSESSED BY:

DATE :

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MODULE AND UNIT OVERVIEW

UNIT	UNIT CODE	LEVEL	CREDIT
MODULE 1 HTML			
Computer Graphics : Adobe Photoshop	CE03LN002	3	3
image manipulation	CDO/3/LN/089	3	3
web page HTML	CDO/2/LN/105	2	3
web page authoring	CDO/3/LN/087	3	3
design awareness & interpretation	CDO/3/LN/088	2	3
MODULE 2 DESIGN FOR THE WEB			
web site creation	CDO/3/LN/090	3	3
launching & managing a web site	CDO/3/LN/091	3	3
graphic & layout skills	CDO/3/LN/092	3	3
MODULE 3 MULTIMEDIA SHOWREEL			
introduction to time-based media	CDO/3/LN/093	3	3
planning & organising an interactive portfolio	CDO/3/LN/094	2	3
developing a multi-media presentation	CDO/3/LN/095	3	3
hand-drawn visuals for digital graphics	CDO/3/LN/096	3	3
MODULE 4 STUDY SKILLS			
professional skills development	KB2/2/LN/017	2	3
industry research awareness	VFO/3/LN/001	3	3

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MODULE 1 HTML

UNIT TITLE	Computer Graphics : Adobe Photoshop				
LEVEL	3	CREDIT VALUE	3	UNIT CODE	CE03LN002



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	follow Health & Safety guidelines	1.1	work effectively applying knowledge of Health & Safety practices when using computer equipment	<input type="checkbox"/>
2.	use the Macintosh system	2.1	work effectively using both mouse and keyboard skills when navigating around the Macintosh system	<input type="checkbox"/>
3.	launch Adobe Photoshop program	3.1	identify the application in hard disk and launch Adobe Photoshop program using various open commands employing mouse and keyboard skills	<input type="checkbox"/>
4.	identify the selection creation and editing tools in the Adobe Photoshop tools palette	4.1	use Adobe Photoshop tools palette effectively employing keyboard commands and to vary the use of each tool creatively	<input type="checkbox"/>
5.	select, cut, copy and paste elements from a source image from the tutorial folder	5.1	employ the cut, copy and paste commands effectively when editing or modifying an image creatively	<input type="checkbox"/>
6.	scan found source material	6.1	scan source material for various output	<input type="checkbox"/>
7.	montage two images together	7.1	montage two or more images together creatively when selecting and editing pixels	<input type="checkbox"/>
8.	follow a brief	8.1	produce graphic work that fulfills the requirements of the brief which demonstrates creative interpretation	<input type="checkbox"/>
9.	design a bookjacket and a poster	9.1	design a bookjacket and a poster demonstrating considered use of the selection and editing skills acquired, creatively	<input type="checkbox"/>
10.	print final artwork	10.1	use the page set up commands to be able to print documents accurately	<input type="checkbox"/>

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MODULE 1 HTML

UNIT TITLE	image manipulation		
LEVEL	3	CREDIT VALUE	3
UNIT CODE	CDO/3/LN/089		



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	access images from a variety of sources for editing & manipulation	1.1	use input devices to source images eg: scanner, digital camera, conventional camera, graphics tablet, clip art, internet	<input type="checkbox"/>
		1.2	apply these critical aspects to discriminate between good & bad design	<input type="checkbox"/>
2.	use pixel software to edit & manipulate digital images	2.1	select and use the appropriate tool, technique and palette for a specific task	<input type="checkbox"/>
		2.2	use a range of filters and effects in the manipulation & creation of images	<input type="checkbox"/>
		2.3	explain the different colour modes and when to use them	<input type="checkbox"/>
		2.4	use a combination of several selection techniques on digital images	<input type="checkbox"/>
		2.5	take account of differences in resolution, file size & available memory whilst creating a file	<input type="checkbox"/>
3.	make layered digital images for web pages & other multi-media applications	3.1	prepare and present appropriate images for web pages, balancing the demands of personal design against the need to keep file size down for the internet	<input type="checkbox"/>
		3.2	create and adapt bitmapped graphics for web pages including modifications to image size & colour depth, colour palette, alpha channel (transparency) effects, dithering and antialiasing	<input type="checkbox"/>
4.	use advanced image manipulation techniques	4.1	use several distort and artistic filters on the same scanned photographic image & describe the resulting 'degeneration of image'	<input type="checkbox"/>
		4.2	create a layer mask and apply a filter to it	<input type="checkbox"/>
		4.3	alpha channels - use masking channels when creating transparent gifs & other file formats that support them	<input type="checkbox"/>

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MODULE 1 HTML

UNIT TITLE	web page HTML		
LEVEL	2	CREDIT VALUE	3
UNIT CODE	CDO/2/LN/105		



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	make a simple web page using html code	1.1	use the elements of good web page design: <ul style="list-style-type: none"> legibility visual interest non-browser specific easy to update 	<input type="checkbox"/>
		1.2	identify the constraints of hardware/software consider the needs of readers	<input type="checkbox"/>
		1.3	use simple text editor to create, edit, load & save a html page	<input type="checkbox"/>
2.	demonstrate the use of basic html document syntax and use of tags	2.1	use tags: <ul style="list-style-type: none"> unordered lists, ordered lists style tags: text styles, images, colours, lists, rules, basic page layout and alignment 	<input type="checkbox"/>
		2.2	specify text and background colours by name and hex values	<input type="checkbox"/>
		2.3	use tags to create a page with a variety of text, rules, colours, graphics	<input type="checkbox"/>
		2.4	use heading and other basic text effects (eg bold, strong, italic, blink)	<input type="checkbox"/>
3.	Create simple image effects.	3.1	use a typical gif editor to create simple image effects (eg transparency, animation)	<input type="checkbox"/>
		3.2	describe how economical image files can be made for effective downloading	<input type="checkbox"/>
4.	Use links	4.1	identify main syntax and features of hypertext links (URLs) used in html	<input type="checkbox"/>
		4.2	create links to other areas of the same page and to other pages using clear navigation	<input type="checkbox"/>
		4.3	make sets of consistent links using text and graphics links using absolute and relative URLs	<input type="checkbox"/>

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MODULE 1 HTML

UNIT TITLE	web page authoring		
LEVEL	3	CREDIT VALUE	3
UNIT CODE	CDO/3/LN/087		



LEARNING OUTCOMES	ASSESSMENT CRITERIA	EVIDENCE
1. produce an enhanced web page using advanced html code	1.1 use advanced html to enhance their web page	
	1.2 align text & graphics horizontally/vertically	
	1.3 use tables to create page layout effects for text and graphics	
	1.4 use tables to create well-designed forms that are accessible to the reader	
	1.5 control scrolling and re-size options	
	1.6 create framesets, targets & named frames	
2. develop web pages and sites using both 'hand coding' & dedicated website software	2.1 employ dedicated website authoring software to create complex web pages & sites, demonstrating html features previously produced using hand coding	
	2.2 compare and contrast benefits of hand coding versus dedicated web design software	
3. recognise areas of current development in web design software	3.1 identify current trends & new standards in html eg: <ul style="list-style-type: none"> • cascading style sheets • widely supported extensions to html • use of scripting languages 	
	3.2 identify and evaluate benefits of web plug-ins, add-on software & non-standard browser features	

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MODULE 1 HTML

UNIT TITLE	design awareness & interpretation				
LEVEL	3	CREDIT VALUE	3	UNIT CODE	CDO/3/LN/088



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	examine the ideas & visual elements from which graphic images are made	1.1	analyse existing pieces of graphic work, considering - point, space, line, plane, shape/form, colour, scale, balance, gravity, rhythm, sequence, texture, ambiguity, sympathy	<input type="checkbox"/>
		1.2	apply these critical aspects to discriminate between good & bad design	<input type="checkbox"/>
2.	develop appreciation of the traditional & contemporary use of design phenomena within the framework of a graphic design job	2.1	research & employ a wide range of imagery from traditional & current visual cultures	<input type="checkbox"/>
		2.2	apply this research to a range of personal design work within main graphic design tenets: communication information	<input type="checkbox"/>
3.	solve design problems whilst considering design aesthetics & the needs of the customer, producer & user	3.1	produce design solutions to briefs which balance personal aesthetic ambitions with commercial & technical considerations	<input type="checkbox"/>
		3.2	evaluate individual working method	<input type="checkbox"/>

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MODULE 2 DESIGN FOR THE WEB

UNIT TITLE	web site creation				
LEVEL	3	CREDIT VALUE	3	UNIT CODE	CDO/3/LN/090



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	research content for a website	1.1	prepare & conduct a client briefing	<input type="checkbox"/>
		1.2	list client requirements: <ul style="list-style-type: none"> • scope • design • cost factors 	<input type="checkbox"/>
		1.3	draft plan, method & work schedule	<input type="checkbox"/>
		1.4	estimate working costs to set up & maintain website	<input type="checkbox"/>
2.	design & develop a website	2.1	complete site design through storyboard, layout roughs, flowcharts, link plans	<input type="checkbox"/>
		2.2	develop template pages & stylistic guidelines	<input type="checkbox"/>
		2.3	layout text using stylistic guidelines	<input type="checkbox"/>
3.	generate special graphics & effects	3.1	generate appropriate special graphics, effects, animations to the specifications of the site design	<input type="checkbox"/>
4.		4.1	test rough pages offline	<input type="checkbox"/>
		4.2	make interim evaluation of site design estimating: <ul style="list-style-type: none"> • functionality of design • legibility • ease of navigation • adherence of design to original client briefing 	<input type="checkbox"/>

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MODULE 2 DESIGN FOR THE WEB

UNIT TITLE	launching & managing a web site		
LEVEL	3	CREDIT VALUE	3
UNIT CODE	CDO/3/LN/091		



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	take off-line pages & prepare to launch site on-line	1.1	post rough pages to isp webspace & test online on several browsers/platforms	<input type="checkbox"/>
		1.2	test site offline & online	<input type="checkbox"/>
2.	conduct interim evaluation of website	2.1	conduct interim presentation, evaluating: <ul style="list-style-type: none"> • style • content • navigation • work method 	<input type="checkbox"/>
		2.2	after evaluation, revise plans, methods, schedules	<input type="checkbox"/>
		2.3	edit final text, pictures & navigation aids	<input type="checkbox"/>
3.	publish web site on the internet	3.1	access web servers & upload html & related files	<input type="checkbox"/>
4.	present & evaluate finished work	4.1	evaluate final website - work methods, schedule, management issues	<input type="checkbox"/>
		4.2	identify scope for possible improvement or development	<input type="checkbox"/>
		4.3	make final evaluation of site design, estimating: <ul style="list-style-type: none"> • functionality • performance • design • legibility • ease of navigation • adherence to original client briefing. 	<input type="checkbox"/>

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MODULE 2 DESIGN FOR THE WEB

UNIT TITLE	graphic & layout skills		
LEVEL	3	CREDIT VALUE	3
UNIT CODE	CDO/3/LN/092		



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	explore & develop practical & personal design skills by the use of traditional graphic media	1.1	find creative design solutions to a series of set projects using traditional graphic techniques & materials: <ul style="list-style-type: none"> • cut & paste layout • hand-drawn lettering • collage • pencil, chalk, ink, paint • photocopying 	<input type="checkbox"/>
		1.2	use traditional media & tools to investigate a range of approaches to image-making & to develop a personal vocabulary of techniques	<input type="checkbox"/>
2.	understand & employ the principles of page layout	2.1	critically analyse existing examples of graphic design for print/world wide web	<input type="checkbox"/>
		2.2	identify & describe component elements of graphic design in these examples - typography, layout, composition, balance, colour, image	<input type="checkbox"/>
3.	demonstrate understanding of each stage of the design process	3.1	produce several hand-drawn colour plans/rough visuals for discussion with a "client"	<input type="checkbox"/>
		3.2	make any constructive changes to design suggested during presentation to "client"	<input type="checkbox"/>
		3.3	create designs appropriate to the constraints of the brief and showing consistency of style	<input type="checkbox"/>
		3.4	identify the potential difficulties in communicating a piece of information to a particular audience within the confines of a brief	<input type="checkbox"/>
4.	recognise and apply the principals of typography	4.1	explore thoroughly the differences between fonts - serif, sans serif, - different type styles - bold, italic & their uses in design practice	<input type="checkbox"/>
		4.2	choose the right font for the job, taking into account legibility, design, cost & available space	<input type="checkbox"/>
5.	effectively apply knowledge acquired to the production of a body of work	5.1	design & produce appropriate dummy web page designs for several different "clients" using traditional graphic techniques	<input type="checkbox"/>

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MODULE 3 MULTIMEDIA SHOWREEL

UNIT TITLE	introduction to time-based media		
LEVEL	3	CREDIT VALUE	3
UNIT CODE	CDO/3/LN/093		



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	understand & employ the basics of multi-media authoring	1.1	identify basic features & metaphor of typical multi-media authoring software eg: <ul style="list-style-type: none"> stage cast score 	<input type="checkbox"/>
2.	use authoring software to create a multi-media presentation	2.1	explore the use of the score	<input type="checkbox"/>
		2.2	differentiate between internal & external cast members	<input type="checkbox"/>
		2.3	import & name external cast members	<input type="checkbox"/>
		2.4	create internal cast members	<input type="checkbox"/>
		2.5	place cast members on the stage	<input type="checkbox"/>
		2.6	employ ink effects	<input type="checkbox"/>
		2.7	use sprites and control key factors eg: <ul style="list-style-type: none"> paths opacity layers scaling 	<input type="checkbox"/>
3.	use an authoring script language to create inter-activity in a movie	3.1	employ accurately script types, typical features & requirements for using a scripting language (eg lingo) to create & edit eg: <ul style="list-style-type: none"> sprite scripts frame scripts cast member scripts movie scripts navigation events/behaviours 	<input type="checkbox"/>
4.	recognise and apply the principals of typography	4.1	manage external files	<input type="checkbox"/>
		4.2	create film loops	<input type="checkbox"/>
		4.3	employ a range of transition effects	<input type="checkbox"/>
		4.4	develop and explore autoplay & loop playback options	<input type="checkbox"/>

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MODULE 3 MULTIMEDIA SHOWREEL

UNIT TITLE	developing a multi-media presentation				
LEVEL	3	CREDIT VALUE	3	UNIT CODE	CDO/3/LN/095

LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	use an authoring script	1.1	use a scripting code to control behaviours & final presentation features	
		1.2	enable the finished presentation to be accessed from the www	
2.	present a complex multi-media piece	2.1	explain factors affecting platform requirements	
		2.2	present final project & respond to feedback	
		2.3	evaluate final project for content, style, interactivity & economy	
		2.4	identify scope for possible improvement or development	



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MODULE 3 MULTIMEDIA SHOWREEL

UNIT TITLE	hand-drawn visuals for digital graphics		
LEVEL	3	CREDIT VALUE	3
UNIT CODE	CDO/3/LN/096		



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	produce a clear and useful story board	1.1	draw a storyboard to show the key frames of the animation of a chosen story describe in hand-drawn frames the main action of the plot, considering: <ul style="list-style-type: none"> dramatic impact characterisation viewpoint (camera angle) changes of scene 	<input type="checkbox"/>
2.	plan a computer interface	2.1	map in a series of drawings/ diagrams, the working structure of a chosen software interface, showing: menus, layers of dialogue boxes	<input type="checkbox"/>
		2.2	produce a diagrammatic plan for a new interface showing clearly how menus, and layers of dialogue boxes would unfold, any fly outs etc.	<input type="checkbox"/>

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MODULE 4 STUDY SKILLS

UNIT TITLE	industry research awareness		
LEVEL	3	CREDIT VALUE	3
UNIT CODE	VFO/3/LN/001		



LEARNING OUTCOMES		ASSESSMENT CRITERIA		EVIDENCE
1.	assess current/prospective skills needs & opportunities for employment in digital graphics industry	1.1	evaluate the typical skills needs, work organisation & relationship between individual, group & studio	<input type="checkbox"/>
		1.2	describe the current state of a selected area of technical industrial development	<input type="checkbox"/>
2.	maintain a file of technical references & specifications	2.1	organise & maintain a technical reference file on a self-selected area of new industry developments, emerging skills, new forms of digital communication & digital work practice	<input type="checkbox"/>
		2.2	collect, organise & annotate a systematic library of source code & software objects for a relevant area (HTML, LINGO etc) which can be customised & re-combined as required	<input type="checkbox"/>
		2.3	identify, consult & record technical references, standards & specifications from a variety of sources (eg manuals, textbooks, websites)	<input type="checkbox"/>
3.	appreciate the cultural context of digital graphics	3.1	outline the main contributions to current culture (in the digital graphics area) of a range of suggested key figures & groups	<input type="checkbox"/>
		3.2	offer a critical account of the contribution to contemporary culture of a selected individual or group in the web design/digital graphics area	<input type="checkbox"/>
		3.3	identify some cultural issues & prospects for a selected area of development in digital graphics	<input type="checkbox"/>
		3.4	explain what this area of development means for the future	<input type="checkbox"/>

